



AP European History

Scope and sequence of the course:

The AP European History course opens with a review of Pre-Modern Europe (Ancient Greeks/Romans and Medieval Europe) in order to provide a common foundation for references made later in the course. The remainder of the course is a survey of Modern European History, beginning with the Renaissance and Reformation (14th – 17th Centuries) and continuing through the aftermath of the end of the Cold War (late 20th Century). By contrast, the scope of the Modern World History course is much more limited, opening with the events that contributed to the Enlightenment (17th – 18th Centuries) and continuing through the present day.

In a standard course (Modern World History), students who typically perform well...

- Attend class every day with all necessary materials
- Actively participate in classroom activities, including taking notes daily
- Seek out other students' assistance when an absence is unavoidable
- Commit 20-30 minutes per day to completing homework assignments and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Consult with the teacher outside of class to eliminate misconceptions and/or gaps in knowledge, and work on skills needed to perform well on all of the components of unit tests, including essays

AP European History students accept additional responsibilities for:

- Completing the summer assignments
- Committing an additional 15-30 minutes per day to completing homework assignments, outlining/drafting essays, and reviewing material in preparation for unit tests (which may require additional time according to student need)
- Reading a textbook that is written using a more elevated vocabulary, more complex sentence structure, longer paragraphs/sections/chapters, and with more density (words per page) and fewer visuals than a standard course textbook
- Elevating their writing skills in developing clear central claims that are upheld by logically consistent supporting claims which are, in turn, substantiated by multiple specific items of historical evidence linked to each claim by a valid warrant
- Evaluating the value and limitations of primary and secondary sources based upon the purpose and origin the source; determining how these impact the use of the source as evidence in support of a claim
- Preparing to take the AP European History Exam by attending after school review sessions, completing practice multiple-choice tests, and perfecting essay-writing skills

From a student's perspective:

"The textbook is really hard and sometimes you have to read a section twice to really understand it and get the information that you need from it. There's also a lot of writing and you have to learn to back up everything you say. The hardest part is how you analyze the primary sources and how you have to learn to use them to back up your point, even if they don't appear to. My brother took the course and he says it's what prepared him for lots of his college courses, not just in History."

Example of text from the

Example of text from the AP European History textbook

<p>Modern World History textbook</p>	
<p>Propaganda and Censorship Totalitarian states spread propaganda, biased or incomplete information used to sway people to accept certain beliefs or actions. Control of all mass media allows this to happen. No publication, film, art, or music is allowed to exist without the permission of the state. Citizens are surrounded with false information that appears to be true. Suggesting that the information is incorrect is considered an act of treason and severely punished. Individuals who dissent must retract their work or they are imprisoned or killed.</p> <p>From: <i>Modern World History</i>, Holt-McDougal, 2012.</p>	<p>The avowed philosophy of totalitarian regimes was subjective. Whether an idea was held to be true depended on whose idea it was. Ideas of truth or beauty or right were not supposed to correspond to any outer or objective reality or to the critical evaluations of rational thought; they had only to correspond to the inner nature, interests, or point of view of the people, nation, society, or class that entertained such ideas. The older Enlightenment concepts of universal reason, natural law, natural right, and the ultimate alikeness of all mankind, or of a common path of all mankind in one course of progress, disappeared.</p> <p>The totalitarian regimes did not simply declare, as a dry finding of social science, that peoples' ideas were shaped by environment. They set about actively shaping ideas through the constant use of propaganda and by establishing propaganda offices as a principal branch of government. Propaganda was hardly new, but in the past, and still in the democratic countries, it had been a piecemeal affair, urging the public to accept this or that political party, or rally to this or that campaign. Now, like all else, it became "total." Propaganda was monopolized by the state, and it demanded faith in a whole view of life and in every detail of this coordinated whole national system. Formerly the control of books and newspapers had been mainly negative; under Napoleon or Metternich, for example, censors had forbidden statements on particular subjects, events, or persons. Now, in totalitarian countries, control of the press became frighteningly positive. The government manufactured thought. It manipulated opinion. It rewrote history. Writers were required to adopt whole ideologies; books, newspapers, magazines, and the radio diffused an endless and overwhelming cloud of words. Loudspeakers blared in the streets; gigantic blown-up photographs of the Leader looked down in public places. The propaganda experts were sometimes fanatics, but often they were cynics like Dr. Joseph Goebbels in Germany, too intelligent to be duped by the rubbish with which they duped their country.</p> <p>The very idea of empirical truth evaporated. No norm of human utterance remained except political expediency—the wishes and self-interest of those in power. No one could learn anything except what the government wanted people to know. No one could escape the omnipresent official doctrine, the insidious penetration of the very recesses of the mind by ideas planted by outsiders for their own purposes. People came to accept and even to believe the most extravagant statements when they were endlessly repeated, year after year. Barred from all independent sources of information, having no means by which any official allegation could be tested, the peoples in totalitarian countries became increasingly, in fact and not merely in sociological theory, incapable of the use of reason.</p> <p>From: <i>A History of Europe In the Modern World</i>, McGraw Hill, 2014.</p>
<p>Example of an essay question from Modern World History</p>	<p>Example of an essay question from AP European History</p>
<p>In what ways did Adolf Hitler and the Nazi Party successfully mobilize the German public to support the party's policies?</p>	<p>This question is designed to test your ability to work with and understand historical documents. Write an essay that:</p> <ul style="list-style-type: none"> ● Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question. ● Discusses a majority of the documents (provided as part of the essay prompt) individually and specifically. ● Demonstrates understanding of the basic meaning of a majority of the documents. ● Supports the thesis with appropriate interpretations of a majority of the documents. ● Analyzes the documents by explicitly grouping them in at least three appropriate ways. ● Takes into account both the sources of the documents and the authors' points of view. <p>Analyze the intended functions of propaganda and the attempted strategies for using propaganda employed by European dictators from 1919 – 1939, and assess the success of these propaganda strategies in achieving their intended functions.</p>