

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Section: \_\_\_\_\_

## **European History**

**Ms. Jennis**

**2008 - 2009**

### **Linden Hall**

## **REQUIREMENTS AND OBJECTIVES FOR EUROPEAN HISTORY**

**Texts:** World History: Perspectives on the Past.

Photocopies and printouts of various texts as class progresses

**Course Content:** This course will provide a balanced, thought-provoking examination of European History. We will examine the multiple factors that have shaped history: political, economic, social, religious, intellectual, and cultural. We will follow a number of themes throughout the year: the emergence of the culture and institutions; the struggle for national unity and identity amidst cultural diversity and conflict; the powerful reform impulse in society; the conflicts between freedom and order, individualism and conformism, progressivism and nostalgia for the past, and state and federal power.

**Course Objectives:** The Social Studies Department encourages each student to develop a critical and objective approach to events and issues as well as a critical approach to primary and secondary resource materials. The course will develop students' ability to analyze data, make comparisons, draw conclusions, and think and write clearly. This class has two objectives: one, to offer all students a basic background in important events and people of European History; and two, to allow the students to study certain questions and subjects with a more detailed, active focus. Papers, Class Discussion, and Projects of the class will address the second objective. To address the first, students are expected to complete all Readings and keep a separate Binder for Study Guides, Maps, Timelines, and Idea-Prompts.

**Academic Honesty:** At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations and I will expect you to be honest brokers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not okay. When in doubt, cite your sources.

**Assignment Format:** Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form, even assignments for which there is a planned peer editing session.

**Due Dates:** Unless otherwise noted, students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points.

**Active Reading:** In order to promote the study skills habit of active reading, students will learn and then practice two types of reading notes: SQ3R for textbooks and Book Notes for literature or non-fiction.

**Active Listening:** In order to promote the study skills habit of active listening, students will learn and then practice the two-column class notes format.

**Ink Policy:** Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for European History, please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember, sometimes constructive and congratulatory messages come in red ink.

**Geography/Map Program:** As a part of the history curriculum, students will complete map exercises.

**Readings:** All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for European History should take approximately forty minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than thirty minutes.) Class discussion generally will focus on a consideration of the implications and significance of events studied and not a review of the events themselves. Therefore, students must come to class with as clear an understanding as possible of the events presented in the day's reading assignment. Since we will devote most of class time to discussion, it is critical that students prepare daily assignments so that discussion is meaningful and so students can participate actively. The students must pay close attention to maps, charts, and other study guides; these are helpful in understanding the material presented.

**Jeopardy:** Students will also turn in five (5) Jeopardy-style questions (2 easy questions, 2 mid-difficulty questions, 1 challenging question) with each textbook chapter section they SQ3R. Students will turn in these questions (with answer and textbook citation) on the same day that their SQ3Rs are due but on separate paper. I will create a Jeopardy Study Guide from these questions. Everyone who did not SQ3R the chapter will then complete the Jeopardy Study Guide. At the end of the Chapter Week, I will give a Jeopardy Quiz based on the Jeopardy Study Guide.

**Essays:** Writing, from the beginning steps of thesis creation through the idea gathering and organization stages that lead to drafting and editing and a final product, is a vital component of historical research. Throughout the class, students will write formal five paragraph essays, sometimes with outline and drafts. These essays will become, in effect, short papers, some merely analytical and some both researched and analytical. For any work including outside research, students will properly document and cite their sources, internet or hardcopy. We will discuss the proper documentation process as part of the writing process and the students will have resources and guidelines for all writing expectations. These essays will be worth between fifteen (15) and thirty-five (35) points, often as part of a Unit Test.

**Research Projects (Directed and Year Long):** During each trimester, students will write a directed reading assignment on a Pivotal Leader, Conflict, or Philosophical Movement. Each of the projects requires independent, out-of-class work, though we will take time during class to work on the processes of research and writing. Students will present their Directed Research Projects to the class, including a Note-Taking Handout for each class member (and me). Each Handout will be one page, double sided of typed, final form text (see Assignment Format) and will present the topic being presented; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; and properly cite its sources. These projects will each be worth one hundred (100) points.

**Small Group and Independent Projects:** Students will also complete several smaller projects to help research a particular topic more specifically and actively. Students will have some class time for these projects and they will generally go beyond what the text book has offered. They will be worth between thirty-five (35) and fifty (50) points each depending on the length and process.

**Tests:** There will be approximately two tests per trimester. Tests might include multiple choice, short answer, matching, chronological, and fill-in-the-blank questions as well as interpretive essays. Each test will be worth one hundred (100) points. There will also be an Exam at the end of the first and third trimesters. Exams are each worth two hundred (200) points.

**Binder for Study Guides, Maps, Timelines, and Idea-Prompts:** As the trimesters progress, we will hand out various documents to help students actively read the main text and prepare for class. The students must complete and save all of these documents in one organized binder. This binder will help them study for both Tests and Exams.

- **Study Guides** will include terms and identifications, important names and places, and questions to consider for each chapter. All Test and Exam questions will come from material covered in the Study Guide. (This is an important study tool.)

- **Maps** are fairly self-explanatory; the students might need to identify places or events in places or geographic movements on pre-printed outline or partially-completed maps.
- **Timelines** will ask the students to link and order important events; they might include information gathered throughout several chapters and are intended to help the students understand the flow, not just the moment, of various trends.
- **Idea-Prompts** might ask the students to link concepts from various readings.
- **Students will also keep all of their Tests, Exams, Papers, and Projects in the Binder!!**

**Class Discussion:** Students must actively participate in class discussion and show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

**Attendance:** As per Linden Hall's attendance policy, "students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by two points per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days." (Student Handbook, 15)

**Grading Standards:** When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

- **A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance— in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.
- **B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text— thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.
- **C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear— there are some ideas here, but the writer needs help and work to make them clear to another reader.
- **D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length— the writer doesn't really have a point to make and has serious problems in writing and reading at an appropriate level.
- **F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

**Requirements for Formal Writing:** When you are writing, you might find it helpful to know what requirements you must meet for formal writing. The requirements conform to MLA standards and are available for more discussion in the [Writer's Reference](#). Please note the following:

- **FORMAT:**
  - Double-space your writing for me. Exceptions: do not double-space headings or titles.
  - Use one inch top, bottom, left, and right margins.
  - Left Align your writing for me. Exceptions: Center titles.
  - Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.
  - Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.
  - Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.
  - Present words from other languages in italics for most texts. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.
  - Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.
  - Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1<sup>st</sup> and 2<sup>nd</sup> person pronouns), or otherwise generally insult/infuriate your audience.
- **PROCESS:**
  - Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.
  - Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.
  - Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask. This will save you a lot of time and will keep you from wondering if you need more summary to add context to your argument.
  - There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis will include some summary employed to make a specific point for the author's argument. I am summarizing *Gone with the Wind* when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*
  - Remember the three rhetorical appeals: ethical, pathetic, and logical. The ethical appeal derives its strength from the reputation of the author. The pathetic appeal

targets the audience's motivations and emotions. The logical appeal is won by obvious adherence to its own internal logic

- Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this European History Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

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Student Name Student Signature

## **2007 – 2008**

### Tentative European History Schedule

#### First Trimester

##### Week Chapters Sections Topics

- 1 7 All Roman Empire
- 2 9 1 & 2 Early Middle Ages
- 3 9 3 & 4 Early Middle Ages; Test
- 4 10 1 & 2 High Middle Ages
- 5 10 3 & 4 High Middle Ages
- 6 10 5 High Middle Ages; Test
- 7 11 1 & 2 Origin of European Nations
- 8 11 3 & 4 Origin of European Nations
- 9 11 5 Origin of European Nations; Test
- 10 Oral Presentations
- 11 Review and Study Groups Exam

#### Second Trimester

##### Week Chapters Sections Topics

- 1 15 1 & 2 Renaissance
- 2 15 3 & 4 Renaissance & Exploration
- 3 15 4 & 5 Exploration; Test
- 4 16 1 & 2 Reformation
- 5 16 2 & 3 Reformation
- 6 16 4 Scientific Revolution; Test
- 7 18 1 & 2 England: Tudor Queen
- 8 18 3 & 4 England: Stuart Kings; Test
- 9 19 1 & 2 Absolute Monarchs
- 10 19 2 & 3 Absolute Monarchs; Test
- 11 20 1,2,3,4 Enlightenment
- 12 Review and Oral Presentations

#### Third Trimester

##### Week Chapters Sections Topics

- 1 21 1 & 2 French Revolution
- 2 21 3 & 4 Napoleon; Test
- 3 22&23 22 All; 23, 1&2 Industrial Revolution; Romanticism
- 4 24&25 24 All; 25, 1&2 Nationalism; Imperialism
- 5 25 3 & 4 Imperialism; Test
- 6 26&27 26 All; 27, 1&2 Turn of the Century; World War I
- 7 27 3 & 4 World War I; Test
- 8 28 1 & 2 Russia in Revolution
- 9 28 3 & 4 Russia in Revolution; Test
- 10 31 All Oral Presentations; World War II
- 11 32&33 All Cold War; New Millennium
- 12 Review and Study Groups Exam

## European History Outline

### I. The Roman Empire

- A. Augustus's Rule Began the Pax Romana
- B. Romans Extended Greek Culture
- C. Christianity Spread through the Empire
- D. Rome's Empire Declined and Fell

### II. The Middle Ages

- A. New ways of life in Europe
  - 1. New ways of life in Europe
  - 2. Charlemagne and empire
  - 3. Vikings and Terror
  - 4. Feudalism and government

#### B. High Middle Ages

- 1. Farming and trade revived
- 2. Religious leaders and power
- 3. Royal governments and strengths
- 4. Revival and spread of learning
- 5. Crusades

#### C. Origin of European Nations

- 1. England and France as nations
- 2. Church in crisis
- 3. Plague and war
- 4. New monarchs in western Europe
- 5. New empire in Russia

### III. Spread of New Ideas

#### A. Renaissance and Exploration

- 1. Renaissance--northern Italy
- 2. Florence--arts
- 3. Renaissance spreads
- 4. Explorers--new lands
- 5. Other countries and colonies in America

#### B. Reformation and Scientific Revolution

- 1. Martin Luther--religious revolt
- 2. Protestantism--northern Europe
- 3. Catholic Church--reforms
- 4. Scientists challenge old assumptions

### IV. Transition to Modern Times

#### A. England: Tudor Queen and Stuart Kings

- 1. Elizabeth I

2. Elizabethan era--golden age
3. England's civil war
4. Parliament wins political power

#### B. Europe in the Age of Absolute Monarchs

1. Sun King rules France
2. Peter the Great changes Russia
3. Austria and Prussia rise to power

#### C. Enlightenment

1. European thinkers--new ideas
2. Writers--liberty and reason
3. Enlightenment despots seek progress
4. Britain and new forms of leadership

#### D. French Revolution and Napoleon

1. French monarchy--crisis
2. Revolution brings reform and terror
3. Napoleon conquers much of Europe
4. Napoleon's empire collapses

#### V. Age of European Dominance

##### A. Industrial Revolution

1. Factors that aid industrial growth
2. Britain's leadership
3. Industry spreads to new lands
4. Industry changes ways of life

##### B. Restoration and Romanticism

1. European leaders seek stability
2. New ideals affect politics and art

##### C. European Expansion and Nationalism

1. Industrialism creates a global economy
2. Working people gain more influence
3. Italy and Germany form nations

##### D. Age of Imperialism

1. Nations compete for overseas empires
2. Imperialists divide Africa
3. Britain dominates South Asia
4. Imperialism threatens China

#### VI. Years of Crisis

##### A. Turn of the Century

1. Inventions change ways of life
2. Science presents new ideas
3. Women seek rights and freedoms
4. Europe faces rising tensions

##### B. World War I

1. Conflicts divide Europe

2. Europe plunges into war
  3. War--4 years
  4. Peace stands on shaky foundations
- C. Russia in Revolution
1. Russia struggles to reform
  2. Russia moves toward revolution
  3. Bolsheviks lead a second revolution
  4. Stalin becomes dictator
- D. World War II
1. Germany overruns much of Europe
  2. Allies launch a drive to victory
  3. World War II--mixed legacy

## VII. Modern Europe

- A. Europe in the Cold War Era
1. War leaves Europeans divided
  2. Western Europe moves toward cooperation
  3. Union of Soviet Socialist Republics dominates Eastern Europe
- B. From Cold War to new Millennium
1. Gorbachev launches new era
  2. Post-Cold War era brings new issues
  3. Conflicting trends shape the world