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NOTE: No individual AP European History class can cover every fact or idea that might be on the 2008 exam, and this makes the use of review sites, usually put together by an AP teacher somewhere, particularly valuable, as it exposes you to those facts that were not covered this year in either class or textbook.

1. **http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2085.html**
   This is the official College Board site, and it has lots of information on the Exam, sample multiple choice and essay questions, explanations, scoring standards, etc.

2. **http://www.historyteacher.net/APEuroCourse/EHAPQuizMainPage.htm** A great many interactive quizzes, organized by AP Europe categories

3. **http://www.angelfire.com/fl4/ap/reviewques.html** Interactive/online quizzes, organized by AP Europe categories

4. **http://www.angelfire.com/tx/sandersonAP/** More interactive online quizzes, this time in matching format

5. **http://www.lizardpoint.com/fun/geoquiz/euroquiz.html** A pretty good geography quiz, to review an area you definitely need to review in

6. **http://www.angelfire.com/tx/sandersonAP/** A good collection of unit outlines, prepared by a veteran and highly regarded AP Europe teacher. GO TO 'NOTES' link on the left column.

7. **http://www.fresno.k12.ca.us/schools/s090/lloyd/european_history_index.htm**
   General and pretty short very short overviews of AP Europe units.


   Content outlines, terms lists, quizzes.


    **THERE ARE MANY MORE SITES THAT YOU CAN INVESTIGATE BY GOOGLING AP EUROPEAN HISTORY REVIEW.**
NOTE: F.R.Q. refers to the two essay questions that you will be required to answer in Section II, Parts B and C. They are thematic essays, meaning that you will be expected to present a clear thesis that answers the question, and to support that thesis with specific and accurate factual evidence. This essay has no documents. One part (usually but not always Part B) will present three questions from the first part of European History (very generally, Renaissance to Napoleon); the second part (usually but not always Part C) will present three questions from the early 19th century to the late 20th century. You will choose and write one question from Part B and one question from Part C. Suggested time for both questions is 70 minutes: 5-10 minutes preparing each, and 25-30 minutes writing. The DBQ counts for 45% of the Free Response Section; the FRQ’s together count for 55%.

A. FRQ’S 1991-2007. From each group, you ought to be able to do one. If a question involves something of which you have never heard (it is possible, since no AP class can cover everything that might be asked.), find out about it!

2007

PART B.
2. Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950.
3. Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system.
4. Analyze the problems and opportunities associated with the rapid urbanization of Western Europe in the nineteenth century.

PART C.
5. Analyze the factors that prevented the development of a unified German state in the 16th and 17th centuries.
6. Britain and France were engaged in a geopolitical and economic rivalry during the 18th century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689 to 1789.
7. Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, and analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.

2006

PART B.
2. Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artists and society in the late 19th century.
3. Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the 16th century.
4. Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700.

PART C.
5. Compare and contrast the social and economic roles of the state in 17th and 18th century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War.
6. In the period 1815-1900, political liberalization progressed much further in western Europe than in Russia. Analyze the social and economic reasons for this difference.
7. Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War.

2005

PART B.
2. Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
3. Using examples from at least two different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.
4. Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

PART C.
5. Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.
6. Assess the extent to which the economic and political ideals of Karl Marx were realized in post-revolutionary Russia in the period from 1917 to 1939.
7. Analyze the economic, technological, and institutional factors responsible for western Europe’s domination of world trade from 1650 to 1800.

2004

PART B.
2. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.
3. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920’s and 1930’s.
4. Analyze the factors working for and against European unity from 1945 to 2001.

PART C.
5. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.
6. Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.
7. Compare the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.
2003

PART B.
2. Identify features of the 18th century Agricultural Revolution and analyze its social and economic consequences.
3. Louis XIV declared his goal was “one king one law one faith”. Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
4. Explain how advances in learning and technology influenced 15th-16th century European exploration and trade.

PART C.
5. Analyze three reasons for the end of Soviet domination over eastern Europe.
6. Analyze three examples of the relationship between Romanticism and nationalism before 1850.
7. How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?

2002

PART B.
2. Compare and contrast the religious policies of TWO of the following: ELIZABETH I CATHERINE DE MEDICIS OF FRANCE ISABELLA I OF SPAIN
3. Analyze at least TWO factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.
4. Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939)

PART C.
5. In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750. Use examples from at least TWO countries.
6. Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945 to 2000, evaluate the validity of this interpretation.
7. Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890)

2001

PART B.
2. Analyze how and why Western attitudes toward children and child-rearing changed in the period from 1750 to 1900.
3. Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
4. Discuss the political and social consequences of the Protestant Reformation in the 1st half of the 16th century.

PART C.
5. How did new theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society?
6. Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on eastern Europe.
7. Compare and contrast the French Jacobins’ use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin’s use of state power to achieve revolutionary goals during the period 1928 to 1939.

2000

PART B.
2. Compare and contrast the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991)
3. “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.
4. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830.

PART C.
5. Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged Enlightenment assumptions about human behavior and the role of reason.
6. Man for the field and woman for the hearth:
   Man for the sword and for the needle she:
Man with the head and women from the heart:
   Man to command women to obey:
How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19th century?
7. Explain the development of the scientific method in the 17th century and the impact of scientific thinking on traditional sources of authority.

1999

PART B. These questions were all related to illustrations.
2. Contrast how a Marxist and a Social Darwinist would account for the differences in the conditions of these two mid-19th century families.
3. Analyze the ways in which the contrasting styles of these two paintings reflect the different economic values and social structure of France and the Netherland in the 17th century.
4. Contrast the historical context, beliefs, and behavior of European youth represented by these two photographs. (Berlin, 1934, Paris, 1968)
PART C.
5. Machiavelli suggested that a ruler should behave both "like a lion" and "like a fox". Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli’s suggestion.
   ELIZABETH I OF ENGLAND    HENRY IV OF FRANCE
   CATHERINE THE GREAT OF RUSSIA    FREDERICK II OF PRUSSIA

6. Discuss the relationship between politics and religion by examining the wars of religion. Choose TWO specific examples from the following:
   DUTCH REVOLT    FRENCH WARS OF RELIGION
   ENGLISH CIVIL WAR    THIRTY YEARS’ WAR

7. Compare and contrast the degree of success of treaties negotiated in Vienna (1814-5) and Versailles (1919) in achieving European stability.

1998

PART B.
2. Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following:
   a) Economic recovery and integration
   b) Development of the welfare state and its subsequent decline
3. Compare and contrast the roles of British working women in the preindustrial economy (before 1750) with their roles in the era 1850 to 1920.
4. To what extent and in what ways did nationalist tension in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

PART C.
5. To what extent did the Enlightenment express optimistic ideas in 18th century Europe? Illustrate your answer with reference to specific individuals and their works.
6. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16th century regarding the reform of both religious doctrine and religious practices.
7. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.

1997

PART B.
2. Focusing on the period before 1600, describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement.
3. Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.
4. Describe and analyze the resistance to Soviet authority in the Eastern bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries.

PART C.
5. Describe and analyze the economic, cultural, and social changes that led to and sustained Europe’s rapid population growth in the period from approximately 1650 to 1800.
6. Discuss some ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature.
7. Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930’s.

1996

PART B.
2. Compare and contrast the patronage of the arts by Italian Renaissance rulers with that by dictators of the 1930’s.
3. Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.
4. Compare and contrast the women’s suffrage movements of the late 19th and early 20th centuries with the European feminist movements of the 1960’s and 1970’s

PART C.
5. Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the 16th century. Refer to at least two social groups in your assessment.
6. Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (August 1792).
7. Describe the physical transformation of European cities in the 2nd half of the 19th century and analyze the social consequences of this transformation.

1995

PART B.
2. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.
3. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715.
4. Identify four specific changes in science and technology, and explain their effects on Western family and private life between 1918 and 1970.

PART C.
5. Compare and contrast the extent to which Catherine the Great and Joseph Stalin were ‘Westernizers’. 
6. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism, and anti-Semitism in the 19th century.
7. Analyze the key developments that characterized the European economy in the 2nd half of the 19th century.
PART B.
2. Explain the ways in which Italian Renaissance humanism transformed ideas about the individual’s role in society.
3. Between 1450 and 1800, many women gained power as rulers, some as reigning monarchs, others as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.
4. Analyze the ways in which Enlightenment thought addressed religious belief and social issues in the 18th century.

PART C.
5. Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after World War I.
6. Describe and analyze the long-term social and economic trends in the period 1860 to 1917 that prepared the ground for revolution in Russia.
7. Analyze the common political and economic problems facing Western European nations in the period 1945-1960 and discuss their responses to these problems.

SELECTED QUESTIONS, 1984-1993
1. In 1490 there was no such country as Spain, yet within a century it had become the most powerful nation in Europe and within another had sunk to the status of a 3rd-rate power. Describe and analyze the major social, economic, and political reasons for Spain’s rise and fall.
2. Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.
3. Describe the ways in which conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815 to 1848.
4. Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples.
5. Contrast European diplomacy in the periods 1890 to 1914 and 1918 to 1939, respectively. Include in your analysis goals, practices, and results.

7. “Napoleon was a child of the Enlightenment.” Assess the validity of the statement. Use examples referring to both specific aspects of the Enlightenment and to Napoleon’s policies and attitudes.
8. Describe and analyze the ways in which 16th century Roman Catholics defended their faith against the Protestant Reformation.
9. Describe the new astronomy of the 16th and 17th centuries and analyze the ways in which it changed scientific thought and methods.
10. Describe and compare the differences among Utopian socialists, Karl Marx, and Revisionist socialists in their critiques of 19th century European economy and society.
11. Assess the extent to which the unification of Germany under Bismarck led to authoritarian government there between 1871 and 1914.
12. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.
13. Describe the steps taken between 1832 and 1918 to extend the suffrage in England. What groups and movements contributed to the extension of the vote?


The following table presents a general picture of what topics are more or less likely to appear as FRO questions. It is approximate, and refers to general topics only. For example, if a question asks for a comparison between women’s status in the Renaissance and Enlightenment, it would be counted in the table below for three topics: women, Renaissance, and Enlightenment. Refer to Part A above for the specific questions. The table is chronological, more or less.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>EXAM YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW MONARCHS</td>
<td>2005 1999</td>
</tr>
<tr>
<td>16th-17th CENTURIES GENERAL</td>
<td>2007 2002 2000 1999</td>
</tr>
<tr>
<td>RELIGIOUS WARS</td>
<td>2002 2000 1999</td>
</tr>
<tr>
<td>CONSTITUTIONALISM</td>
<td>2002 1994 1993</td>
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<tr>
<td>SCIENTIFIC REVOLUTION</td>
<td>2004 2000 1991</td>
</tr>
<tr>
<td>ENLIGHTENED ABSolutism</td>
<td>2002 1999 1995</td>
</tr>
<tr>
<td>AGRICULTURAL REVOLUTION</td>
<td>2003 1998</td>
</tr>
<tr>
<td>17th-18th CENTURY ECONOMIC CHANGE /MERCANTILISM</td>
<td>2002 2001 1995</td>
</tr>
<tr>
<td>ROMANTICISM</td>
<td>2003 1997</td>
</tr>
<tr>
<td>19th CENTURY URBANIZATION</td>
<td>1996</td>
</tr>
</tbody>
</table>
C. TIPS FOR WRITING F.R.Q. ESSAYS

1. FIGURE OUT WHAT THE QUESTION REQUIRES YOU TO DO
Make sure you understand every aspect of the question and plan your essay so it directly answers the question. This includes checking the verbs in the question, thus knowing whether you need to analyze, describe, assess, compare. This also means knowing whether you have to do more than one thing: describe and analyze, assess and compare, etc. Finally, it means knowing what you need to describe, analyze, etc: social AND economic; England AND France, etc.

2. MAKE A TENTATIVE OUTLINE OF THE PAPER BASED UPON THE TASKS OF THE QUESTION
Although this may or may not turn out to be the way you ultimately organize the essay (but it very likely will be...), drafting an outline based upon the question is an early way of ensuring, in a methodical way, that your essay is, in fact, an answer to the precise set of questions that are being asked. Knowing what the question is asking is one thing; actually making your essay an answer to that question doesn’t automatically follow unless you methodically make that happen. THIS IS THE SINGLE MOST IMPORTANT THING YOU CAN DO TO ENSURE A SUCCESSFUL ESSAY THAT ANSWERS THE QUESTION ASKED. It should take about 5 minutes, but is crucial.

3. USE THE OUTLINE TO ORGANIZE THE SPECIFIC FACTUAL EVIDENCE YOU WILL USE.
It really does help to devote 2-3 minutes to nothing more than recalling and listing the facts you know about the question you’re answering. If you don’t, you are more likely to leave out things that you do know, and that are important, or remember them when the essay is already half-written, and you don’t have the time to add them.

4. BASED UPON STEPS #1-3, FORMULATE A CLEAR THESIS
This should answer all aspects of the question, and optimally is organized in the same way you will organize your essay.

5. WRITE AN INTRODUCTORY PARAGRAPH THAT CLEARLY STATES, AND PERHAPS ELABORATES UPON, THE THESIS.
This should be concise and clear, and should be limited only to a preview of what you will show in the essay that follows.

6. WRITE THE BODY OF THE ESSAY.
The organization of the body should be based upon the thesis, and its several parts. In most cases, that means the outline that you wrote and filled in with factual evidence. Each section or paragraph should begin with a sub-thesis, or topic sentence that clearly states the section of the thesis that will be supported in that section.

7. USE SPECIFIC EVIDENCE WHenever POSSIBLE.
8. WRITE A CONCLUSION THAT RESTATES OR SUMMARIZES.
9. READ OVER THE ESSAY.
Assuming that you have time, check for spelling, punctuation, clarity, major inaccuracies.
### D. F.R.Q. ESSAY RUBRIC

<table>
<thead>
<tr>
<th>Superior Essay: Score of 8-9</th>
<th>Strong Essay: Score of 6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior thesis</td>
<td>Strong thesis (contains general analysis)</td>
</tr>
<tr>
<td>Extremely well-organized essay</td>
<td>Well-organized essay</td>
</tr>
<tr>
<td>Addresses all areas of the prompt evenly</td>
<td>Addresses all areas of the prompt; may lack some balance between major areas</td>
</tr>
<tr>
<td>Excellent use of analysis to support thesis and main ideas.</td>
<td>Some important information left out:</td>
</tr>
<tr>
<td>Substantial use of evidence throughout</td>
<td>Strong analysis in most areas; needs more</td>
</tr>
<tr>
<td>Extremely well-written essay</td>
<td>Strong use of evidence; may lack balance</td>
</tr>
<tr>
<td>Generally error free (need not be perfect)</td>
<td>Well-written essay</td>
</tr>
<tr>
<td></td>
<td>May contain minor errors</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Adequate Essay: Score of 5</th>
<th>Mediocre Essay: Score of 2-4</th>
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<tbody>
<tr>
<td>Clear thesis (needs more analysis)</td>
<td>Undeveloped thesis (simple thesis)</td>
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<tr>
<td>Thesis a bit vague or muddy</td>
<td>Does not establish purpose of the essay.</td>
</tr>
<tr>
<td>Fairly well-organized essay</td>
<td>Thesis does not fully address question</td>
</tr>
<tr>
<td>Addresses all areas of the prompt but essay may lack balance.</td>
<td>Weak organization</td>
</tr>
<tr>
<td>Contains some analysis; more needed</td>
<td>Does not address one or more aspects of the question:</td>
</tr>
<tr>
<td>Some major events omitted:</td>
<td>Most major events omitted</td>
</tr>
<tr>
<td>Contains some evidence; more needed</td>
<td>Lacks analysis of key issues</td>
</tr>
<tr>
<td>Essay deviates at times from thesis</td>
<td>Lacks evidence to support main ideas.</td>
</tr>
<tr>
<td>May contain significant historical errors</td>
<td>Contains major historical errors</td>
</tr>
<tr>
<td>Some facts are irrelevant to time period</td>
<td>Much information irrelevant to question.</td>
</tr>
<tr>
<td></td>
<td>Essay is somewhat incomplete (too short)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unacceptable Essay: AP Score of 1</th>
<th>‘0’ Essay: Did not do the question</th>
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</thead>
<tbody>
<tr>
<td>No thesis or poor thesis</td>
<td>Writes on topic completely different from the prompt</td>
</tr>
<tr>
<td>Incorrect or incomplete essay</td>
<td>Little to no effort shown in preparation for essay</td>
</tr>
<tr>
<td>Facts not specific, accurate &amp; relevant.</td>
<td></td>
</tr>
<tr>
<td>Poor analysis of key issues</td>
<td></td>
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</tbody>
</table>
### A. DBQ QUESTIONS, 1980-2007

Keeping in mind that document analysis is primary, and knowledge of the period secondary, the following DBQ topics are listed in very general chronological order of topic rather than exam date.

<table>
<thead>
<tr>
<th>TIME FRAME</th>
<th>TOPIC</th>
<th>CATEGORY</th>
<th>EXAM YEAR</th>
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<tbody>
<tr>
<td>1450-1600</td>
<td>Renaissance education</td>
<td>social</td>
<td>1993</td>
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<tr>
<td>1475-1599</td>
<td>witchcraft</td>
<td>social</td>
<td>1980</td>
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<tr>
<td>1450-1700</td>
<td>attitudes towards the poor</td>
<td>social</td>
<td>2004</td>
</tr>
<tr>
<td>15th-16th centuries</td>
<td>the plague</td>
<td>social</td>
<td>1995</td>
</tr>
<tr>
<td>16th century</td>
<td>child-rearing</td>
<td>social</td>
<td>2007</td>
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<tr>
<td>16th-18th centuries</td>
<td>child-rearing</td>
<td>social</td>
<td>1982</td>
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<tr>
<td>15th-19th centuries</td>
<td>rituals and festivals</td>
<td>social</td>
<td>2000</td>
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<td>1750-1800</td>
<td>slavery/triangular trade</td>
<td>economic</td>
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<td>the Netherlands</td>
<td>political/economic</td>
<td>1996</td>
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<td>17th-18th centuries</td>
<td>women</td>
<td>social</td>
<td>1997</td>
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<tr>
<td>18th century</td>
<td>Gin Act</td>
<td>social</td>
<td>1988</td>
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<td>Literacy in Old Regime</td>
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<td>1987</td>
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<td>18th-19th centuries</td>
<td>Greek independence</td>
<td>political/social</td>
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<td>18th-19th centuries</td>
<td>Manchester/urban development</td>
<td>social</td>
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<td>19th century</td>
<td>attitudes toward work</td>
<td>social</td>
<td>1981</td>
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<td>juvenile crime</td>
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<td>Sudan crisis</td>
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<td>German states</td>
<td>political</td>
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<td>1800-1924</td>
<td>Irish Home rule</td>
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<td>19th-20th centuries</td>
<td>Walloons v. Flemish</td>
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<td>1982</td>
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<td>19th-20th centuries</td>
<td>Women's rights</td>
<td>social</td>
<td>1989</td>
</tr>
<tr>
<td>1820-1914</td>
<td>Pan-Slavism</td>
<td>political</td>
<td>1992</td>
</tr>
<tr>
<td>1861-1914</td>
<td>Russia</td>
<td>social</td>
<td>1999</td>
</tr>
<tr>
<td>1860-1914</td>
<td>sports</td>
<td>social</td>
<td>2006</td>
</tr>
<tr>
<td>1908-1918</td>
<td>German aircraft industry</td>
<td>military/political</td>
<td>1984</td>
</tr>
<tr>
<td>1914-1918</td>
<td>German civil peace</td>
<td>political/social</td>
<td>2003</td>
</tr>
<tr>
<td>1936</td>
<td>Spanish Civil War</td>
<td>political</td>
<td>1990</td>
</tr>
<tr>
<td>1946-1989</td>
<td>European unity</td>
<td>political</td>
<td>2005</td>
</tr>
</tbody>
</table>

### B. THINGS TO KEEP IN MIND FOR WRITING THE DBQ ESSAY

1. **FIGURE OUT WHAT THE QUESTION REQUIRES YOU TO DO**
   - Make sure you understand every aspect of the question and plan your essay so it directly answers the question. This includes checking the verbs in the question, thus knowing whether you need to **analyze, describe, assess, compare**. This also means knowing whether you have to do more than one thing: **describe and analyze, assess and compare**, etc. Finally, it means knowing what you need to describe, analyze, etc: social AND economic, England AND France, etc.

2. **MAKE A TENTATIVE OUTLINE OF THE PAPER BASED UPON THE TASKS OF THE QUESTION**
   - Although this may or may not turn out to be the way you ultimately organize the essay (but it very likely will be...), drafting an outline based upon the question is an early way of ensuring, in a methodical way, that your essay is, in fact, an answer to the precise set of questions that are being asked. Knowing what the question is asking is one thing; actually making your essay an answer to that question doesn’t automatically follow unless you methodically make that happen. THIS IS THE SINGLE MOST IMPORTANT THING YOU CAN DO TO ENSURE A SUCCESSFUL ESSAY THAT ANSWERS THE QUESTION ASKED. It should take about 5 minutes, but is crucial.

3. **USE THE OUTLINE TO ORGANIZE ANY FACTUAL EVIDENCE YOU WILL USE.**
   - It really does help to devote 2-3 minutes to nothing more than recalling and listing the facts you know about the general time period or topic you’re answering. If you don’t, you are more likely to leave out things that you do know, and that are important, or remember them when the essay is already half-written, and you don’t have the time to add them.

4. **EXAMINE THE DOCUMENTS, FOCUSING UPON THE FOLLOWING:**
   - a) Start with the author of each document, making notes of anything those pieces of information might tell you. Look especially for social status, educational background, profession, etc. Does the document’s author give you any preconceptions about what he or she might say about the thesis?
   - b) Check the date of the document. Are the documents organized by date? How do the dates of the documents compare to the period specifically asked about in the question, if any? **Is there change over time in the documents as a whole?**
   - c) Look for the point of view of the author. This may be stated explicitly in the document, or may be implicit, either in the background of the author (a bourgeois writing about workers, or a Serb writing about Austrians, etc.), or in the **tone** of the author. Is it sarcastic? Ironic? Angry?
   - d) Remember that the documents should not be taken as facts; they are more likely to express opinion or perception.
   - e) Don’t make the document say something it doesn’t say.
5. USING KOP, DOCUMENTS, AND THE FINAL OUTLINE, CONSTRUCT A THESIS THAT CLEARLY AND CONCISELY ANSWE RS THE QUESTION OF THE DBQ.

Make it clear and concise, and then use the final outline, documents, and kop to develop it in a methodical and clearly-written way. Don't make it just a restatement of the question; summarize the answer to the question that you will be presenting.

6. WRITE AN INTRODUCTORY PARAGRAPH THAT CLEARLY STATES, AND PERHAPS ELABORATES UPON, THE THESIS.

7. WRITE THE BODY OF THE ESSAY.

8. WRITE A CONCLUSION THAT RESTATE S OR SUMMARIZES.

9. READ OVER THE ESSAY.

OTHER THINGS TO REMEMBER:

• Make your life easier by constructing a thesis that can reasonably include most/all of the documents (even if you don't really believe your thesis). It is better to be “practical” than “right.”
• Use as many documents as you can as long as they fit your thesis.
• Although documents are most frequently presented in chronological order, don’t automatically use them that way, unless the question is explicitly about change over time or a similarly chronologically-oriented topic. GROUPING DOCUMENTS IS A BIG DEAL!
• Don’t explain documents -- that is not your task! AP readers have a list and a summary for each document; they don't need or want you to tell them what is in the document. Use documents to reinforce your main points and outside information.
• Don't rewrite large portions of documents. Try to limit quotations to 1 sentence or less.
• Cite every document used, either by document letter, e.g., (Doc. A), (Doc. F), or by reference to the author (e.g. “In the letter by Otto von Bismarck”). Whatever you do, make it crystal clear to the grader!
• Remember that there is never a single right answer to a DBQ.
• DO NOT INCLUDE HISTORICAL INFORMATION UNLESS YOU ARE SURE THAT IT IS CORRECT.
• All fundamental AP writing principles regarding standard F.R.Q. essays apply to DBQ essays.

C. SCORING RUBRIC FOR THE DBQ.

BASIC CORE.1 point for each of the following:

1. Did you provide an appropriate, explicitly stated, thesis directly addressing all parts of question? The thesis must be explicit, and based upon one or more documents. It cannot be a simple rewording of the question or of the historical background. The thesis does not have to appear in the first paragraph, but that is usually the safer course.

2. DO YOU USE A MAJORITY OF THE DOCUMENTS, INDIVIDUALLY AND SPECIFICALLY? This usually means one more than half. You should use more if you want to get higher than a 6 on the essay (see Expanded Core below), but 1 more than half is minimum to earn this point.

3. DID YOU DEMONSTRATE UNDERSTANDING OF THE BASIC MEANING OF A MAJORITY OF THE DOCUMENTS? Generally, you can misunderstand no more than ONE.

4. DO YOU SUPPORT THE THESIS OR ANSWER THE QUESTION WITH APPROPRIATE EVIDENCE FROM A MAJORITY OF THE DOCUMENTS? In other words, even if your essay is terrible, with no real thesis, you can still offer evidence from the documents relating to the question, and still earn a point.

5. DO YOU ANALYZE BIAS OR POINT OF VIEW IN AT LEAST THREE DOCUMENTS? This means any one of the following:
   a. Relating author’s point of view to the author’s time or place, OR
   b. Evaluating the reliability of the source, OR
   c. Recognizing that different kinds of documents serve different purposes, OR
   d. Analyzing tone or intent of documents

DO YOU ANALYZE DOCUMENTS BY GROUPING THEM INTO AT LEAST THREE GROUPS?
Examples of grouping for the essay might include:
   a. Social categories (social, political, military, etc.)
   b. Long-term v. short-term
   c. Social classes of document authors
   d. Genders of document authors
   e. Chronological categories
EXPANDED CORE
The Basic Core requirements get you six points on the DBQ. You must earn the six points described above in order to earn any points in the Expanded Core. You will earn 1-3 points in the Expanded Core to the degree to which you do some or all of the following:

- have a clear, analytic and comprehensive thesis
- address ALL parts of the question THOROUGHLY
- use all or almost all documents.
- use documents persuasively as evidence
- show careful and insightful analysis of the documents
- analyze bias or point of view in at least three documents cited in the essay
- analyze the documents in additional ways: use additional groupings or other forms or analysis, discuss change over time, etc.
- bring in relevant outside historical content

4. GUIDE TO MULTIPLE CHOICE QUESTIONS/GENERAL EXAM INFORMATION

THERE WILL BE 80 MULTIPLE CHOICE QUESTIONS ON PART I OF THE EXAM; YOU WILL HAVE 55 MINUTES TO COMPLETE PART I. THE MULTIPLE-CHOICE QUESTIONS ARE ORGANIZED IN THREE WAYS

1. BY HISTORICAL PERIOD (figures are approximate):
   - c.1450 to 1815 50% 40 questions
   - 19th century 25% 20 questions
   - 20th century 25% 20 questions

In general, the questions will be chronological, but not at all entirely; out-of-order questions will be interspersed throughout the Exam.

2. BY HISTORICAL CATEGORY (figures are approximate):
   - Political and Diplomatic 33% 25-30 questions
   - Cultural and intellectual 33% 25-30 questions
   - Social and Economic 33% 25-30 questions

3. BY DIFFICULTY LEVEL. In general, the easier questions are at the beginning of Part I, and get more difficult as the multiple-choice section progresses. But this is definitely not always the case; more- and very-difficult questions will be found at the beginning, and easier ones toward the end.

   The difficulty level of the multiple-choice questions is deliberately set at such a level that a student has to answer about 60% of the questions correctly to receive a grade of 3 on the overall exam, in addition to doing acceptable work on Parts II and III (the essays.)

As with SAT exams, multiple-choice answers are graded to discourage haphazard or random guessing:
- No points are deducted for a blank answer
- One point is awarded for each correct answer
- One-fourth point is deducted for each incorrectly-answered question

As a result, it does not pay to guess on the basis of no information, but if you have enough knowledge to eliminate 2-3 choices (out of 5), it is good strategy to make an ‘educated guess’ in choosing the best answer from those that remain.

FORMAT FOR THE EXAM
The AP European History Exam is three hours and five minutes long. In Section I, students are given 55 minutes to answer 80 multiple-choice questions; in Section II, they are given 45 minutes to respond to a document-based question and 35 minutes each to respond to two thematic essay questions chosen from several offered. There is a 15-minute reading period at the beginning of Section II.

<table>
<thead>
<tr>
<th>% of Grade</th>
<th>Number of Questions</th>
<th>Time Allotted</th>
<th>Reading Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>50</td>
<td>80</td>
<td>55 minutes</td>
</tr>
<tr>
<td>Section II</td>
<td>50</td>
<td>1 essay</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Part A</td>
<td>50</td>
<td>1 essay</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Part B</td>
<td>50</td>
<td>1 essay</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Part C</td>
<td>50</td>
<td>1 essay</td>
<td>35 minutes</td>
</tr>
</tbody>
</table>
### 5. REVIEW SUMMARY #1: EUROPEAN HISTORY BY CENTURY

#### A. THROUGH THE 18TH CENTURY

<table>
<thead>
<tr>
<th>CENTURY</th>
<th>MAJOR EVENTS</th>
<th>POLITICS</th>
<th>ECONOMICS</th>
<th>CHURCH</th>
<th>WARS</th>
<th>IDEAS</th>
</tr>
</thead>
</table>
| 14TH-15TH | • Black Death  
• 100 Years’ War  
• Renaissance | • Italian City-states  
• Ciompi Revolt  
• ‘New Monarchs’ | • Increase in trade  
• Growth of towns  
• Florentine wool and banking | • Conciliar movement  
• Great Schism  
• Babylonian Captivity | • 100 Years’ War | • Humanism  
• idea of the individual in art  
• Secularism  
• Christian Humanism |
| 16TH | • Age of Exploration  
• Reformation  
• Counter-Reformation  
• Wars of Religion | • Height of Habsburg power (Charles V)  
• Tudors in England  
• 1st Muscovite Czars | • 1st colonies (Portuguese & Spanish)  
• Growth In population  
• Price Revolution | • 95 Theses  
• Diet of Worms  
• Council of Trent  
• English Reformation | • Wars of Religion  
• Dutch Revolt  
• Defeat of the Spanish Armada | • Lutheranism  
• Calvinism  
• Anglicanism  
• Jesuits |
| 17TH | • Thirty Years’ War  
• English Revolution  
• Scientific Revolution | • Growth of absolutism  
• Age of Louis XIV  
• English Revolution | • Commercial Revolution  
• mercantilism  
• Dutch dominance | • General decline | • Thirty Years’ War  
• English Civil War  
• Siege of Vienna  
• Wars of Louis XIV | • Sovereignty  
• Absolutism  
• Constitutionalism |
| 18TH | • Enlightenment  
• French Revolution  
• American Revolution | • General period of peace  
• Enlightened Absolutism  
• Prime Minister system in England | • Agricultural Revolution  
• Industrial Revolution in Britain | • General decline | • Wars of Louis XIV  
• 7 Years’ War | • Rationalism  
• Empiricism/Scientific method  
• Inalienable rights  
• Revolutionary Terror |
B. 19th AND 20th CENTURIES

<table>
<thead>
<tr>
<th>WARS, TREATIES, CONFERENCES</th>
<th>IDEAS</th>
<th>POLITICS</th>
<th>ECONOMICS</th>
<th>REVOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>19th CENTURY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Napoleonic Wars</td>
<td>• Romanticism</td>
<td>• End of Old Regime</td>
<td>• Industrial Revolution</td>
<td>• 1820</td>
</tr>
<tr>
<td>• Congress of Vienna</td>
<td>• Nationalism</td>
<td>• Dual Revolution</td>
<td>• Laissez-faire capitalism</td>
<td>• Decembrist Revolt</td>
</tr>
<tr>
<td>• Crimean War</td>
<td>• Conservatism</td>
<td>• Reaction &amp; Revolution</td>
<td>• New Imperialism</td>
<td>• 1830</td>
</tr>
<tr>
<td>• Danish War</td>
<td>• Liberalism</td>
<td>• Age of Metternich</td>
<td>• Russian serfs freed</td>
<td>• 1848</td>
</tr>
<tr>
<td>• Austro-Prussian War</td>
<td>• Capitalism</td>
<td>• Realpolitik</td>
<td>• Urbanization</td>
<td>• Paris Commune</td>
</tr>
<tr>
<td>• Franco-Prussian War</td>
<td>• Utopian</td>
<td>• Rise of the centralized state</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Berlin Conference</td>
<td>• Socialism</td>
<td>• Unification of Italy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Boer War</td>
<td>• Romantic</td>
<td>• Unification of Germany</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **20th CENTURY**            |       |          |           |             |
| • Russo-Japanese War        | • Conservative | • Weimar Republic | • War | • Russian Revolution |
| • World War I               | • Authoritarianism | • Rise of the Axis Powers | • Communism | • German Revolution |
| • Treaty of Versailles      | • Totalitarianism | • Stalinism | • New Economic Policy | • decolonization in Africa & Asia |
| • Treaty of Brest-Litovsk   | • Fascism | • purges | • Five-Year Plans |             |
| • Russian Civil War         | • Nazism | • Cold War | • collectivization |             |
| • Kellogg-Briand Pact       | • containment | • NATO | • Great Depression |             |
| • Locarno Pact              | • neocolonialism | • Warsaw Pact | • Common Market (EEC) |             |
| • Spanish Civil War         |                          |                   | • welfare states |             |
| • Munich Conference         |                          |                   | • de-Stalinization |             |
| • World War II              |                          |                   |                 |             |
| • Yalta                     |                          |                   |                 |             |
| • Potsdam                   |                          |                   |                 |             |
| • Maastricht Treaty         |                          |                   |                 |             |

6. REVIEW SUMMARY #2: MAIN THEMES IN EUROPEAN HISTORY

A. AP EUROPEAN HISTORY THEMES.
The College Board suggests the following themes be used to indicate some of the important areas that might be treated in an AP course in European History. The ideas suggested were not always treated explicitly as topics or covered inclusively, nor should they preclude development of other themes.

**Intellectual and Cultural History**

Changes in religious thought and institutions

Secularization of learning and culture

Scientific and technological developments and their consequences

Major trends in literature and the arts

Intellectual and cultural developments and their relationship to social values and political events

Developments in social, economic, and political thought

Developments in literacy, education, and communication

The diffusion of new intellectual concepts among different social groups
Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual

Impact of global expansion on European culture

Political and Diplomatic History

The rise and functioning of the modern state in its various forms

Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics

The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions

The growth and changing forms of nationalism

Forms of political protest, reform, and revolution

Relationships between domestic and foreign policies

Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations

War and civil conflict: origins, developments, technology, and their consequences

Social and Economic History

The character of and changes in agricultural production and organization

The role of urbanization in transforming cultural values and social relationships

The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty

The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact

The development of commercial practices, patterns of mass production and consumption, and their economic and social impact

Changing definitions of and attitudes toward mainstream groups and groups characterized as the "other"

The origins, development, and consequences of industrialization

Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences

Gender roles and their influence on work, social structure, family structure, and interest group formation

The growth of competition and interdependence in national and world markets

Private and state roles in economic activity

Development and transformation of racial and ethnic group identities
B. ESSENTIAL QUESTIONS FOR THE AP EUROPEAN HISTORY EXAM
The following is a list of answers to the question **WHAT DO I ABSOLUTELY HAVE TO KNOW FOR THIS EXAM??** While there is no substitute for knowing everything we have studied this year the following list of Essential Questions might serve as a desperation guide for the needy. I suggest you research them carefully, using your notes, the text, readings we have done, and this review guide. If you can put together an essay to answer the questions which follow, you are in decent shape. This is a kind of overview guide, but do not make the mistake of studying only this list.

**RENAISSANCE**
How can the Renaissance be used as a springboard for defining modernity?
Compare and contrast the Northern Renaissance with the Mediterranean Renaissance?

**REFORMATION**
Compare and contrast Martin Luther and John Calvin from economic, religious and social perspectives.

**THE CZARS**
Analyze the czars of Russia from the perspective of their attempts to control their aristocracy and their church and also the perspective of their relations with western Europe.

**ECONOMICS**
Trace the development of the Commercial Revolution.

**THE OUTSIDE WORLD**
Assess the similarities and differences between 16th century and 19th century imperialism.

**17TH CENTURY ENGLAND**
Trace the development of the English parliament during the 17th century.

**17TH CENTURY FRANCE**
Compare 17th century French Absolutism with 17th century eastern European Absolutism.

**THE ENLIGHTENMENT AND THE FRENCH REVOLUTION**
What connection exists between the Enlightenment and the French Revolution?

**NAPOLEON**
Trace the long term effects of Napoleon I

**SOCIALISM**
Assess the differences between Charles Fourier, Louis Blanc, Karl Marx, Robert Owen, Edward Bernstein and Vladimir Lenin.

Why did western Europe never fully envelop Marxism?

**BRITISH REFORM**
Discuss the Parliamentary actions which brought social and political power to the middle and lower classes of English society in the 19th century.

**THE INDUSTRIAL REVOLUTION**
What effect did the industrial revolution have upon the social classes?
(Break this into both the first AND second industrial revolutions)

**GERMANY**
Trace the history of Germany from its rise as a Prussian state through its collapse after the First World War.

**19TH CENTURY THINKERS**
Assess the extent to which Freud, Marx, and Einstein were enlightened thinkers.

**WOMEN'S RIGHTS**
Beginning with the French Revolution and ending with the Treaty of Versailles, discuss the manner in which women began to achieve a role in society equal to men.

**WORLD WAR I**
How did more people in Europe change between 1914-1920 than they did from 1920 to the present?

**THE BRITISH EMPIRE**
Analyze the events causing the decline of the British Empire.

**POST WORLD WAR II**
Trace the economic development of Post World War II Europe.
From the end of the Cold War explain how the political map of Europe has changed as the world approaches the millenium.

**THE MODERN POLITICAL WORLD**
Beginning with the end of World War II, trace the demise of the Soviet Union.
7. REVIEW SUMMARY #3: MOST IMPORTANT DATES IN EUROPEAN HISTORY

Not all of the following dates are absolutely crucial; some are included to provide chronological context of important moments or persons. The dates in **boldface** are the most important ones.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1337-1453</td>
<td><strong>HUNDRED YEARS’ WAR</strong></td>
</tr>
<tr>
<td>1309-1378</td>
<td><strong>BABYLONIAN CAPTIVITY OF THE CHURCH</strong></td>
</tr>
<tr>
<td>1378</td>
<td><strong>CIOMPI REVOLT</strong></td>
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<tr>
<td>1494</td>
<td><strong>SAVARANOLA TAKES POWER IN FLORENCE</strong></td>
</tr>
<tr>
<td>1498</td>
<td><strong>LEONARDO’S THE LAST SUPPER</strong></td>
</tr>
<tr>
<td>1500-1527</td>
<td><strong>HIGH RENAISSANCE IN ART (LEONARDO, RAFAEL, MICHAELANGELO ETC. AT PEAK)</strong></td>
</tr>
<tr>
<td>1512</td>
<td><strong>ERASMUS’ IN PRAISE OF FOLLY</strong></td>
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<tr>
<td>1513</td>
<td><strong>MACHIAVELLI’S THE PRINCE</strong></td>
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<tr>
<td>1516</td>
<td><strong>CONCORDAT OF BOLOGNA</strong></td>
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<tr>
<td>1517</td>
<td><strong>LUTHER’S NINETY-FIVE THESIS</strong></td>
</tr>
<tr>
<td>1521</td>
<td><strong>DIET OF WORMS</strong></td>
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<tr>
<td>1524-5</td>
<td><strong>PEASANTS’ REVOLT IN GERMANY</strong></td>
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<tr>
<td>1530</td>
<td><strong>CONFESSION OF AUGSBURG ESTABLISHES TENETS OF LUTHERANISM</strong></td>
</tr>
<tr>
<td>1534</td>
<td><strong>ACT OF SUPREMACY MAKES ENGLISH KING HEAD OF ANGLICAN CHURCH</strong></td>
</tr>
<tr>
<td>1534-9</td>
<td><strong>DISSOLUTION OF ENGLISH MONASTRIES</strong></td>
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<tr>
<td>1530’S</td>
<td><strong>CALVINISM IN GENEVA</strong></td>
</tr>
<tr>
<td>1543</td>
<td><strong>COPERNICUS’ ON THE REVOLUTIONS OF THE HEAVENLY SPHERES</strong></td>
</tr>
<tr>
<td>1545</td>
<td><strong>COUNCIL OF TRENT</strong></td>
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<tr>
<td>1555</td>
<td><strong>PEACE OF AUGSBURG</strong></td>
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<tr>
<td>1556</td>
<td><strong>RULE OF PHILIP II OF SPAIN</strong></td>
</tr>
<tr>
<td>1558-1603</td>
<td><strong>RULE OF ELIZABETH I OF ENGLAND</strong></td>
</tr>
<tr>
<td>1588</td>
<td><strong>DEFEAT OF THE SPANISH ARMADA</strong></td>
</tr>
<tr>
<td>1598</td>
<td><strong>HENRY IV ISSUES EDICT OF NANTES</strong></td>
</tr>
<tr>
<td>1628</td>
<td><strong>CARDINAL RICHELIEU MADE FIRST MINISTER OF FRENCH CROWN</strong></td>
</tr>
<tr>
<td>1603</td>
<td><strong>STUARTS INHERIT BRITISH THRONE</strong></td>
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<td>1609</td>
<td><strong>GALILEO’S FIRST TELESCOPE OBSERVATIONS</strong></td>
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<tr>
<td>1618-1648</td>
<td><strong>THURTY YEARS’ WAR</strong></td>
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<tr>
<td>1640</td>
<td><strong>LONG PARLIAMENT BEGINS</strong></td>
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<tr>
<td>1648-1715</td>
<td><strong>THE GREAT ELECTOR BEGINS HOHENZOLLERN RULE</strong></td>
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<tr>
<td>1648-63</td>
<td><strong>THE FRONDE</strong></td>
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<tr>
<td>1648</td>
<td><strong>PEACE OF WESTPHALIA ENDS THIRTY YEAR’S WAR</strong></td>
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<tr>
<td>1649</td>
<td><strong>EXECUTION OF CHARLES I</strong></td>
</tr>
<tr>
<td>1649-1660</td>
<td><strong>INTERREGNUM / RULE OF CROMWELL &amp; PURITANS</strong></td>
</tr>
<tr>
<td>1660</td>
<td><strong>STUART RESTORATION</strong></td>
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<td>1662</td>
<td><strong>FOUNDING OF THE ROYAL SOCIETY</strong></td>
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<tr>
<td>1683</td>
<td><strong>SIEGE OF VIENNA</strong></td>
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<tr>
<td>1685</td>
<td><strong>LOUIS XIV REVOSES EDICT OF NANTES</strong></td>
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<tr>
<td>1687</td>
<td><strong>NEWTON’S PRINCIPIA MATHEMATICA states law of universal gravitation</strong></td>
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<tr>
<td>1688</td>
<td><strong>GLORIOUS REVOLUTION</strong></td>
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<td>1701-1713</td>
<td><strong>WAR OF THE SPANISH SUCESSION</strong></td>
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### 8. REVIEW SUMMARY #4: EUROPEAN DYNASTIES AND GOVERNMENTS

#### A. ENGLAND

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<td>Henry VII</td>
<td>English Reformation</td>
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<td>Henry VIII</td>
<td>Religious Wars</td>
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<td>Stuarts</td>
<td>James I</td>
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<td>Charles I</td>
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<td>Whigs and Tories</td>
<td>Victoria</td>
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<td>Ramsay MacDonald (Labour)</td>
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### Germany

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<td>Hohenzollerns of Brandenberg Prussia</td>
<td>Frederick William 'The Great Elector' Frederick William I Frederick II (the Great) Otto von Bismarck Wilhelm I</td>
<td>foundations of Prussian state established Wars of Louis XIV militarization of Prussian State enlightenment absolutism defeat by Napoleon at battles of Jena-Auerstadt Revolution of 1848 zollverein Frankfort Assembly blood and iron Danish War North German Confederation Austro-Prussian War</td>
</tr>
<tr>
<td>1870-1919</td>
<td>Hohenzollerns of the German Empire</td>
<td>Otto von Bismarck Wilhelm I Wilhelm II</td>
<td>realpolitik kulturkampf Social Democrats revisionism Berlin Conference World War I Treaty of Versailles</td>
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<tr>
<td>1919-1933</td>
<td>Weimar Republic</td>
<td>Rosa Luxembourg Freidrich Liebknecht Adolf Hitler</td>
<td>German Revolution Weimar constitution Ruhr crisis hyperinflation of 1923-4 Beer Hall Putsch Great Depression</td>
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<tr>
<td>1933-1945</td>
<td>Third Reich</td>
<td>Adolf Hitler</td>
<td>Reichstag Fire Night of the Long Knives violations of Versailles Munich conference Rome-Berlin-Tokyo Axis World War II blitzkrieg Holocaust</td>
</tr>
<tr>
<td>1945-1990</td>
<td>Divided Germany: West: Federal Republic of Germany East: German Democratic Republic</td>
<td>Konrad Adenauer Joseph Stalin Willy Brandt</td>
<td>Cold War Division of Germany Berlin wall ostpolitik</td>
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<tr>
<td>1990-present</td>
<td>Germany</td>
<td>Helmut Kohl</td>
<td>reunification</td>
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<td>TIME</td>
<td>DYNASTY/GOVERNMENT</td>
<td>IMPORTANT FIGURES</td>
<td>EVENTS</td>
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<tr>
<td>13th century</td>
<td>Mongols</td>
<td></td>
<td>rule by Mongols Muscovite princes overthrew them</td>
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<tr>
<td>1480-1815</td>
<td>Romanovs</td>
<td>Ivan the Great Iván the Terrible Peter the Great</td>
<td>expulsion of Mongols westernization</td>
</tr>
<tr>
<td>March-November 1917</td>
<td>Provisional Government</td>
<td>Aleksandr Kerensky</td>
<td>March Revolution Petrograd Soviet Lenin’s April Theses July Offensive</td>
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<tr>
<td>1992-present</td>
<td>Russian Republic</td>
<td>Boris Yeltsin Vladimir Putin</td>
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AP US HISTORY 2008 EXAM REVIEW GUIDE PAGE 22
### A. LIBERALISM

1. **DEFINITION:**
   - Believer in individual liberty & natural/inalienable rights
   - Written constitutions, tolerance, education, no torture, streamlined legal codes
   - Types of liberalism
     - 'classical': developed in the Enlightenment by Locke, Smith, etc.
     - Political: struggle for individual rights against absolutism
     - Economic: struggle for individual economic rights (laissez-faire) against mercantilism (Smith, Ricardo) in the 18th century, against socialism in the 19th-20th centuries
     - Utilitarianism: greatest good for the greatest number (Mill, Bentham)
   - Social class associated with liberalism: BOURGEOISIE

2. **MAJOR EVENTS ASSOCIATED WITH LIBERALISM, 1815-1914**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BRITAIN</th>
<th>FRANCE</th>
<th>GERMANY</th>
</tr>
</thead>
</table>
| 1815-1848 | - Bentham/Utilitarianism  
- Reform Bill 1832  
- Factory Act, 1833  
- Poor Laws, 1834  
- Mines Act, 1842  
- Repeal of Corn Laws, 1842  
- Ten Hour Law, 1847  
- Chartism, 1838-1840's  
- Whig Party | - Constitutional Charter, 1814  
- July Revolution, 1830  
- February Revolution, 1848  
- June Days, 1848  
- Second Republic, 1848  
- Universal male suffrage, 1848 | - Zollverein, 1834  
- Frankfurt Assembly, 1848 |
| 1848-1914 | - Reform Bill 1867  
- Reform Bill 1884 | 2nd Empire reforms: economic nationalism, easing of censorship, liberals support for fear of socialism  
3rd Republic dominated by liberal bourgeoisie: reforms of Gambetta and Ferry (supremacy of parliament, secular education, etc.) | - Universal male suffrage in Prussia, 1850  
- Universal male suffrage in Germany, 1871  
- Liberals supported Bismarck because of fear of socialism, but pretty powerless |

### B. CONSERVATISM

1. **DEFINITION:**
   - Ideology developed as a reaction to classical liberalism of the Enlightenment and the French Revolution, an appeal to those frightened by the Terror, 'mob rule', revolution
   - Generally, belief in order, tradition, faith, society, and the state
   - Specifically in the 18th-20th centuries, defense of monarchy, nobility, the Church

2. **MAJOR EVENTS ASSOCIATED WITH CONSERVATISM, 1815-1914**

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BRITAIN</th>
<th>FRANCE</th>
<th>GERMANY/AUSTRIA</th>
</tr>
</thead>
</table>
| 1815-1848 | - Congress of Vienna  
- Corn Laws, 1816  
- Peterloo Massacre  
- Six Acts, 1819 | - Congress of Vienna  
- Restoration of Bourbons  
- Rule of Charles X  
- Later years of Louis Phillipe | - Congress of Vienna  
- Carlsbad Decrees  
- Defeat of Frankfurt Assembly  
- Defeat of Kossuth & Hungarian revolution |
| 1848-1914 | - Tory/Conservative Party of Disraeli | Authoritarian realpolitik of Napoleon III | Authoritarian realpolitik of Bismarck  
- kulturkampf |
C. NATIONALISM

1. DEFINITION:
   - basic: unity of culture, language, traditions
     - belief that a people so self-defined should govern itself within its own historically-relevant boundaries

2. MAJOR EVENTS ASSOCIATED WITH NATIONALISM, 1789-1914

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>BRITAIN</th>
<th>FRANCE</th>
<th>GERMANY</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1789-1815</td>
<td>• Wars of Liberation 1812-1814</td>
<td>• reclame en masse of Committee of Public Safety and Napoleon</td>
<td>• Herder’s idea of Volkgeist</td>
<td>• Wars of Liberation 1812-1814</td>
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<td></td>
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<td></td>
<td>• Greek independence, 1829</td>
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<td>• Belgian independence, 1830</td>
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<td></td>
<td>• Mazzini in Italy</td>
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<td>• Hungarian revolt (Kossuth)</td>
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<tr>
<td>1815-1848</td>
<td></td>
<td>• defeat of 'dual revolution' in revolutions of 1848</td>
<td>• Frankfurt Assembly</td>
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<td>• unification, 1871</td>
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<td></td>
<td>• unification of Italy</td>
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<td></td>
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<td>• Ausgleich in Austria (dual monarchy of Austria &amp; Hungary)</td>
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<tr>
<td>1848-1914</td>
<td>• jingoism of imperialism</td>
<td>• defeat in Franco-Prussian War</td>
<td>• imperialism</td>
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<tr>
<td></td>
<td>• Kipling’s white man’s burden</td>
<td>• brinkmanship before WWI</td>
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<td></td>
<td>• Irish resistance to British</td>
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<td></td>
<td>• 1916 Easter Rebellion</td>
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</table>

D. SOCIALISM

1. DEFINITION:
   - most basic: labor is the most important component in production, and needs to be protected against the individualist philosophy of capitalism and liberalism
   - Types
     - Utopian socialism of Fourier, Saint-Simon, Proudhon, Blanc, Owen, etc. sought practical measures to help the laboring poor, often sought to create cooperative Utopian collectives
     - Marxism / scientific socialism/Communism moved beyond short-term solutions to a comprehensive analysis of the class struggle and history itself, and a call for violent revolution by the proletariat
     - Revisionism of Eduard Bernstein sought reform rather than revolution, to work for evolutionary gains like pro-labor legislation, trade unions, etc.
     - Leninism and Stalin’s ‘socialism in one country’ both proposed ways to introduce traditional Marxian socialism to a country which had barely industrialized

2. MAJOR EVENTS ASSOCIATED WITH SOCIALISM, 1815-1928

<table>
<thead>
<tr>
<th>PERIOD</th>
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<th>FRANCE</th>
<th>GERMANY</th>
<th>RUSSIA</th>
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<tr>
<td>1815-1848</td>
<td>• Utopian Socialists</td>
<td></td>
<td></td>
<td>• development of Leninism by Bolsheviks at Party Congress, 1902</td>
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<td></td>
<td>• Blanc’s National Workshops</td>
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<td>• June Days</td>
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<tr>
<td>1848-1914</td>
<td>• Marx and Engels publish Communist Manifesto in London</td>
<td>• Napoleon III’s realpolitik alliance of conservative authoritarian’s with working class</td>
<td>• Bismarck’s realpolitik alliance of conservative authoritarian’s with working class</td>
<td>• SDP largest party in Germany by 1914</td>
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<tr>
<td></td>
<td>• Fabian Society</td>
<td>• 1871 Paris Commune, Jean Jaures &amp; Socialist Party</td>
<td>• 1880’s</td>
<td>• welfare state by 1880’s</td>
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<td>• workers choose nationalism over socialism in WWI</td>
<td>• workers choose socialism in WWI</td>
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<td>• development of Leninism by Bolsheviks at Party Congress, 1902</td>
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<td>1917-1928</td>
<td>• German Revolution 1919</td>
<td>• Spartacists</td>
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<td>THE DECAMERON</td>
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<td>THOMAS A KEMPIS</td>
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<td>LORENZO VALLA</td>
<td>ON THE FALSE DONATION OF CONSTANTINE</td>
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<td>ORATION ON THE DIGNITY OF MAN</td>
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<td>1512</td>
<td>CHRISTIAN HUMANISM</td>
<td>ERASMUS</td>
<td>IN PRAISE OF FOLLY</td>
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<td>MACHIAVELLI</td>
<td>THE PRINCE</td>
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<td>1516</td>
<td>CHRISTIAN HUMANISM</td>
<td>MORE</td>
<td>UTOPIA</td>
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<td>1517</td>
<td>REFORMATION</td>
<td>LUTHER</td>
<td>NINETY-FIVE THESES</td>
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<td>1518</td>
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<td>CASTIGLIONE</td>
<td>BOOK OF THE COURTIER</td>
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<td>1520</td>
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<td>LUTHER</td>
<td>ON CHRISTIAN LIBERTY</td>
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<td>1525</td>
<td>REFORMATION</td>
<td>LUTHER ETAL</td>
<td>CONFESSION OF AUGSBURG</td>
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<td>1536</td>
<td>REFORMATION</td>
<td>CALVIN</td>
<td>INSTITUTES OF THE CHRISTIAN RELIGION</td>
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<td>1543</td>
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<td>COPERNICUS</td>
<td>ON THE REVOLUTIONS OF THE HEAVENLY SPHERES</td>
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<td>RABELAIS</td>
<td>GARGANTUA /PANTAGRUEL</td>
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<td>1598</td>
<td>ABSolutism</td>
<td>JAMES I</td>
<td>THE TRUE LAW OF FREE MONARCHIES</td>
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<td>1605</td>
<td>SCIENTIFIC REVOLUTION</td>
<td>HENRY IV</td>
<td>EDICT OF NANTES</td>
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<td>FRANCIS BACON</td>
<td>THE ADVANCEMENT OF LEARNING</td>
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<td>GALILEO</td>
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<td>HOBBES</td>
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<td>LOUIS XIV</td>
<td>EDICT OF FOUNTAINBLE</td>
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<td>1776</td>
<td>ENLIGHtenEMENT</td>
<td>SMITH</td>
<td>WEALTH OF NATIONS</td>
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<td>1789</td>
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<td>WHAT IS THE THIRD ESTATE?</td>
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<td>GOETHE</td>
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<td>PROUDHON</td>
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<td>MARX &amp; ENGELS</td>
<td>COMMUNIST MANIFESTO</td>
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<td>FLAUBERT</td>
<td>MADAME BOVARY</td>
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<td>1859</td>
<td>19th CENTURY</td>
<td>DARWIN</td>
<td>ORIGIN OF SPECIES</td>
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<td>LES MISERABLES</td>
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<td>1864</td>
<td>19th CENTURY</td>
<td>POPE Pius IX</td>
<td>SLLABUS OF ERRORS</td>
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<td>1869</td>
<td>REALISM</td>
<td>TOLSTOY</td>
<td>WAR AND PEACE</td>
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<td>1885</td>
<td>REALISM</td>
<td>ZOLA</td>
<td>GERMINAL</td>
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<td>HARDY</td>
<td>TESS OF THE D'URBERVILLES</td>
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<td>1891</td>
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<td>THE COURSE OF POSITIVE PHILOSOPHY</td>
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<td>1898</td>
<td>AGE OF MASS POLITICS</td>
<td>ZOLA</td>
<td>J'ACCUSE</td>
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<td>1899</td>
<td>SOCIALISM</td>
<td>BERNSTEIN</td>
<td>EVOLUTIONARY SOCIALISM</td>
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<td>IMPERIALISM</td>
<td>KIPLING</td>
<td>WHITE MAN'S BURDEN</td>
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<td>1902</td>
<td>IMPERIALISM</td>
<td>FREUD</td>
<td>THE INTERPRETATION OF DREAMS</td>
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<td>1902</td>
<td>RUSSIAN REVOLUTION</td>
<td>HOBSON</td>
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<td>NICHOLAS II</td>
<td>OCTOBER MANIFESTO</td>
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<td>LENIN</td>
<td>APRIL THESES</td>
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<td>WORLD WAR I</td>
<td>KEYNES</td>
<td>ECONOMIC CONSEQUENCES OF THE PEACE</td>
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<td>REMARQUE</td>
<td>ALL QUIET ON THE WESTERN FRONT</td>
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<td>PERIOD</td>
<td>DESCRIPTION</td>
<td>TIME</td>
<td>ARTISTS</td>
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<tr>
<td>RENAISSANCE</td>
<td>Revival of interest in Classical forms of Greece and Rome</td>
<td>1300-1600</td>
<td>BOTTICELLI, BRUEGHEL,</td>
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<td>DONATELLO, DURER,</td>
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<td>LEONARDO, MICHAELANGELO,</td>
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<tr>
<td>BAROQUE</td>
<td>Artistic movement characterized by drama and grandeur, a sense of awe and</td>
<td>1600-1750</td>
<td>VARVAGGIO, REMBRANDT,</td>
</tr>
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<td></td>
<td>splendor, lots of detail, etc</td>
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<td>POUSSIN, RUBENS,</td>
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<td>VELASQUEZ, VERMEER</td>
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<tr>
<td>NEOCLASSICISM</td>
<td>looks to a definite set of 'ideal' standards in art/music, use of ancient</td>
<td>1770-1820</td>
<td>DAVID, GOYA, INGRES,</td>
</tr>
<tr>
<td></td>
<td>Greek and Roman models for inspiration</td>
<td></td>
<td>GROS</td>
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<tr>
<td>ROMANTICISM</td>
<td>Emotional reaction against the neoclassical, against idea of rigid standards</td>
<td>1800-1850</td>
<td>DELACROIX, GERICAUT,</td>
</tr>
<tr>
<td></td>
<td>or abstractions</td>
<td></td>
<td>ROUSSEAU</td>
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<tr>
<td>REALISM</td>
<td>Grittier subjects than Romanticism, more attention to social context, to</td>
<td>1850-1880</td>
<td>COURBET, DAUMIER, MILLET,</td>
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<td></td>
<td>life as it really is</td>
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<td>MANET, DEGAS</td>
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<td>IMPRESSIONISM</td>
<td>In age of photographic accuracy, painters sought more to capture an</td>
<td>1870-1905</td>
<td>CEZANNE, DEGAS, GAUGIN,</td>
</tr>
<tr>
<td></td>
<td>impression, an overall feeling</td>
<td></td>
<td>MONET, VAN GOGH,</td>
</tr>
<tr>
<td>MODERN</td>
<td>artists influenced by Einstein, Freud, the atomic age</td>
<td>20th CENTURY</td>
<td>Cezanne, DeGAS, GAUGIN,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VAN GOGH, TOULOUSE-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>LAUTREC, RODIN</td>
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</tbody>
</table>
1. Lands controlled by Charles V and the Holy Roman Empire

![Map of Lands controlled by Charles V and the Holy Roman Empire]

2. Lands contested and conquered by Louis XIV

![Map of Lands contested and conquered by Louis XIV]

3. Partitions of Poland

![Map of Partitions of Poland]
4. Expansion of Russia, seventeenth and eighteenth centuries

5. France and Europe under Napoleon

6. Europe after the Congress of Vienna
7. Unifications of Germany and Italy

8. Africa, 1885–1914

9. Europe after World War I
10. Europe after World War II

11. Europe after the fall of Communism
13. CONTENT REVIEW #1: RENAISSANCE AND REFORMATION

1. SOURCES
   👇 CLASS NOTES
   👇 MCKAY TOPIC GUIDES:
   - The Background of the Italian Renaissance (August 21)
   - Basic Ideas of the Renaissance (August 22)
   - Renaissance Art & Artists (August 23)
   - Social Change in the Renaissance (August 27)
   - Political Change in the Renaissance (August 28)
   - The Northern Renaissance (August 29)
   - Background of the Protestant Reformation (September 5)
   - Martin Luther & the Birth of Protestantism (September 6)
   - The Social and Political Impact of Luther (September 10)
   - The Spread of the Protestant Reformation (September 11)
   - The Catholic Reformation & the Counter-Reformation (September 12)

2. MAJOR IDEAS
   - the most important characteristics of the Middle Ages
   - the events that caused the decline of medieval institutions
   - the economic, political and geographical factors that made Italy the heart of the Renaissance
   - the role of princely courts in art and politics in Renaissance Italy
   - the major Renaissance cities
   - the roles of balance of power in Italian politics
   - the meaning, interests, and major figures in Italian humanism
   - the concept of virtue
   - the concept of Renaissance man
   - the various breakthroughs and artists that characterized Renaissance painting and sculpture
   - the meaning and various disciplines of the liberal arts
   - the status and activities of lower and middle class women in the Renaissance
   - the impact of movable type and the clock upon 14th & 15th century Europe
   - the ‘New Monarchs’ of the 14th & 15th centuries, and the institutions they had to subdue in order to cement their own power
   - Machiavelli’s description of power, human nature, and virtue
   - the differences between the Northern and Italian Renaissances
   - the similarities between the Northern and Italian Renaissances
   - the major figures of Northern Humanism
   - the various religious, social, and economic factors that prepared the way for the Reformation
   - the political background of the Reformation
   - the role of indulgences in the Lutheran Reformation
   - the events and issues surrounding the Ninety-Five Theses
   - the events and issues surrounding the Diet of Worms
   - the main ideas of Lutheran Protestantism
   - why various social groups supported Luther
   - the events and issues surrounding the Peasants’ Revolts
   - the events leading to the Peace of Augsburg, and their consequences
   - why Protestantism spread so fast
   - the basic ideas of Calvinism, and why it is historically important
   - the basic events, issues, and personalities of Anglicanism
   - how Anglicanism resembled and differed from Catholicism
   - the state of European Protestantism by mid-16th century
   - the two ways that the Catholic Church responded to the challenge of Protestantism
   - the reforms of the Council of Trent
   - the activities of the Counter-Reformation

3. DATES TO KNOW
   - RENAISSANCE ACTIVITIES IN THE ITALIAN CITY-STATES *
   - THE NINETY-FIVE THESSES
   - DIET OF WORMS
   - PEASANT REVOLTS
   - SCHMALKALDIC WARS
   - PEACE OF AUGSBURG
   - CALVIN’S RULE IN GENEVA *
   - THE ENGLISH REFORMATION
   - THE COUNCIL OF TRENT

4. TERMS TO KNOW
   - RENAISSANCE
   - CITY-STATE
   - FLORENCE
   - MEDICIS
   - CIOMPI REVOLTS
   - COMMUNES
   - POPOLO
   - SAVANAROLA
   - REPUBLICAN
SIGNORI
DESPOT
OLIGARCHY
PRINCELY COURTS
BALANCE OF POWER
CORPORATE
PETRARCH
DARK AGES
INDIVIDUALISM
CELLINI’S AUTOBIOGRAPHY
HUMANISM
MACHIAVELLI
THE PRINCE
VIRTU
RENAISSANCE MAN
VERNACULAR
PICO’S ORATION ON THE DIGNITY OF MAN
SECULAR
VALLA ON THE FALSE DONATION OF CONSTANTINE
BOCCACCIO THE DECAMERON
JULIUS II
LEONARDO
PERSPECTIVE
CHIAROSCURO
PYRAMID COMPOSITION
CONTAPPOSITO
MONA LISA
MASACIO
DONATELLO
DAVID
MARY MAGDALENE
BOTTICELLI
LAST SUPPER
MICHAELANGELO
PIETA
RAPHAEL
VANISHING POINT
SISTINE CHAPEL
TITIAN
ALBERTI
PALLADIO
CASTIGLIONE’S THE COURTIER
LIBERAL ARTS
RHETORIC
LAURA CERETA
MOVABLE TYPE
GUTENBERG
NEW MONARCHS
MACHIAVELLIAN
NORTHERN RENAISSANCE
NORTHERN HUMANISM
CHRISTIAN HUMANISM
THOMAS MORE
UTOPIA
ERASMUS
IN PRAISE OF FOLY
THE PHILOSOPHY OF CHRIST
RABELAIS
GARGANTUA AND PANTAGRUEL
FLEMISH
LOW COUNTRIES
BABYLONIAN CAPTIVITY
GREAT SCHISM
CONCI LIAR MOVEMENT
PLURALISM
ABSENTEEISM
BENEFICES
JULIUS II
LEO X
BRETHREN OF THE COMMON LIFE
THOMAS À KEMPIS
THE IMITATION OF CHRIST
INDULGENCES
HOLY ROMAN EMPIRE
CHARLES V
MARTIN LUTHER
ALBERT OF MAINZ
JOHAN TETZEL
REMISSION OF SINS
NINETY-FIVE THESES
DIET OF WORMS
PROTESTANTISM
CONFESSION OF AUGSBURG
TRANSUBSTANTIATION
CONSUBSTANTIATION
PRIESTHOOD OF ALL BELIEVERS
PSYCHOBIOGRAPHY
YOUNG MAN LUTHER
GOOD WORKS
MONASTICISM
SACRAMENTS
ON CHRISTIAN LIBERTY
PEASANT REVOLTS
TWELVE ARTICLES
SCHMALKALDIC LEAGUE
SCHMALKALDIC WARS
DYNASITC WAR
HABSBURG
HABSBURG-VALOIS WARS
PEACE OF AUGSBURG
JOHN CALVIN
CALVINISM
GENEVA
INSTITUTES OF THE CHRISTIAN RELIGION
PREDESTINATION
GENEVAN CONSISTORY
MICHEL SERVENTUS
ANABAPTISTS
WILLIAM TYNDALE
HENRY VIII
ACT OF SUPREMACY
EDWARD VI
THE BOOK OF COMMON PRAYER
MARY TUDOR
ELIZABETH I
JOHN KNOX
ULRICH ZWINGLI
THEOCRACY
CATHOLIC REFORMATION
COUNTER-REFORMATION
COUNCIL OF TRENT
POPE PAUL III
INQUISITION
URSULINE ORDERS
SOCIETY OF JESUS
IGNATIUS LOYOLA
HOLY OFFICE
INDEX OF PROHIBITED BOOKS
HERESY
5. GEOGRAPHY
ITALY
OTTOMAN EMPIRE
FRANCE
ROME & PAPAL STATES
FLORENCE
ENGLAND
THE LOW COUNTRIES
HOLY ROMAN EMPIRE
SWITZERLAND
SCOTLAND
14. CONTENT REVIEW #2: RELIGIOUS WARS, ABSOLUTISM, CONSTITUTIONALISM

1. SOURCES
   - CLASS NOTES
   - MCKAY_TOPIC GUIDES:
     Religious and Civil Wars in France and the Netherlands (September 18)
     The Thirty Years' War 1618-1648 (September 21/24)
     Absolutism in Western Europe (October 2)
     The Development of French Absolutism (October 3)
     French Absolutism under Louis XIV (October 4)
     Louis XIV's Wars (October 9)
     English Constitutionalism 1 (October 10)
     English Constitutionalism 2 (October 11)
     17th century Society in Eastern Europe (October 23)
     Absolutism in Prussia and Austria (October 23)

2. MAJOR IDEAS
   - The events that altered Europe totally in the 16th century
   - The change in the focus of warfare after the Hapsburg-Valois Wars
   - The terms of the Concordat of Bologna
   - The disorder that followed the St. Bartholomew’s Day Massacre, and how both the
     politiques and Henry of Navarre restored internal peace and paved the way for absolutism in
     France
   - The reign of Henry IV of France
   - The Dutch civil conflict of 1568-78, and how it was resolved
   - The role of Phillip II of Spain in the European religious struggles of the 16th century
   - The causes, phases, and general results of the Thirty Years’ War
   - The significance of the Treaty of Westphalia
   - The two general ‘roads’ taken by European governments in the 17th & 18th centuries
   - The general theories concerning the source of absolute power in the 17th-18th centuries
   - The characteristics of absolute rulers in the 17th-18th centuries
   - The concept of sovereignty, and what a ruler must monopoly power over to have it
   - How Henry IV established the foundations of French absolutism
   - How Richelieu contributed to the development of French absolutism
   - The significance of the Frondes
   - How Louis XIV established control over the French nobility and peasantry
   - The economic policies of Louis XIV and Colbert
   - The military innovations of Louis XIV
   - The gains and losses of Louis' wars
   - How and why English social mobility was greater than in France
   - The roles of James I and Charles I in antagonizing Parliament and Puritans
   - The religious and political issues of the Civil War
   - The rule of Cromwell
   - The nature of the Stuart Restoration
   - How and why Charles II and James II antagonized Parliament
   - The cause and major events of the Glorious Revolution
   - Why absolutism triumphed in Eastern Europe
   - How and why the Great Elector and Frederick William I turned Prussia into a military society and a Great
     Power

3. DATES TO KNOW
   - EDICT OF NANTES
   - DUTCH CIVIL WAR *
   - THIRTY YEARS' WAR
   - PEACE OF WESTPHALIA
   - REIGN OF HENRY IV *
   - THE FRONDE
   - REIGN OF LOUIS XIV
   - TREATY OF Utrecht
   - PETITION OF RIGHT
   - STUART RESTORATION
   - GLORIOUS REVOLUTION
   - BILL OF RIGHTS
4. TERMS TO KNOW

HABSBURG-VALOIS WAR
TREATY OF CATEAU-CAMRESIS
HENRY II
TAILLE
CONCORDAT OF BOLOGNA
CALVINISM
HUGUENOTS
ST. BARTHOLOMEW’S DAY MASSACRE
WAR OF THE THREE HENRYS
POLITIQUES
HENRY OF NAVARRE
HENRY IV
EDICT OF NANTES
NETHERLANDS
CHARLES V
PHILIP II
THE DUTCH CIVIL WAR
WILLIAM OF ORANGE
PHILIP II
ESCORIAL
THE DUTCH CIVIL WAR
WILLIAM OF ORANGE
UNION OF UTRECHT
ELIZABETH I
MARY, QUEEN OF SCOTS
SPANISH ARMADA
PEACE OF AUGSBURG
DEFENESTRATION OF PRAGUE
THE THIRTY YEARS’ WAR
BOHEMIA
HABSBURGS
GUSTAVUS ADOLPHUS
CARDINAL RICHELIEU
PEACE OF WESTPHALIA
SOVEREIGNTY
ABSOLUTISM
CONSTITUTIONALISM
DIVINE RIGHT
BUREAUCRACY
STANDING ARMY
JEAN BODIN
THOMAS HOBBES
BISHOP BOSSUET
DIVINE RIGHT OF KINGS
POLITIQUES
FIRST ESTATE
SECOND ESTATE
THIRD ESTATE
HENRY IV
EDICT OF NANTES
SULLY
LOUIS XIII
CARDINAL RICHELIEU
INTENDANTS
GENERALITÉS
NOBLESSE DE ROBE
NOBLESSE D’EPEE
FRENCH ACADEMY
THE FRONDE
LOUIS XIV
THE SUN KING
VERSAILLES
ESTATES-GENERAL
TAX FARMERS
COLBERT
MERCANTILISM
GUILDS
CONCORDAT OF BOLOGNA
GALLICAN CHURCH
SUBSIDIES
REVOCATION OF THE EDICT OF NANTES
CORVÉE
LOUIS XIV
LOUVOIS
FLANDERS
OTTTOMAN TURKS
SIEGE OF VIENNA
PRAGMATIC SANCTION
CHARLES VI
THE HABSBURG STATE
HOHENZOLLERN
ELECTOR OF BRANDENBURG
BRANDENBURG
FREDERICK WILLIAM / THE GREAT ELECTOR
JUNKERS
FREDERICK WILLIAM I

5. GEOGRAPHY
HABSBURG EMPIRE
POLAND
RUSSIA
PRUSSIA
15. CONTENT REVIEW #3: SCIENTIFIC REVOLUTION, ENLIGHTENMENT, FRENCH REVOLUTION

1. SOURCES
   - CLASS NOTES
   - MCKAY TOPIC GUIDES:
     The Scientific Revolution (November 5-6)
     The Enlightenment (November 12)
     The Enlightenment and Absolutism (November 13)
     The French Revolution Part 1 1787-1789 (November 16)
     The French Revolution Part 2 1789-1791 (November 27)
     The French Revolution Part 3 1791-1799 (November 28 & 29)

2. MAJOR IDEAS
   - the concept of world view, aka conceptual scheme, aka paradigm
   - the general time period of Scientific Revolution
   - the fundamental changes that took place as a result of the Scientific Revolution
   - the events and factors that paved the way for the Scientific Revolution
   - the innovations and implications of the work of Copernicus
   - the innovations and implications of the work of Kepler
   - the innovations and implications of the work of Galileo
   - the innovations and implications of the work of Newton
   - the basic assumptions of the Enlightenment
   - the general time period of the Enlightenment
   - the Enlightenment idea of progress, and why it had no precedent in classical or medieval thought
   - the major philosophes and their role in the Enlightenment
   - the contributions and major works of Voltaire, Montesquieu, Diderot, and Rousseau
   - John Locke’s ideas about knowledge and government
   - the economic application of Enlightenment thoughts
   - the major ideas of classical liberalism
   - why philosophes sought political, economic, and social reforms from despots
   - the general reforms generally advanced by philosophes and enlightened despots
   - the enlightened reforms of Frederick the Great, and the specific historical context of those reforms
   - the enlightened reforms of Catherine the Great, and the specific historical context of those reforms
   - the enlightened Habsburg rulers and the reforms they made
   - why Poland was easily defeated in the 18th century
   - the deterioration of French absolute power after 1715
   - the ‘total’ nature of the French Revolution
   - the contradictory impact of the French Revolution on democracy and totalitarianism
   - the chronological overview of the Revolution
   - Crane Brinton’s anatomy of revolution
   - the French government’s financial problems in the 18th century
   - the privileges of the First and Second Estates of France
   - the social composition of the Third Estate
   - the roles of economic distress and intellectual ferment in the coming of the French Revolution
   - the application of the theory of the ‘revolution of rising expectations’
   - the events of 1787-8 (revolt of the nobility) that led to the calling of the Estates-General
   - the events in the Estates-General leading to the revolt of the bourgeoisie and the formation of the National Assembly
   - the activities of the lower classes from July to October 1789
   - the revolution in the National Assembly 1789-91, and how its reforms impacted the lower classes
   - National Assembly policies concerning women and Catholicism
   - The ideas of Edmund Burke on conservatism and the French Revolution
   - The ideas of Thomas Paine on liberalism and the French Revolution
   - The roles of King Louis XVI in the Revolution and the Terror
   - The international response to the Revolution: intellectual and diplomatic/military
   - The Second French Revolution
   - The roles of the Mountain, the Paris Commune, and the sans culottes
   - The major events leading to the Reign of Terror 1792-4
   - The economic, military, and political activities of the Committee of Public Safety
   - The Thermidorean reaction
   - Why and how the Directory failed
3. DATES TO KNOW
THE SCIENTIFIC REVOLUTION*
THE ENLIGHTENMENT*
ENLIGHTENED ABSOLUTISM *
THE CALLING OF THE ESTATES-GENERAL IN France
THE TENNIS COURT OATH
THE AUGUST 4 DECREES
THE DECLARATION OF THE RIGHTS OF MAN
THE STORMING OF THE BASTILLE
THE GREAT FEAR
THE PERIOD OF THE NATIONAL ASSEMBLY
THE ATTEMPTED ESCAPE OF THE KING
THE SECOND FRENCH REVOLUTION
THE EXECUTION OF KING LOUIS XVI
THE REIGN OF TERROR
THERMIDOR
18 BRUMAIRE

4. TERMS TO KNOW
SCIENTIFIC REVOLUTION
WORLD VIEW
CONCEPTUAL SCHEME
PARADIGM SHIFT
RATIONALISM
GREAT MAN THEORY OF CAUSATION
OBJECTIVE FORCES THEORY OF CAUSATION
ARISTOTLE
CELESTIAL SPHERE
TERRESTRIAL (SUBLUNAR) SPHERE
GEOCENTRIC THEORY
GREAT CHAIN OF BEING
COPERNICUS
PTOLEMY
EPICYCLES
CRYSTALLINE SPHERES
ALCHEMY
ON THE REVOLUTIONS OF THE HEAVENLY SPHERES
COPERNICAN HYPOTHESIS
ASTROLOGY
TYCHO BRAHE
JOHANNES KEPLER
KEPLER’S LAWS OF PLANETARY MOTION
ELLiptical SPHERE
GALILEO
EXPERIMENTAL METHOD
GALILEO’S TRIAL
ISAAC NEWTON
NEWTON’S SYNTHESIS
LAW OF UNIVERSAL GRAVITATION
ROYAL SOCIETY
FRANCIS BACON
RENÉ DESCARTES
EMPIRICISM
INDUCTIVE METHOD
DEDUCTIVE METHOD
VESALIUS
HARVEY
ROBERT BOYLE
ENLIGHTENMENT
RATIONALISM
PROGRESS
SECULAR
FONTENELLE
BAYLE
SCEPTICISM
JOHN LOCKE
TWO TREATISES OF CIVIL GOVERNMENT
ESSAY CONCERNING HUMAN UNDERSTANDING
TABULA RASA
PHILOSOPHES
MONTESQUIEU
L’ESPRIT DES LOIS
SEPARATION OF POWERS
VOLTAIRE
DEISM
FIRST COALITION
GIRONDISTS
THE MOUNTAIN
GEORGES JACQUES DANTON
BATTLE OF VALMY
SANS-CULOTTES
COMMITTEE OF PUBLIC SAFETY
PLANNED ECONOMY
LEVÉE EN MASSE
THE REIGN OF TERROR
THERMIDOREAN REACTION
THE DIRECTORY
18 BRUMAIRE
1. SOURCES

CLASS NOTES

TOPIC GUIDES:
Napoleon 1 Domestic Policy (January 4)
Napoleon 2 Foreign Policy, 1799-1915 (January 7)
The Industrial Revolution in Great Britain (January 9)
The Industrial Revolution in Continental Europe (January 14)
The Industrial Revolution 3 Capital and Labor (January 15)

2. MAIN IDEAS

- the various facts and opinions concerning Napoleon’s impact upon the French Revolution
- Napoleon’s activities in the decade before taking power
- the trade-off inherent in the Constitution of 1801
- the major provisions of the Concordat of 1801, and describe Napoleon’s motives in making such a deal
- the Napoleonic Code:
  - what it was
  - the major things it guaranteed
  - what it said about women
  - Napoleon’s motives for doing it
- why the French, after years of revolution, were willing and eager to give up their civil liberties to Napoleon
- the four major foreign enemies of Napoleon
- Napoleon’s military strengths and weaknesses
- the battles in which Napoleon defeated
  - the Austrians
  - the Prussians
- how Napoleon dealt with the defeated Holy Roman Empire
- the background and major terms of the Peace of Tilsit
- the three parts of Napoleon’s Grand Empire, and the nations included in each
- Napoleon’s impact upon Europe, including
  - his economic impact
  - his impact upon French revolutionary ideals
  - the meaning and role of nationalism
- the Battle of Trafalgar
  - why England was a unique problem for Napoleon
  - the significance of the battle
- the Continental System and why it failed
- Napoleon and Russia:
  - why Napoleon attacked Russia
  - the problems of invading Russia
  - Napoleon’s plan for invasion, and how the Russians defeated it
  - the consequences of Napoleon’s retreat from Russia
- the landmarks in the defeat, including
  - the Wars of Liberation
  - the two battles that defeated him
  - why Napoleon was able to take power for the Hundred Days
- the Industrial Revolutions, and describe the changes in the following areas:
  - sources of power
  - basic means of production
  - manufacturing methods
  - where people lived
  - social classes
- the dates and power source of the three Industrial Revolutions
- the roots of the Scientific Revolution in Britain and Europe, including
  - what the Commercial Revolution was and how it aided industrialization
  - the meaning of cottage industry, and how it led to industrialization
  - the causes and results of the population explosion of the 18th century
- the relationship between population and industrialization
- the economic, political, and social reasons that the Industrial Revolution began in Britain
- the Enclosure Movement of the 17th & 18th centuries:
  - what it was
  - its consequences for industrial labor
  - its consequences agricultural production, and how this aided industrialization
- why the European continent industrialized later than did Britain, including
  - the two ways that political upheaval retarded the Continent’s growth
  - the nature of Britain’s dominance in world commerce and technology
  - the problems of Continental nations concerning finance, labor, and natural resources
- why the Continent began to catch up after 1815, including
  - the advantage in technology
  - the role of railroads, rivers, and coal/iron deposits
3. DATES
The Napoleonic Era
Napoleon's coup d'état
Concordat of 1801
Treaty of Amiens
Battle of Trafalgar
height of Grand Empire
invasion of Russia
Hundred Days
Battle of Waterloo
Industrial Revolution in Britain
the specific date after which European (Continental) industrialization seriously began
Belgian independence

3. TERMS
Napoleon Bonaparte
Directory
Abbé Sieyès
plebiscite
Constitution of 1801
Civil Code of 1804/aka Napoleonic Code
French bureaucracy
Concordat of 1801
Family monarchy
Joseph Fouché
Treaty of Amiens
Battle of Trafalgar
Lord Nelson
Battle of Austerlitz
German Confederation of the Rhine
Battles of Jena-Auerstädt
Treaty of Tilsit
Grand Empire
satellite state
Continental System
Russian retreat
Battle of Borodino
wars of liberation
Battle of Leipzig
Battle of the Nations
Louis XVIII
Bourbons
Hundred Days
Battle of Waterloo
Great Britain
Industrial Revolution
putting out system
cottage industry
Hargreave’s spinning jenny
Arkwright’s water frame
steam engine
James Watt
coke
Cort’s puddling furnace
Stephenson’s Rocket
Crystal Palace
proletariat
Commercial Revolution
population explosion
Agricultural Revolution
Enclosure Movement
tariff
laissez-faire
primogeniture
per capita
per capita industrialization
tariff protection
zollverein
Friedrich List
economic nationalism
corporate banks
limited liability
class-consciousness
capital
labor
William Blake
‘satanic mills’
William Wordsworth
Luddites
Friedrich Engels
standard of living
cottage workers
Robert Owen
Factory Act of 1833
Mines Act of 1842
Combination Acts
Chartist movement
standard of living
mortality
economic multiplier
regimentation
standardization
urbanization
1. SOURCES
- CLASS NOTES
- MCKAY TOPIC GUIDES:
  Economic Liberalism (January 31)
  Metternich & the Congress of Vienna (January 31)
  Radical Ideas: Liberalism, Nationalism, Socialism (February 5)
  Romanticism (February 6)
  Reforms and Revolutions (February 6)
  The Revolutions of 1848 (February 19)
  Napoleon III and France (February 19)
  Italian Unification (February 21)
  German Unification (February 26)
  The Age of Mass Politics (February 27)
  Russia in the late 19th century (February 28)
  Marxism and the Socialist Movement (March 3)
  19th century European culture and society (March 10)

2. MAJOR IDEAS
  - the new ideologies that emerged in and dominated European society and politics during the period following the French and Industrial Revolutions, including:
    - the three kinds of liberalism
    - the two general categories of socialism
    - the two areas to which conservatives reacted
  - the basic purposes and methods of mercantilism, and why economic liberals opposed it
  - the basic ideas of CAPITALISM, including
    - its meaning in opposition to mercantilism, and why its defenders were called ‘liberals’
    - its meaning in opposition to socialism
  - the major economic liberals of the late 19th century, and the major work (book or idea) of each
  - the major ideas of Adam Smith
  - Ricardo’s iron law of wages
  - the general background to socialism, including
    - the problems of the working classes in the 19th century
    - why liberalism didn’t work as a solution to those problems
  - UTOPIAN SOCIALISM
    - the basic assumptions held in common by the Utopians
    - the representative Utopian Socialists and the major ideas of each
  - SCIENTIFIC SOCIALISM
    - its two founders, and their major work
    - why Marx called it ‘scientific’
    - the basic ideas of Marxism in the following areas:
      ▪ the meaning of Hegelian dialectics, and how Marx applied it to class struggle
      ▪ historical materialism
      ▪ the theory of labor
      ▪ what will happen after the Marxist revolution
  - NATIONALISM, including
    - its basic meaning in the context of 19th century Europe
    - the political objectives of nationalism
    - the ways in which liberalism, democracy, and nationalism were linked
    - how early nationalism led to ideas of ‘us-them’ or even national superiority
  - ROMANTICISM, including
    - its general characteristics
    - its application to music, and the most important Romantic composers
    - its application to art, and the most important French and English Romantic artists
    - its application to literature, and the most important German, English, and French Romantic poets and novelists
    - how Romanticism lent itself to both conservatism and liberalism, as well as to nationalism
  - the background to the Congress of Vienna, and its overall purpose
  - the two specific objectives of the Congress of Vienna
  - the leading members of the Quadruple Alliance at the Congress,
  - the three principles of settlement at Vienna, and the specific actions taken to ensure them
  - the Concert of Europe of the period 1815-1848, including
    - the purpose of the Quadruple Alliance
    - how the Congress System was intended to work
    - the members and objective of the Holy Alliance
    - the role of the ‘dual revolution’ in European politics after 1815
    - Metternich’s problem within the Austrian Empire, and how he dealt with it
    - the general ways in which rulers, classes, and ideologies played out their objectives and conflicts in the period between 1815 and 1848, including
      - what the conservative rulers wanted
      - what ideologies each class was most likely to belong to
      - the different ideologies, and what each wanted in the Europe of 1815-1848
the upheavals that took place in Great Britain in the 1820’s, including
  o the class objectives and activities of the Tory Party
  o the role of the Corn Laws
  o the repressive measures taken by the Tory government
the upheavals that took place in Great Britain in the 1830’s, including
  o the class objectives and activities of the Whig Party
  o what the Reform Bill of 1832 did
  o the objectives of the Chartists
  o the reforms produced by both workers and middle class Whigs
the upheavals that took place in France in the 1820’s, including
  o the nature of Louis XVIII’s rule
  o the nature of Charles X’s rule
  o the July Revolution of 1830 and its consequences
  o the nature of Louis Phillipe’s rule
how the clash of rulers, classed, and ideologies played itself out in
  o the German states
  o Belgium
  o Italy
  o Russia
  o Greece
the background to and consequences of the Irish potato famine of the 1840’s
the major European nations which experienced revolutions in 1848
the major nations that did not experience 1848 revolutions
the general pattern of revolution in 1848, including the roles of
  o conservative monarchies
  o the liberal bourgeoisie
  o the urban workers and students
  o nationalist
the 1848 Revolution in France
  o the background of the February Revolution
  o the revolutionary coalition of the Second French Republic, and the reforms it produced
  o the factors that caused the fragmentation of the revolutionary coalition and the June Days
  o the activities of Louis Blanc and the National Workshop
  o the events that ended the Revolution
  o the ideological dimension of the June Days
the 1848 revolts in Italy
  o the dynasties that played the ‘conservative monarchy’ role
  o the coalition that led the revolts against the Bourbons and Habsburgs
  o the role of Mazzini
  o the factors that fragmented the revolutionary coalition
the 1848 Revolution in Austria
  o the problems faced by liberals and nationalists in Austria
  o the nationalities that comprised the Habsburg Empire
  o the role of Hungary and Kossuth in the Revolution
  o the revolutionary achievements in Hungary and Vienna
  o why the revolutionary coalition fell apart
the 1848 Revolution in Germany
  o the role of the February Revolution in France
  o what the liberals of Prussia wanted
  o the Frankfurt Assembly
  o why and how the revolution failed
the triumph of ‘realpolitik’ after 1848, including
  o what it means
  o what it repudiated
  o how it achieved liberal and socialist goals in the period after 1848
  o the role of nationalism
the steps by which how Louis Napoleon came to power in France, and how he used the approval
  and objectives of the masses to do it
the Second Empire of Napoleon, including
  o the autocratic nature of his rule
  o his political reforms
  o his economic reforms
  o the model he provided for similar European rulers
Italian unification
  o why Italy had not unified by the middle of the 19th century
  o the role of Pope Pius IX
  o the three approaches to unification after 1815, and why the Cavour/Piedmont Sardinia
    approach was strengthened in 1848
  o the role of Cavour in Italian unification
  o the differences between North and South in Italy
  o the two steps in Italian unification, including the roles of
    • Napoleon III
    • nationalists
    • Garibaldi & the Red Shirts
    • Victor Emmanuel
the major events, from 1848 to 1871

- German unification
  - why Prussia led the successful drive toward German unification
  - the meaning of Bismarck's promise that Germany would be united by 'blood and iron'
  - the steps to unification prior to 1864
  - the role of the Danish War of 1864
  - how Bismarck won the Austro-Prussian war of 1866
  - the organization of the German confederation
  - why and how Bismarck fought the Franco-Prussian War
  - why the result of the Franco-Prussian war shocked Europe and infuriated France

- the main characteristics of the age of mass politics, including
  - why ordinary working people felt increasingly loyal to authoritarian governments
  - the kinds of reforms made by authoritarian governments in this period
  - the 'dark side' of the age

- the German Empire after 1871
  - the political structure of the empire, and the main 'players' /parties
  - why the middle classes were more or less left out
  - how and why Bismarck sought to destroy Catholics, and why he failed
  - how and why Bismarck sought to destroy the German Socialists, the social policy he implemented to do so, and why he failed
  - the background and events of the Paris Commune, and how it ultimately unified the 3rd Republic
  - the reforms of the Third Republic
  - the challenges to the Third Republic, including
    - the background of the Boulanger crisis, why it failed, and how it strengthened the Republic
    - the Dreyfus Affair, and how it strengthened the Republic, discredited the Right, and ended the centuries-old rapprochement between the Church and the government in France

- the main players, parties, and issues in England after 1865

- the problems and divisions faced by Britain and the Irish question before 1914

- how the Austrian Empire was the only major nation to be weakened rather than strengthened by nationalism

- the formation of the Dual Monarchy

- Russia just before the Crimean War

- the Crimean War, and the major lesson learned by Russia after its defeat

- the reforms of Czar Alexander II, including
  - why the serfs were freed
  - what the mirs and the zemstvos were meant to achieve, and how they limited the effect of the serfs' liberation
  - the results of the railroad construction program
  - the assassination of Alexander, and its political effect

- the reforms of Count Witte

- the Revolution of 1905, including
  - the role of the Russo-Japanese War
  - the divergent demands of the middle class, proletariat, peasants, and national groups
  - the role of Bloody Sunday
  - the reforms and role of the October Manifesto

- the general objectives of Marxism, and why it opposed both nationalism and war

- the leaders or parties of Socialism in Germany, France, and England

- the meaning and growth of the Internationals

- the problems faced by conventional Marxism in the late 19th century, including
  - why workers were progressively less radical
  - the role of nationalism

- the major ideas of Revisionism, and identify its most prominent theorist

- the main themes in 19th century culture and society, including
  - the social changes: urbanization, social structure, family
  - the cultural changes: science, social science, literature, and art

- urbanization
  - its background
  - the problems of the sudden increase in urban population

- the public health movement, including
  - its founder and his orientation
  - the role of breakthroughs by Pasteur and Lister

- the changes in urban planning and transportation that took place in Paris and other major cities

- the middle classes:
  - how industrial and technological progress increased the stature of the middle class
  - the hierarchy within the middle class
  - the behavioral characteristics

- the divisions within the working classes

- the role of sports and music hall in working class structure

- changes in the 19th century family
  - the role of romantic love
  - sex and illegitimacy
  - the roles of women
  - organization of women for change
  - child rearing

- the major scientific changes of the late 19th century, including
o the major changes in bacteriology, chemistry, and electromagnetism, and the scientists who produced them
o the changes in physics, the scientists who produced them, and how they changed traditional views of the universe, energy and matter
○ the major work in social science, including the contributions of
  ○ August Comte
  ○ Charles Darwin
  ○ Sigmund Freud
○ Realism
  ○ its background and major theme
  ○ the two cultural manifestations of realism
  ○ its main literary practitioners in France, England, and Russia
  ○ major realist artists
○ the characteristics and major artists of the Impressionist movement

3. DATES
publication of Wealth of Nations
the general period of Utopian Socialism and Romanticism
the general period of Marxism
Congress of Vienna
Carlsbad Decrees
Peterloo Massacre
Greek independence
English Reform Bill
Irish potato famine
July Revolution in France
February Revolution
June Days
Austrian Revolution
Frankfort Assembly
the Second French Republic
the Second French Empire
the unification of Italy
Crimean War
freeing of Russian serfs
the rule of Bismarck
Kulturkampf
Paris Commune
Third Republic
Dreyfus Affair
Bloody Sunday
Revolution of 1905
Revisionism

4. TERMS
mercantilism
monopoly
capital
free trade
Adam Smith
Wealth of Nations
invisible hand
economic liberalism
Thomas Malthus
Essay on the Principle of Population
David Ricardo’s Iron Law of Wages
the dismal science
liberalism
classical liberalism
nationalism
Jules Michelet
socialism
Henri de Saint-Simon
Charles Fourier
Louis Blanc
Pierre Joseph Proudhon
Utopian socialists
Karl Marx
Friedrich Engels
Communist Manifesto
bourgeoisie
proletariat
class struggle
Hegel
dialectical process
materialism
theory of surplus value
dictatorship of the proletariat
Romanticism
classicism
sturm und drang
Gothic
Beethoven
Schubert
Berlioz
Chopin
Liszt
Dvořák
Wagner
Tchaikovsky
Delacroix
Géricault
Constable
Turner
Goethe’s Sorrows of Young Werther
Grimm’s Fairy Tales
Scott, Ivanhoe
Percy Shelley
Byron
Wordsworth
Coleridge
Hugo
liberalism
conservatism
nationalism
Utilitarianism
John Stuart Mill
Jeremy Bentham
Congress of Vienna
dual revolution
Metternich
Quadruple Alliance
Castlereagh
Talleyrand
Czar Alexander I
balance of power
Congress System
Holy Alliance
German Confederation
Carlsbad Decrees
Austrian Empire
Tories
Whigs
Corn Laws
Peterloo Massacre
Six Acts
Reform Bill of 1832
Chartism
people’s charter
Louis XVIII
Charter of 1814
Charles X
reactionary
July Revolution
Louis Philippe
bourgeois monarchy
Mazzini
Decembrist revolt
Nicholas I
Alexander Yspilanti
Navarino
Ottoman Turks
Greek Orthodox
rotten boroughs
Ten Hours Act
the Great Famine
dual revolution
revolutionary coalition
Louis Philippe
bourgeois monarchy
Second French Republic
Utopian socialism
depression of 1848
| Louis Blanc | national workshops |
| Constituent Assembly | June Days |
| Louis Napoleon | Mazzini |
| Habsburgs | Bourbons |
| Ferdinand I | Austrian Empire |
| Franz Joseph | Hungary |
| Croats | Serbs |
| Romanians | Czechs |
| Magyar | Louis Kossuth |
| Frederick William IV | Frankfort Assembly |
| plebiscite | Piedmont- Sardinia |
| Giuseppe Mazzini | Vincenzo Gioberti |
| Victor Emmanuel | Pope Pius IX |
| Count Cavour | Napoleon III |
| Napoleon III | Giuseppe Garibaldi |
| Red Shirts | German Confederation |
| Zollverein | Frankfurt Assembly |
| William I | Otto von Bismarck |
| Chancellor | ‘blood and iron’ |
| Schleswig-Holstein | Danish War |
| Austro-Prussian War | Seven Weeks' War |
| Battle of Sadowa | North German Confederation |
| Reichstag | Ems Dispatch |
| Franco-Prussian War | Battle of Sedan |
| Treaty of Frankfurt | Alsace-Lorraine |
| German Empire | German Confederation |
| anti-Semitism | German Empire |
| Bismarck | Reichstag |
| Kulturkampf | Pius IX |
| Catholic Center Party | protective tariff |
| Junkers | Social Democratic Party |
| social security laws | William II |
| Third Republic | Paris Commune |
| Adolf Thiers | Léon Gambetta |
| Jules Ferry | Boulanger crisis |
| Pope Leo XIII | Dreyfus Affair |
| Zola J'Accuse | anti-clerical campaign |
| Conservatives | Liberals |
Gladstone
Reform Bill of 1867
Reform Bill of 1884
The People’s Budget
Home Rule
Ulster
Dual Monarchy
modernization
Crimean War
Alexander II
mir
collective responsibility
zemstvo
Alexander III
Sergei Witte
Revolution of 1905
Bloody Sunday
October Manifesto
Duma
Peter Stolypin
Fabian Society
Socialist International
Second International
standard of living
bread-and-butter issues
revisionism
Eduard Bernstein
Evolutionary Socialism
Jean Jaurès
Edwin Chadwick
Benthamites
sanitary idea
public health movement
miasmatic theory of disease
germ theory of disease
Louis Pasteur
Joseph Lister
Georges von Haussmann
antiseptic principle
Napoleon III
middle classes
working classes
labor aristocracy
illegitimacy explosion
Mendeleev
Marie Curie
Ernest Rutherford
Max Planck
quantum theory
Albert Einstein
theory of relativity
Sigmund Freud
psychoanalysis
defense mechanisms
thermodynamics
organic chemistry
Michael Faraday
August Comte
positivism
evolution
Charles Lyell
Jean Baptiste Lamarck
Charles Darwin
Origin of Species
Social Darwinism
Herbert Spencer
realism
Emile Zola
Honore de Balzac
Gustave Flaubert
George Eliot
Edouard Manet
Thomas Hardy
Impressionism
Leo Tolstoy
Claude Monet
Henrik Ibsen
Camille Pissarro
Gustave Courbet
Pierre-Auguste Renoir
Edgar Degas
18. CONTENT REVIEW #6: EUROPE, 1914-1992

1. SOURCES
   ✴ CLASS NOTES
   ✴ MCKAY_TOPIC GUIDES:
   Western Imperialism
   The First World War
   The Russian Revolution
   European Politics in the 1920’s
   Conservative Authoritarianism and Radical Totalitarianism
   Stalin and the Soviet Union
   Mussolini and Italian Fascism
   Hitler and Nazi Germany
   Axis Aggression and the Beginning of World War II, 1933-1942
   Conclusion of World War II, 1942-1945
   The Origins of the Cold War, 1945-1953
   The Western Renaissance, 1945-1968
   Soviet Eastern Europe, 1945-1968
   The Decline of Communism

2. MAIN IDEAS
   - difference between political and economic imperialism
   - the general consequences and targets of the new imperialism
   - which countries controlled what in pre-1880 Africa
   - what happened between 1880 and 1900
   - the background and consequences of the Boer War
   - the role of Leopold II
   - the purpose and principles of the Berlin Conference
   - the activities of the Germans, French, and British in the 1880’s
   - the British-Muslim conflicts of the 1880’s and 1890’s
   - the lessons of the British conquest of the Sudan
   - the nations that extended political control over Asia
   - the factors and arguments contributing to the late 19th century rush for territory, including
     - economic motives, and the limits of economic gain through imperialism
     - the political and diplomatic advantages of imperialism
     - Treitschke’s warnings about colonies
     - the roles of Darwinism and racism
     - the role of technological and military advances
     - the role of government propaganda and special interests
     - Kipling’s argument for imperialism
   - Hobson’s arguments against imperialism
   - Why France posed a threat to Bismarck’s Germany
   - the eastern empires and why they were a threat to Bismarck’s Germany
   - the purposes of Bismarck’s alliance system, and the alliances he formed
   - why and how Russia and France became allies
   - the reasons for the Anglo-German rivalry that developed by 1904
   - the Moroccan crisis, and its diplomatic results for Germany and Europe
   - why war in the Balkans seemed inevitable
   - the background of the assassination at Sarajevo
   - how the assassination of Franz Ferdinand led to a war between Serbia and Austria-Hungary
   - why Germany and Russia got involved in the conflict, and why England was expected not to
   - how “the diplomatic situation...got out of control” in July of 1914
   - the role of the Schlieffen Plan in the outbreak of war
   - the degree to which Austria-Hungary was responsible for the outbreak of the War
   - the degree to which Germany was responsible for the outbreak of the War, and the
     historiographic debate over Germany’s aggression
   - the role of nationalism in the outbreak of World War I
   - the significance of the Battle of the Marne
   - how the war turned into one of trench warfare, and how this in turn became slaughter and
     stalemate
   - the typical gains and losses of trench warfare
   - the effect of trench stalemate and slaughter on the generation that fought in it
   - how the Eastern Front was different from the Western one
   - the fate of Russia on the eastern front
   - the background and significance of the entrance of the United States
   - Why the Russian Revolution was such a momentous event in modern history
   - why Russia mobilized less effectively for WWI than other warring nations
   - why Nicholas’ decision to go to the front was a fateful decision, and the circumstances that led
     to the March Revolution
   - the nature of the March Revolution, and its immediate effects upon Russian authoritarianism
   - how and why Kerensky and the Provisional Government won the suspicion of the lower classes
   - the roles of the Petrograd Soviet and Army Order No. 1 in the collapse of the Provisional
     Government
   - Lenin’s ideas on revolution, including
     - how capitalism would be destroyed
o socialism in a backward and relatively pre-industrial country
o the role of the party
o how Kerensky and Kornilov blew it in the summer of 1917
o why the Bolsheviks were able to seize power in November, 1917
o what the peasants wanted and got in 1917
o what the urban workers wanted and got in 1917
o why Lenin pushed for peace at any price in World War I, and the specific price of that peace
o how Lenin dealt with electoral defeats in the Constituent Assembly
o the nature of the Civil War (who the Whites were, who the Reds), and why the Bolsheviks won it against considerable odds, including the roles of the following:
  o Trotsky
  o war communism
  o revolutionary terror and the Cheka
  o foreign intervention

3. DATES
New Imperialism
Boer War
Berlin Conference
the outbreak of World War I
the First Battle of the Marne
the entrance of the United States
March Revolution
abdication of the Tsar
November/Bolshevik Revolution
Treaty of Brest-Litovsk
Civil War

4. TERMS
imperialism
political empire
economic empire
new imperialism
Boers
Afrikaners
Great Trek
Boer War
Cecil Rhodes
Leopold II
Berlin Conference
Jules Ferry
Otto von Bismarck
Khartoum
Battle of Omdurman
Darwinism
quinine
‘white man’s burden’
J.A. Hobson
First World War
Bismarck
Ottoman Empire
Three Emperor’s League
Triple Alliance
William II
Algeciras Conference
Moroccan crisis
Congress of Berlin
the Balkans
Austro-Hungarian Empire
Slavs
Serbia
First Balkan War
Archduke Franz Ferdinand
Black Hand
Pan-Slavism
Schlieffen Plan
Nicholas II
Belgium
Triple Entente
First Battle of the Marne
trench warfare
over the top
Battle of the Somme
Verdun
Passchendaele
Erich Maria Remarque
western front
eastern front
Paul von Hindenburg
Erich Ludendorff
Central Powers
Dardanelles
Lusitania
submarine warfare
Woodrow Wilson
The Russian Revolution
Tsar Nicholas II
Duma
Tsarina Alexandra
Rasputin
provisional government
Alexander Kerensky
July Offensive
Petrograd Soviet
Army Order No. 1
Vladimir Ilyich Lenin
Bolsheviks
Mensheviks
Kornilov revolt
Leon Trotsky
November Revolution
Treaty of Brest-Litovsk
Communists
Socialist Revolutionaries
Constituent Assembly
Russian civil war
Whites
Reds
war communism
Cheka