

A.P. EUROPEAN HISTORY – 2010-11
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General Information

Advanced Placement courses are university-level courses offered in high school. This course will cover European History from the Renaissance period to the present. The class lectures, discussions, exams, readings, and writing assignments are all geared toward preparing students for the **rigorous** Advanced Placement exam. All students will be expected to take the Advanced Placement (AP) exam on **May 6, 2011** – a score of 3 or higher (on a scale of 5) results in college credit awarded for the course (depending on the college or university), and successful students earn an extra grade point on their transcripts. ***Advanced Placement courses and the exam are of the highest level of difficulty and should only be attempted by students who are willing and able to set aside a significant portion of their time to prepare for this class and the AP exam.*** **EXCELLENT ATTENDANCE IS A MUST, as is the self-discipline required to succeed.** Students who lack the self-discipline to handle the subject matter in a mature fashion will be seriously considered for removal from the course.

This class does have a mandatory Summer Assignment. Advanced Placement courses strongly recommend that all students purchase their own textbook (information below) and pay the fee for the Advanced Placement exam (approximately \$90.00 for the exam fee.)

SPRING SPORTS: Your coach may insist on you taking the make-up exam, which has an additional \$50.00 cost. This is due to conflicts with league finals in swimming, tennis & track, & possibly baseball & softball.

TEXTBOOK – We are using a new textbook, so **do not** purchase a textbook from previous years' students. The text may be purchased from Amazon.com or Barnes and Noble.com, or other websites that sell textbooks. (Used copies are available for purchase at these sites.)

Title – The Making of the West, Volume II: Peoples & Cultures: A Concise History
3rd Edition, Since 1340

Authors – Lynn Hunt, Thomas Martin, Barbara Rosenwein, & Bonnie Smith

Publisher – Bedford/St. Martin

ISBN – 0312554605

For students with a financial hardship, Irvine High School has a limited number (less than 10) books on hand for student use. Those students should inform the AP European History instructor before the end of the current school year about reserving a book for use during the 2010-2011 school year. In addition to the textbook, students are strongly urged to obtain a copy of **The Best Test Preparation for the AP Examination in European History** (also known as the REA book), which can also be purchased from previous years' students or is available at almost any bookstore in the reference or test prep section within the store.

It is important to reconsider why individual students may be signing up for Advanced Placement courses. Taking the course solely to receive the expanded GPA point is wasting the time of other students & the instructor. College is still a definite possibility for those who choose NOT to take AP courses. The demands of the sophomore year can be difficult and adding an AP course to those demands may not be realistic.

If a student wishes to drop the course, it should be done before the end of the school year. It is strongly suggested to request program changes this spring as course selection will be more limited in the fall.

SUMMER ASSIGNMENT

Students are required to read two books.

- **The first:**

European History for Dummies, by Sean Lang. (ISBN # 0-7645-7060-9)

OR

The Complete Idiot's Guide to European History, by Nathan Barber (ISBN # 1-59257-489-0)

Either of these is available at local booksellers or on-line, in addition to being available thru public libraries. Cost is approximately \$20.00. They can also be purchased from previous years' students.

You may expect a quiz on the first day of class on general information on European History.

- **The second:**

A student-selected, non-fiction work on European History since the Renaissance. (See the attached list for suggestions, but concentrate on selecting a book that deals with something you find interesting. If a book is selected that is **NOT** on the list, please check with Ms. Peck by e-mail to have it approved. Include the bibliographic information in your e-mail; see below). Students **are not** required to purchase the book, but be aware that many of them are only offered in hardback and can be expensive. (Also be aware that these books do not have Cliffs Notes versions.) Choose a book with an author(s), not an anthology with readings by various authors, which would be edited by someone else, and the book should not be a novel, biography or travel guidebook. Any book with the word "concise" in its title is NOT acceptable.)

REQUIREMENTS FOR STUDENT-SELECTED BOOK:

1. **READING JOURNAL:** While reading **the non-fiction work**, the reader should keep a reading journal that has ongoing entries which correspond to the chapters or sections read, paying particular attention to the book's relevancy to European History. Students may use regular notebook paper, or a type of spiral notebook. Information that should be included in the journal should be questions that the reader may have about items discussed in the book, theories presented by the author, and what the reader is learning from the book. Use different colored highlighters to denote some of these aspects. **Reading journals must be hand written. Typed journals will not be accepted.** Length of journals should correspond to the length of the book being read for this portion of the assignment.
2. **CRITIQUE OF BOOK:** After completing the reading of the book, students should write a 3-5 page paper, in essay form, on this book. The paper must be typed, double-spaced, (with no extra spacing between paragraphs) using a font of 10 or 12. The paper must include all of the following:
 - An individual cover sheet with student name, book title & author.
 - At the beginning of the essay, there should be the bibliographic information using the MLA format (author, title, city of publication: publisher, date of publication), any miscellaneous information pertaining to the volume (including the number of pages of **TEXT** the book contained), and **how the reader obtained it. This information should be at the very beginning of your paper, and the paper does not need a separate bibliographic page. Text does not include index or endnotes.**
 - Theme of the book, including the author's perspective on the period(s) of history dealt with. What is the main point or central idea being conveyed? What is the author's point of view or interpretation of the history or historical event that is the subject of the book? Realize that the author is a professional historian, so they have a sophisticated approach to their topic. (Read the introduction of the book – it is helpful in understanding the writer's point of view.)
 - Critique of the book and what the reader has learned. **This is the most important portion of the paper & should be the longest portion of the paper.** This is an opportunity to engage in critical reflection of the book. It is especially important to be clear on what the reader has learned from the book – how familiar was the reader with the events that were discussed in the book? What was learned from reading the book? Did the book introduce the reader to new concepts or help the reader gain better understanding of the event(s) or topic(s) discussed? You may incorporate synopsis elements into your critique. Was the book useful in helping the reader to understand the subject of the book? Did the reader like and enjoy the book? If not, say so and explain why.
3. **DISK/CD/FLASHDRIVE:** In addition to a hard copy of the paper, students must also submit a copy of the paper on a 3 1/2" floppy disk or a CD. **PAPER AND DISK, CD, OR FLASHDRIVE ARE DUE THE FIRST DAY OF CLASS, AS IS THE READING JOURNAL. ALL SHOULD BE TURNED IN SEPARATELY.** (Disks or CDs and paper will be returned to students after all of the papers are graded.) *Each should be labeled with student name & correct period number.*

Late assignments will be accepted one week after the original due date only, so the last day for Summer Assignments to be accepted is September 10. Each class period the assignment is late will result in a 20% reduction for the entire assignment's grade. All portions of the summer assignment must be turned in together & the paper and reading journal will each receive the 20% deduction for being late.

Be aware that students may drop the class during this period but a replacement class cannot be added after the first full week of the school year. Students may have to stay in AP European History, despite poor grades, if they are underenrolled.

CRITERIA CONSIDERED IN GRADING OF SUMMER ASSIGNMENT:

- Consistency in journal entries (are the lengths of each entry consistent? How extensive or brief is each?)
- Highlighting of various aspects of reading journal (questions, author's theories, unclear information, etc.) It is not necessary to highlight each entry or the entire journal in its entirety.
- Neatness & organization of the reading journal
- Paper emphasizes student critique and analysis of the book. Student clearly understands the task, concentrating on their impressions of the book, rather than summarizing the book. (Essays that emphasize summarizing the book's contents will receive lower grades.)
- Discussion of theme follows historical, not literary, conventions & aspects
- Conventions of Writing: appearance of paper, with proper formatting, including correct spelling, grammar & punctuation
- Following directions – using an essay format; no extra spacing; staying within the parameters of length, etc.

If you have questions about the Summer Assignment, you can e-mail Ms. Peck. Please identify yourself when you e-mail.

ORIGINALITY OF WORK – The Irvine Unified School District Academic Honesty Policy will be **strictly observed and enforced in this course.** "Each student is expected to do his or her own work on individual assignments. This includes test taking, homework, class work, & the original creation of essays, compositions, term papers, & scientific research. A student who shares his/her work

with another student, other than in a cooperative learning situation, will be considered an accessory who is subject to the appropriate consequences.” (IHS Program of Studies) “Cheating”, directly copying from the textbook or any other source, or unoriginal work on any assignment or test, regardless of how inconsequential a student may perceive the assignment to be, is totally unacceptable under any circumstances.

The first offense will result in any or all of the following actions:

- Student referred to assistant principal by teacher & teacher contacts parents
- Student receives a “0” on assignment & Saturday School. Student will be required to complete the following:
 - Student & parent watch one 15 minute video
 - Student completes companion worksheet
 - Student returns video to assistant principal with worksheet containing parent signature

Second offense in any class:

- Student referred to assistant principal by teacher & teacher contacts parents
- Student will be dropped from the class with an “F” unless student completes the following:
 - Student assigned to one evening small group intervention
 - Small group facilitated by Project Success
 - Curriculum to include: discussion of further consequences; stages of moral development; role playing opportunities; lesson from “Honor Above All”, developed in association with Character Counts
 - Reflective letter to assistant principal within one week including why student violated the Academic Honesty Policy & what the student would do in the future
 - Student continues with the class until Project Success date passed has 1 week to schedule meeting with assistant principal. When successfully completed, student receives a “0” on assignment & signs a contract. If not successfully completed, student is dropped from the class with an “F”

Third (or more) offense in any class:

- Student referred to assistant principal by teacher & teacher contacts parents
- Student dropped from class with an “F”

Please be aware that the instructor will enforce this policy to the letter. If an individual student cannot succeed on their own and must resort to cheating to earn a grade in this class, all of the students involved will suffer the consequences.

See the Irvine High School Program of Studies and the Irvine Unified School District’s website for further information.

A.P. EUROPEAN HISTORY BOOK PURCHASING INFORMATION

IT IS STRONGLY RECOMMENDED THAT STUDENTS ENROLLED IN ADVANCED PLACEMENT COURSES PURCHASE THEIR OWN TEXTBOOK FOR USE IN THE CLASS. Irvine High has a very limited number of copies of the textbook (less than 10.) Owning an individual copy of the text permits students to highlight and write in it, assisting in memorizing & studying the material. Since a new textbook is being used this year, students must purchase the book individually; the information regarding this is on the first page; the cost is approximately \$50.00.

Students interested in purchasing other required books for the course may contact previous years' students to purchase these books.

Other books required for the course include:

- European History for Dummies or the Complete Idiot's Guide to European History (read one as part of the summer assignment)
- Machiavelli's The Prince (To be assigned during the school year.)
- Voltaire's Candide. (To be assigned during the school year.)

(The last two may also be purchased from former students or are available in inexpensive editions from Barnes & Noble.)

If you haven't made arrangements for purchasing books from someone, you can buy books on **Wednesday, June 16, Thursday, June 17, or Friday, June 18 at Lunch in H3.** Sellers are accepting **CASH** only.

NOTICE:

- Prices are negotiable, depending on the condition of the books.
- **Students purchase books at their own risk**

A.P. EUROPEAN HISTORY SUMMER ASSIGNMENT

Suggestions for books to review GENERAL EUROPEAN HISTORY

Davies, N. – *Europe: A History*

Kennedy, P. – *Rise & Fall of the Great Powers*

Fischer, D.H. – *The Great Wave: The Price Revolutions & the Rhythm of History*

Barzun, J. – *From Dawn to Decadence: 1550 to the Present, 500 Years of Western Cultural Life*

Berend, I.T. – *History Derailed: Central & Eastern Europe in the Long 19th Century*

Hopkirk, P. – *The Great Game: The Struggle for Empire in Central Asia*

Wolf, E. – *Europe & the People without History*

Pyenson, I. & Sheets-Pyenson, S. - *Servants of Nature: A History of Scientific Institutions, Enterprises & Sensibilities*

Anderson, B. & Zinsser, J. – *A History of Their Own: Women in Europe from Prehistory to the Present (Vol. 2 only)*

Williams, R. – *Long Revolution*

Curtin, P. – *The World & the West: European Challenge & the Overseas Response in the Age of Empire*

Parker, G. – *Success is Never Final: Empire, War & Faith in Early Modern Europe*

Burleigh, M. – *Earthly Powers: The Clash of Religion & Politics in Europe, from the French Revolution to The Great War*

ENGLISH/BRITISH HISTORY

- Fraser, R. – *The Story of Britain*
 Davies, N. – *The Isles: A History*
 Inwood, S. – *A History of London*
 James, L. – *Rise & Fall of the British Empire OR Warrior Race: A History of the British at War*
 Porter, R. – *London: A Social History*
 Strong, R. – *Story of Britain*
 Ackroyd, P. – *London: A Biography*
 Herman, A. – *To Rule the Waves: How the British Navy Shaped the Modern World OR Gandhi & Churchill: The Epic Rivalry that Destroyed an Empire & Forged Our Age OR How the Scots Invented the Modern World*
 Olson, L. – *Troublesome Young Men: The Rebels who Brought Churchill to Power & Helped Save England*
 Barone, M. – *Our First Revolution: The Remarkable British Upheaval that Inspired America's Founding Fathers*
 Kynaston, D. – *Austerity Britain: 1945-1951*
 Ferguson, N. – *Empire: The Rise & Demise of British World Order & the Lessons for Global Power*
 Brendon, P. – *Decline & Fall of the British Empire, 1781-1997*
 Hunt, M. – *The Middling Sort: Commerce, Gender & the Family in England: 1680-1780*

FRENCH HISTORY

- Schama, S. – *Citizens: A Chronicle of the French Revolution*
 James, C. – *Paris: The Biography of a City*
 Bernstein, R. – *Fragile Glory*
 Mayer, A. – *The Furies: Violence & Terror in the French & Russian Revolutions*
 Horne, A. – *The Seven Ages of Paris*
 Jones, C. – *The Great Nation*
 King, R. – *The Judgment of Paris: The Revolutionary Decade that Gave the World Impressionism*
 Robb, G. – *The Discovery of France OR Parisians: An Adventure History of Paris*

RUSSIAN/SOVIET UNION HISTORY

- Volkov, S. – *St. Petersburg: A Cultural History OR The Magical Chorus: A History of Russian Culture...*
 Remnick, D. – *Lenin's Tomb*
 Lincoln, W.B. – *The Romanovs*
 Applebaum, A. – *Gulag*
 Riasanovsky, N. – *A History of Russia*
 Malia, M.E. – *Russia Under Western Eyes: From the Bronze Horseman to the Lenin Mausoleum*
 Figs, O. – *Natasha's Dance: A Cultural History of Russia OR The Whisperers: Private Life in Stalin's Russia*
 Lewin, M. – *The Soviet Century*
 Kenez, P. – *A History of the Soviet Union from Beginning to the End*
 Kotkin, S. – *Armageddon Averted: The Soviet Collapse, 1970-2000*

GERMAN HISTORY

- Dill, Jr., M. – *Germany*
 Read, A. & Fisher, D. – *Berlin Rising*
 Wilson, P. – *The Thirty Years' War: Europe's Tragedy*
 Clark, C. – *Iron Kingdom: The Rise & Fall of Prussia, 1600-1947*
 Taylor, F. – *The Berlin Wall: A World Divided, 1961-89*

AUSTRIAN HISTORY

- Brook-Shepard, G. – *The Austrians*
 Jelavich, B. – *Modern Austria*
 Crankshaw, E. – *The Fall of the House of Hapsburg*
 Wheatcroft, A. – *The Habsburgs: Embodying Empire*

EASTERN EUROPEAN HISTORY

- Goodwin, J. – *Lords of the Horizon: A History of the Ottoman Empire*
 Wheatcroft, A. – *The Ottomans*
 Wendycz, P. – *The Price of Freedom: A History of East Central Europe from the Middle Ages to the Present*
 Stokes, G. – *The Walls Came Tumbling Down: The Collapse of Communism in Eastern Europe*
 Judah, T. – *The Serbs: History, Myth, & the Destruction of Yugoslavia*
 Fromkin, D. – *A Peace to End All Peace*
 Reid, A. – *Borderland: A Journey through the History of Ukraine*

ITALIAN HISTORY

- Hibbert, C. – *Rome: A Biography of the City*
 Procacci, G. – *A History of the Italian People*

DUTCH HISTORY

- Mak, G. – *Amsterdam*
 Schama, S. – *The Embarrassment of Riches: An Interpretation of Dutch Culture in the Golden Age*

MIDDLE AGES HISTORY

- Tuchman, B. – *A Distant Mirror: the Calamitous 14th Century*

RENAISSANCE/REFORMATION HISTORY

- Jardine, L. – *Worldly Goods: A New History of the Renaissance*
 MacCulloch, D. – *The Reformation: A History*

18TH CENTURY HISTORY

- Hobsbawn, E. – *Age of Revolution: 1789-1848*
 Craig, G. – *Europe: 1815-1914*
 Rapport, M. – *1848: The Year of Revolution*
 Hochschild, A. – *King Leopold's Ghost*
 Meredith, M. – *Diamonds, Gold & War*
 Holms, R. – *The Age of Wonder*
 Bell, D. – *The First Total War: Napoleon's Europe & the Birth of Warfare as We Know It*
 Rosen, W. – *The Most Powerful Idea in the World: A Story of Steam, Industry & Invention*

WORLD WAR I

- Massie, R.K. – *Dreadnought: Britain, Germany & the Coming of the Great War*
 Dallas, G. – *1918: War & Peace*
 Macmillan, M.O. – *Paris 1919: Six Months that Changed the World*
 Eksteins, M. – *Rites of Spring: The Great War & the Birth of the Modern Age*
 Tuchman, B. – *The Proud Tower: A Portrait of the World Before the War, 1870-1914*
 Fromkin, D. – *Europe's Last Summer*
 Ferguson, N. – *The Pity of War*
 Strachan, H. – *The First World War*

WORLD WAR II

- Lyons, M. – *World War II: A Short History*
 Friedlander, S. – *Nazi Germany & the Jews: Volume 1 – Years of Persecution, 1933-39 OR Volume 2: The Years of Extermination, 1939-45*
 Evans, R. – *The Coming of the Third Reich OR The Third Reich in Power*
 Fritzsche, P. – *Life & Death in the Third Reich*
 Koonz, C. – *Mothers in the Fatherland: Women, the Family & Nazi Politics OR The Nazi Conscience*

20TH CENTURY/POST-WORLD WAR II

- Mazower, M. – *Dark Continent: Europe's 20th Century*
 Dinan, D. – *Europe Recast: A History of the European Union*
 Judt, T. – *Postwar: A History of Europe since 1945*
 Gaddis, J.L. – *The Cold War: A New History*
 Reid, T.R. – *The United States of Europe*
 Gellately, R. – *Lenin, Stalin & Hitler: The Age of Social Catastrophe*

