

KAP European History
Mr. Connell
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I Introduction

KAP European History is a college level course designed to challenge capable high school students who desire to do course work that they would not normally do for another year or two. It is a rigorous course not meant for the fainthearted. Welcome!

You are a select group. Few high school students in all of the United States take four years of history courses. Most students take only two and they are not nearly as challenging as even the introductory courses taught at Laurel. This course will complement your other courses, particularly World History II, and provide you with the background to understand the human condition of the past and the world that we live in today. Success in this course means that you will have success in any college history class that you will ever take.

II Your Commitment

Notice that I have used the words "rigor," and "challenge," among others. This is by choice. This is not a "cake" course that you have chosen to fill your schedule. This is likely to be your most demanding course, not necessarily your most difficult one, but your most demanding one. If you are not prepared to do 5-8 hours of homework per week, change your schedule.

III The Course

We begin this course with a brief look at the European Middle Ages and from there we move to discuss certain, select aspects of European history from about 1350 to the present. The Renaissance, Reformation, French Revolution, and World War I are not new to you. The great joy is that we can explore these topics in greater depth and study other issues for which the sophomore course did not allow enough time. We will finish the French Revolution and Napoleon by Thanksgiving and so spend most of the year on the past two hundred years of European history. My goal is to see that you understand and appreciate the most recent developments in European, and to a lesser extent, world history.

IV Text

We will use the text to provide background information for you for some topics. Textbooks tend to come in two varieties -- bad and worse. The text that we will use by Palmer and Colton breaks the mold. It is readable, thoughtful, well-organized, and in most respects an interesting narrative. In order to accomplish this, the text is long. In order to keep you honest, there will be frequent quizzes to ensure that you are keeping up with the assignments.

Palmer, Robert, Joel Colton and Lloyd Kramer, *A History of the Modern World*, (9th edition).

V Collateral readings

In addition to the text you will read several other books to supplement the course. These are listed below:

Alfred Crosby, *The Measure of Reality* (summer reading)
Niccolo Machiavelli, *The Prince*
Robert Darnton, *The Great Cat Massacre (selections)*
Cecil Woodham-Smith, *The Reason Why: The Story of the Fatal Charge of the Light Brigade (selections)*
Karl Marx, *Communist Manifesto (selections)*
A.J.P. Taylor, *Bismarck*
Richard Pipes, *Three "Whys" of the Russian Revolution*
Arthur Koestler, *Darkness at Noon*
John Lewis Gaddis, *We Now Know: Rethinking Cold War History (selections)*
T. Connell (ed.), *Penguin Custom Editions: The Western World*

VI Assessment

For most of the textbook readings I will give you a 20-point quiz to ensure that you are keeping up with the reading. About every 4 weeks there will be a major test that will include multiple-choice questions and an AP-style essay. In addition, you will write several other essays, some will be short essays of the type that you will write on the A.P. Test in May. These are handwritten and designed so that you can complete them in about 30 minutes. On occasion you will also write major essays and these are three to five page essays and they must be typed.

VII DBQ Assignments

Also throughout the year you will hone your skills at writing documents-based questions, referred to as DBQs. We will work on these mostly in the second semester. In the spring you will research and write a major essay on World War I based on a selection of documents that you will find. This will be your major research essay of the year.

VIII Current Events

One mark of an educated citizen is an awareness and understanding of current events. To help you reach this goal each week you will receive the Monday edition of the *International Herald Tribune*. We usually receive our copies on Thursday (since they come via the U.S. Postal Service) On the following Monday you must turn in to me a summary of selected articles that you will read. In the past students have told me that they enjoyed this assignment and said that it was a great way to keep abreast of current international issues. These assignments count 10 points.