

Name: _____

Date: _____ Section: _____

European History
Ms. Jennis
2009 - 2010
Linden Hall

REQUIREMENTS AND OBJECTIVES FOR EUROPEAN HISTORY

Texts: World History: Human Legacy.

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.

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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.

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.

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.

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

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will be worth one hundred (100) points. There will also be an Exam at the mid year mark and at the end of the third trimester. Exams are cumulative.

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 one point 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.

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- **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 1st and 2nd 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!

Student Name

Student Signature

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Tentative European History Schedule

First Trimester

Week	Chapters	Sections	Topics
1	5	All	Classical Greece
2	5	All	Classical Greece
3	6	All	Pre-Test; Rome and Early Christianity
4	6	All	Rome and Early Christianity
5	5/6	All	Greece & Rome Review; Test
6	12	All	Kingdoms and Christianity
7	12	All	Kingdoms and Christianity; Test
8	13	All	The Early Middle Ages
9	13	All	The Early Middle Ages
10	NA		Oral Presentations
11	NA, 14		Oral Presentations; The High Middle Ages

Second Trimester

Week	Chapters	Sections	Topics
1	14	All	The High Middle Ages; Test
Thanksgiving Break			
2	15	All	Renaissance and Reformation
3	15, 16	All	Renaissance and Reformation; Exploration and Expansion
4	16	All	Exploration and Expansion; Test
Winter Break			
5	18	All	The Monarchs of Europe
6	19	All	Enlightenment and Revolution
7	19, 20	All	Enlightenment and Revolution, The French Revolution and Napoleon
8	20	All	The French Revolution and Napoleon
9			Review and Mid-Term Examinations
10	21	All	The Industrial Revolution
11	22	All	Life in the Industrial Age; Test
12			Oral Presentations

Third Trimester

Week	Chapters	Sections	Topics
1	23	All	Reforms, Revolutions, and War
2	24	All	Nationalism in Europe
Spring Break			
3	25	All	The Age of Imperialism
4	25	All	The Age of Imperialism; Test
Easter Break Friday 4/2 – Monday 4/5			
5	26	All	World War I
6	26, 27	All	World War I, The Inter-War Years
7	27, 28	All	The Inter-War Years, World War II; Test
8	29, 33	All	Europe and North America, Today's World
9	29, 33	All	Europe and North America, Today's World; Test
10	NA	All	Oral Presentations
11	NA	All	Oral Presentations
12	Review and Study Groups		Exam

European History Outline

- I. Chapter Five: Classical Greece, 2100 BCE – 150BCE
 - A. Early Greece
 - B. The Classical Age
 - C. Greek Achievements
 - D. Alexander the Great and His Legacy

- II. Chapter Six: Rome and Early Christianity, 750 BCE – AD 500
 - A. The Foundations of Rome
 - B. From Republic to Empire
 - C. The Rise of Christianity
 - D. The Fall of Rome

- III. Chapter Twelve: Kingdoms and Christianity, 300 – 1250
 - A. The Byzantine Empire
 - B. The Rise of Russia
 - C. Christianity in Western Europe

- IV. Chapter Thirteen: The Early Middle Ages, 800 – 1215
 - A. Charlemagne's Empire
 - B. New Invaders
 - C. The Feudal and Manorial Systems
 - D. The Power of the Church

- V. Chapter Fourteen: The High Middle Ages, 1000 – 1500
 - A. The Crusades
 - B. Trade and Towns
 - C. Art and Culture of the Middle Ages
 - D. Challenges of the Late Middle Ages

- VI. Chapter Fifteen: Renaissance and Reformation, 1300 – 1600
 - A. The Italian Renaissance
 - B. The Northern Renaissance
 - C. The Protestant Reformation
 - D. The Counter-Reformation

- VII. Chapter Sixteen: Exploration and Expansion, 1400 – 1700
 - A. Voyages of Discovery
 - B. Conquest and Colonies
 - C. New Patterns of Trade
 - D. The Atlantic Slave Trade

- VIII. Chapter Eighteen: The Monarchs of Europe, 1500 – 1800
 - A. The Power of Spain
 - B. Absolute Monarchy and France
 - C. Monarchy in England
 - D. Rulers of Russia and Central Europe

- IX. Chapter Nineteen: Enlightenment and Revolution, 1550 – 1800
 - A. The Scientific Revolution
 - B. The Enlightenment
 - C. The American Revolution

- X. Chapter Twenty: The French Revolution and Napoleon, 1789 – 1815
 - A. The Revolution Begins
 - B. The Republic
 - C. Napoleon's Europe
 - D. Napoleon's Fall and Europe's Reaction

- XI. Chapter Twenty-One: The Industrial Revolution, 1700 – 1900
 - A. A New Kind of Revolution

- B. Factories and Workers
- C. New Ideas in a New Society

XII. Chapter Twenty-Two: Life in the Industrial Age, 1800 – 1900

- A. Advances in Technology
- B. Scientific and Medical Achievements
- C. Daily Life in the Late 1800s

XIII. Chapter Twenty-Three: Reforms, Revolutions, and War, 1800 – 1900

- A. Reforms in the British Empire
- B. Revolution and Change in France
- C. Independence in Latin America
- D. Expansion and War in the United States

XIV. Chapter Twenty-Four: Nationalism in Europe, 1800 – 1920

- A. Italian Unification
- B. German Unification
- C. Austria-Hungary and the Ottoman Empire
- D. Unrest in Russia

XV. Chapter Twenty-Five: The Age of Imperialism, 1800 – 1920

- A. The British in India
- B. East Asia and the West
- C. The Scramble for Africa
- D. Imperialism in Latin America

XVI. Chapter Twenty-Six: World War One, 1914 – 1918

- A. The Great War Begins
- B. A New Kind of War
- C. Revolution in Russia
- D. The War Ends

XVII. Chapter Twenty-Seven: The Inter-War Years, 1919 – 1939

- A. Unrest in Asia and Africa
- B. The Great Depression
- C. Japanese Imperialism
- D. Dictators in Europe

XVIII. Chapter Twenty-Eight: World War Two, 1930 – 1945

- A. Axis Aggression
- B. The Allied Response
- C. The Holocaust
- D. The End of the War

XIX. Chapter Twenty-Nine: Europe and North America, 1945 – Present

- A. Beginnings of the Cold War
- B. Superpower Rivalries
- C. Changing Societies
- D. After the Cold War

XX. Chapter Thirty-Three: Today's World

- A. Trade and Globalization
- B. Social Challenges
- C. Threats to World Security
- D. Environment and Technology