Dear Colleagues:

I am delighted to welcome you to the European History section of the Advanced Placement Summer Institute to be held from July 19-22, 2010 at Cal State San Marcos, Extension Education. Below you will find a tentative schedule of activities for the time we will spend together. Adjustment can be made to the schedule based on the wishes and needs of the participants.

Let me introduce myself. My name is Carol Pixton and I teach at the Polytechnic School in Pasadena where I have been for 18 years. I have been teaching AP European History since 1980 and have been a Reader since 1984. Over the years I have also served as a Table Leader and Question Leader. Last June I attended my 24th Reading at Fort Collins, CO. I have given one-day workshops for the College Board since 1985. I have a PhD from Columbia University in History and my field of specialization is seventeenth-century French social history.

My primary aim is to provide practical ideas and suggestions for teaching the AP European history course along with many enriching documents, images, activities, etc. There will be lots of handouts, CD-ROMs and other useful materials provided. I also plan to send for a variety of free textbooks for you from publishers, so bring an extra bag you can use to carry these materials home. We will also practice scoring Document-Based and Free-Response Questions from recent exams, so everyone can become familiar with the standards by which their students' essays are evaluated.

I view the Institute as a teaching clinic during which your participation will make the outcome most effective for everyone. Our group will include both experienced and new teachers of the course. I hope that all will be willing to participate actively in brainstorming sessions and discussion of selected readings. Those who wish can start creating their syllabus and calendar of assignments during the Institute, so please bring a copy of the textbook you use (or will be using). New teachers will get advice on writing their audit syllabus for AP Central.

Okay, yes, there is a small homework assignment. I would like each participant, whether an experienced or a new AP teacher, to read a short text before they come to the Institute, if possible. Together we will discuss how the texts you read could be used in the AP classroom.

• Please read ONE short text from the lists on the next page to prepare for the workshop and bring your copy with you to the Institute. Try to pick something new for you, or focused on a topic with which you are less familiar. If you don't find any of these titles appealing, feel free to select your own title on an aspect of European history and e-mail me the title/author at cpixton@polytechnic.org.
I have not included a several more common titles on these lists because I think most of you will already have read them since they are staples of Civ and AP classes. These include Machiavelli's *The Prince*, Voltaire's *Candide*, Marx and Engels' *The Communist Manifesto*, and Solzhenitsyn's *One Day in the Life of Ivan Denisovich*. However, if you prefer to read one of these to the titles below, that is fine.

When you get to the workshop we will discuss how the text you selected might be used in class. We will assess the following: important themes presented in the work; a brief selection for all to read; questions for review, assessment of the historical meaning of the text and suggestions about how it might be used in an AP class. The suggested readings are grouped in two eras, and sub-grouped as either primary or secondary sources.

Most of the titles below can be found readily in any library. If you choose to buy them, try the used book web site bookfinder.com (or Amazon.com, of course) to find an inexpensive copy. Please note that scholarly introductions (as found in the Penguin or Norton editions) can be particularly helpful to teachers for background information, chronology and enrichment. Please feel free to e-mail me for further bibliographical information or to propose alternative books you have had on your list to read.

• **Renaissance to Early Modern.**
  
  **Primary**
  Castiglione, *The Book of the Courtier* (Third Book)
  Erasmus, *In Praise of Folly*
  More, *Utopia*
  Madame de Lafayette, *The Princess of Cleves* (a 17th-century novel depicting the 16th-century French court)
  Molière, *The Bourgeois Gentilhomme* and Beaumarchais, *The Barber of Seville*
  or try other Molière plays such as *School for Wives* and *Tartuffe.*
  **Secondary**
  Carlo Ginzburg, *The Cheese and the Worms* or *Night Battles*
  Pierre Goubert, *Louis XIV and Twenty Million Frenchmen.* Part One
  J. H. Plumb (ed.) *Renaissance Profiles*

• **18th-20th century**
  
  **Primary:**
  Beaumarchais, *The Barber of Seville* and *The Marriage of Figaro* (plays)
  Vera Brittain, *Testament of Youth* Chapters III, IV and V.
  Daniel Defoe, *Journal of the Plague Year* (a fictional 'journal' that depicts the plague in 17th century London)
Dostoevsky, *Notes from Underground* (a novella)
Goethe, *The Sorrows of Young Werther* (epistolary novel)
Robert Graves, *Good-bye to All That* (Chapter XII-XX)
Ibsen, *A Doll’s House* and *Hedda Gabler*
Primo Levi, *Survival in Auschwitz*
Montesquieu, *Persian Letters*
Joachim Remak, *The Nazi Years: A Documentary History.*
Mary Shelley, *Frankenstein*
William Simpson (ed.) *Hitler and Germany: Documents and Commentary* (Cambridge, 1991) from the Cambridge Topics in History series

**Secondary**
Richard Bessel, *Fascist Italy and Nazi Germany or Life in the Third Reich.*
Richard J. Evans, *The Coming of the Third Reich* Chapters 3, 4 and 5.
Marc Ferro, *The Great War.*
Sheila Fitzpatrick, *The Russian Revolution.*
John Keegan, *Six Armies in Normandy* (The D-Day landings and the Normandy campaign.)
Mark Mazower, *The Balkans: A Short History.*
Martin McCauley, *Stalin and Stalinism.*
Tony Judt, *Postwar: A History of Europe since 1945*
Sarotte, Mary Elise. *1989: The Struggle to Create Post-Cold War Europe*
Simon Usherwood and John Pinder, *The Cold War: A Very Short Introduction*

Two texts I recommend for teacher enrichment include Norman Davies, *Europe: A History* and John Merriman’s *A History of Modern Europe.* Each book is superb in its own way for reference and enrichment. Both are quite long, but you can read them in smaller increments. On the other end of the size scale, I highly recommend the Oxford series “A Very Short Introduction” which includes brief and inexpensive paperbacks by fine scholars on topics as varied as the Renaissance, Machiavelli, Marx, Fascism and the Cold War.

Here are a few other things I would like you to do, but these should not be very time-consuming:

• **Experienced AP teacher:**
Please bring a copy of a favorite lesson plan, chronology, document or supplementary reading you have used successfully in the classroom. (Feel free to bring several different ones to share! I will make copies for you.) Also, spend a few minutes thinking about what advice you would give to a new teacher of the course (all those things you wish YOU had known) and jot down that advice for our discussion on Monday. Please be prepared to comment on the textbook you use, identifying its strengths and weaknesses. Finally, please bring your best suggestions for review and exam preparation.

• **New AP teacher:**
Please jot down some of your concerns and questions about teaching the course so that you can benefit from the combined expertise of the group on the first day of the Institute. If you have material you have used in a history class that you think would be useful in the AP European class, please bring a copy.

• **All participants:**
Please identify methods that have helped your students to improve their analytical writing, whether for AP or another history course. Bring examples or suggestions, preferably in written form.

Those who wish to take the course for credit will have a short written assignment to be completed at the end of the Institute.

If you have any questions, suggestions, or concerns about the content of the AP European section of the Institute, please feel free to contact me by e-mail at cpixton@polytechnic.org or by phone at my school: 626-792-2147 (ext. 6659). I would particularly appreciate hearing from you by late June, so that I can better prepare to serve your needs.

I wish you all the best for the remainder of the school year and I look forward to meeting you in San Marcos in July.

Sincerely,

Carol Pixton