

Thematic Course Outline

(Pre-1450 material is denoted with an asterisk.)

I. Later Middle Ages*

- A. Hundred Years' War (1337–1453)*
- B. Black Death (1347)*
- C. Peasant revolts*
- D. Vernacular literature*
- E. Crisis in the Catholic Church*
- F. Life in the later Middle Ages*

II. The Renaissance

Note: The number of significant Renaissance artists and writers is great. Artists like Brunelleschi, Donatello, Michelangelo, Leonardo da Vinci, Botticelli, Holbein, and Dürer are only a small sample of possible examples. You are encouraged to select several major artists and their works and demonstrate how these works reflect Renaissance ideals and society.

- A. Contrast with the later Middle Ages
- B. Italian Renaissance
 - 1. Rise of the Italian city-states: Florence and selected other city-states
 - 2. Decline of the Italian city-states
 - 3. Machiavelli, *The Prince* (1513)
- C. Italian humanism: revival of Classical learning and civic humanism (e.g., Boccaccio, Castiglione, Mirandola)
- D. Northern Renaissance: Christian humanism (e.g., Erasmus and Sir Thomas More)
- E. Women in the Renaissance
- F. Italian Renaissance art
 - 1. Architecture
 - 2. Sculpture
 - 3. Painting
 - 4. Quattrocento in Florence
 - 5. High Renaissance in Rome: sixteenth century (cinquecento)
 - 6. Patronage and the arts
- G. Northern Renaissance
 - 1. Art in the Low Countries
 - 2. Writers (e.g., Rabelais, Cervantes, Shakespeare)
 - 3. Patronage and the arts

Sample Past Thematic Essay Questions

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| 2006 | Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late nineteenth century. |
| 2004 | Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis. |
| 2003B | To what extent and in what ways did women participate in the Renaissance? |
| 1998 | Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists. |

III. New Monarchs

- A. Characteristics and methods
- B. France
- C. England
- D. Spain
 1. Ferdinand of Aragon (1479–1516) and Isabella of Castile (1474–1504)
 2. Hapsburg Empire

Sample Past Thematic Essay Questions

2005 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.

IV. Age of Exploration

Note: It is not necessary for students to master an exhaustive list of explorers and technologies. For a thematic essay question on exploration, for example, students would be expected to analyze the significance of a few major explorers (e.g., Columbus, Vasco da Gama, Magellan) and technological developments. The multiple-choice section of the AP Exam does not emphasize minute details regarding exploration.

- A. Advances in learning
- B. Advances in technology
- C. Portuguese exploration
- D. Spanish exploration
- E. “Old Imperialism”
 1. Portuguese outposts in Africa, India, and Asia
 2. Spain and Portugal in the New World
 3. Dutch East Indies
 4. French colonies in North America
 5. English colonies in North America

V. Commercial Revolution

- A. Causes
- B. Impact
 1. “Price Revolution”
 2. Rise in capitalism
 3. New industries: cloth production, mining, printing, shipbuilding, cannons and muskets
 4. New consumer goods: sugar, tea, rice, tobacco, cocoa
 5. Mercantilism
 6. Enclosure movement in England

Sample Past Thematic Essay Questions

2004B Explain the reasons for the rise of the Netherlands as a leading commercial power in the period 1550–1650.

2003 Explain how advances in learning and technology influenced fifteenth- and sixteenth-century European exploration and trade.

2001 Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.

1992 Analyze the changes in the European economy from about 1450 to 1700 brought about by the voyages of exploration and by colonization. Give specific examples.

Appendix

VI. Life in the Sixteenth and Seventeenth Centuries

- A. Hierarchy in the countryside and in the cities
- B. Demographics
- C. Family
- D. Slavery introduced by the Portuguese (plantation economy)
- E. Witch hunts

Sample Past Thematic Essay Question

2002 Analyze at least TWO factors that account for the rise and at least TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.

VII. Protestant Reformation

- A. Causes of the Protestant Reformation
 - 1. Declining prestige of the papacy*
 - 2. Early critics of the Church*
 - 3. Corrupt church practices (e.g., simony, pluralism, absenteeism, clerical ignorance)
 - 4. Renaissance humanism (e.g., Erasmus)
- B. Martin Luther (1483–1546)
 - 1. 95 Theses (1517)
 - 2. Impact of Lutheranism on women
 - 3. Luther's views on new sects and peasantry
- C. Calvinism
 - 1. John Calvin, *Institutes of the Christian Religion* (1536)
 - 2. Tenets: predestination, the elect, Protestant work ethic
 - 3. Strict theocracy in Geneva
 - 4. Spread of Calvinism
- D. Anabaptists (the “left wing” of the Protestant Reformation)
- E. Reformation in England
 - 1. John Wycliffe, the Lollards*
 - 2. Henry VIII and the creation of the Church of England
 - 3. Mary Tudor (“Bloody Mary”) (1553–58)
 - 4. Elizabeth I (1558–1603)

VIII. Catholic Reformation

- A. Causes
- B. Council of Trent (1545–63)
- C. New religious orders
- D. Peace of Augsburg (1555)

Sample Past Thematic Essay Questions

- 2006 Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century.
- 2002B To what extent did political authorities influence the course of the Protestant Reformation in the sixteenth century?
- 2001 Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.
- 1998 Compare and contrast the Lutheran Reformation and Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices.

1996	Assess the extent to which the Protestant Reformation promoted new expectations. Refer to at least two social groups in your assessment.
1995	Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.
1991	Describe and analyze the ways in which sixteenth-century Roman Catholics defended their faith against the Protestant Reformation.
1990	In 1519 Charles of Hapsburg became Charles V, Holy Roman Emperor. Discuss and analyze the political, social, and religious problems he faced over the course of his imperial reign (1519–1556).

IX. Religious Wars

- A. Catholic crusade against Protestantism: Philip II of Spain (1556-98)
- B. French civil wars of the late sixteenth century
- C. The Netherlands
- D. Spain versus England
- E. Thirty Years' War (1618-48)
 - 1. Causes
 - 2. Course of the war
 - 3. Treaty of Westphalia (1648) and results of the war

Sample Past Thematic Essay Questions

- 2002 Compare and contrast the religious policies of TWO of the following:
 Elizabeth I of England
 Catherine de Médicis of France
 Isabella I of Spain
- 2000 “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experience under Philip II.
- 1999 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

X. Age of Absolutism

- A. Philosophy of absolutism
- B. England (c. 1600-60)
- C. France (c. 1600–1715) (e.g., Richelieu, Mazarin, Louis XIV)
- D. Absolutism in Eastern Europe
 - 1. Characteristics
 - 2. Contrasts with Western Europe: serfdom, powerful nobility
 - 3. Austrian Empire (c. 1650–1780) (Hapsburgs)
 - 4. Prussia (c. 1600–1740) (Hohenzollerns)
 - 5. Russia (c. 1400–1725)
 - 6. Decline of the Ottoman Empire, the Polish Kingdom, and the Holy Roman Empire

Sample Past Thematic Essay Questions

- 2004B Compare and contrast the ways that seventeenth-century monarchs and twentieth-century dictators gained and maintained power.
- 2004B Analyze the shifts in the European balance of power in the period between 1763 and 1848.
- 2003 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.
- 2002 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.
- 1999 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. Choose two:
Elizabeth I of England
Henry IV of France
Catherine the Great of Russia
Frederick II of Prussia
- 1995 Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600–1715.
- 1991 Analyze the military, political, and social factors that account for the rise of Prussia between 1640 and 1786.
- 1989 Analyze the major ways through which Tsar Peter the Great (1689–1725) sought to reform his society and its institutions in order to strengthen Russia and its position in Europe.

XI. The Baroque

- A. Characteristics
- B. Reflection of the age of absolutism in architecture (e.g., Versailles)
- C. Painting and sculpture (e.g., Poussin, Rembrandt, Bernini)
- D. Music

Sample Past Thematic Essay Question

- 2003B Compare and contrast the relationship between artists and society in the Baroque era and in the twentieth century. Illustrate your essay with references to at least TWO examples for each period.

XII. Constitutionalism in Western Europe, Seventeenth Century

- A. England
 1. Parliament versus James I and Charles I
 2. English Civil War (Puritan Revolution) (1642-49)
 3. Oliver Cromwell (1653-58)

4. The Restoration (1660-68)
 5. The Glorious Revolution (1688) and its political aftermath
 6. Public policy responses
- B. The United Provinces of the Netherlands (Dutch Republic)
1. Struggle for independence against Spain
 2. Impact of the Commercial Revolution
 3. Religious toleration
 4. Lack of centralization: stadtholders
 5. Economic decline

Sample Past Thematic Essay Questions

2002B Compare and contrast two theories of government in the period from 1640 to 1780.

1993 Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.

XIII. The Scientific Revolution

- A. Sixteenth century (e.g., Copernicus)
- B. Seventeenth century
 1. Astronomy
 2. Bacon, inductive method
 3. Descartes, deductive method
- C. Effects
 1. Science and religion
 2. International scientific community (e.g., the Royal Society)
 3. Practical results (e.g., improved navigation)

Sample Past Thematic Essay Questions

2004 Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.

2000 Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.

1991 Describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways in which it changed scientific thought and methods.

XIV. The Enlightenment

Note: As with the numerous personalities of the Renaissance, an official list of notable Enlightenment figures is too exhaustive for the purposes of this outline. The names included in the outline represent only a small number of possible examples. You are encouraged to select several major Enlightenment figures and their works and demonstrate how they reflect Enlightenment ideals and society.

- A. Secular worldview: natural science and reason
- B. Impact of the Enlightenment on European society
- C. John Locke (1632–1704)

Appendix

- D. The philosophes (e.g., Diderot, Voltaire)
- E. Economic theory (e.g., Smith)
- F. Gender

Sample Past Thematic Essay Questions

- 2003 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?
- 1998 To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe? Illustrate your answer with references to specific individuals and their works.
- 1994 Analyze the ways in which Enlightenment thought addressed religious beliefs and social issues in the eighteenth century.
- 1993 Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers and the various attitudes held by European artists and intellectuals in the twentieth century.
- 1990 Analyze the ways in which specific intellectual and scientific developments of the seventeenth and eighteenth centuries contributed to the emergence of the religious outlook known as “Deism.”

XV. Enlightened Despotism

- A. Characteristics and beliefs
- B. Frederick the Great of Prussia (1740-86)
- C. Catherine the Great of Russia (1762-96)
- D. Maria Theresa (1740-80) and Joseph II (1765-90) of Austria
- E. Napoleon of France (1799–1815)

Sample Past Thematic Essay Questions

- 2002B Compare and contrast the goals and major policies of Peter the Great (ruled 1682–1725) and Frederick the Great (ruled 1740–1786).
- 1999 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. Choose two:
 - Elizabeth I of England
 - Henry IV of France
 - Catherine the Great of Russia
 - Frederick II of Prussia
- 1995 Compare and contrast the extent to which Catherine the Great and Joseph Stalin were “Westerners.”

XVI. European Expansion and Change in the Seventeenth and Eighteenth Centuries**A. Agricultural Revolution****Sample Past Thematic Essay Questions**

- 2003 Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences.
- 1998 Compare and contrast the roles of British working women in the pre-industrial economy (before 1750) with their roles in the era 1850 to 1920.

B. Atlantic economy in the seventeenth and eighteenth centuries**Sample Past Thematic Essay Questions**

- 2002B Both Jean-Baptiste Colbert (1619-1683) and Adam Smith (1723-1790) sought to increase the wealth of their respective countries. How did their recommendations differ?
- 2001 Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.
- 1995 Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715.

C. Changing society in the eighteenth century

1. Causes and impact of population growth
2. Marriage, divorce, family life
3. Formal education
4. Health
5. Religious reform

XVII. The French Revolution

- A. French social hierarchy prior to the Revolution
- B. Long-term and short-term causes
- C. National Assembly (1789-91)
- D. The role of women
- E. The Revolution and the rest of Europe
- F. Legislative Assembly (1791-92)
- G. National Convention, the Terror, the Directory (1792-99)
- H. Napoleon Bonaparte (1799-1814)
- I. Congress of Vienna and the Restoration (1814-15)

Sample Past Thematic Essay Questions

- 2003 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?
- 2001 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 in the Soviet Union during the period 1928 to 1939.

1996	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 (September 1792).
1992	“Napoleon was a child of the Enlightenment.” Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon’s policies and attitudes.
1989	“Political leaders committed to radical or extremist goals often exert authoritarian control in the name of higher values.” Support or refute this statement with reference to the political and cultural policies of Robespierre during the French Revolution.

XVIII. The Industrial Revolution/Industrialization

- A. Roots of the Industrial Revolution
- B. Conditions favorable to the Industrial Revolution in England
- C. Important inventions
- D. Transportation Revolution
- E. Continental Europe industrializes after 1815
- F. Social implications of the Industrial Revolution
 - 1. Urbanization
 - 2. Struggle between labor and capital
 - 3. Working conditions
 - 4. Economics: the “dismal science”
 - 5. Liberal reforms to address the plight of industrial workers
 - 6. Eventual rise in the standard of living

Sample Past Thematic Essay Questions

2005	Analyze how economic and social developments affected women in England in the period from 1700 to 1850.
1993	Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830 to 1914.
1992	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.
1991	Between 1815 and 1848, the conditions of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.
1989	Between 1750 and 1850, more and more Western Europeans were employed in cottage industry and factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations, and the standard of living during this period.

XIX. Conservatism, Nationalism, Liberalism, and Socialism in Politics

- A. Congress of Vienna (1814-15) and the Concert of Europe (1815-48)
- B. Conservatism throughout Europe (e.g., Carlsbad Decrees, Peterloo Massacre)
 - 1. Characteristics
 - 2. Responses to revolutions between 1815 and 1848

- C. Nationalism
 1. Nationalist philosophy
 2. National revolutionary movements (1815-48)
 3. German unification (1871)
 4. Italian unification (1870)
 5. Austria-Hungary
- D. Liberalism
 1. The Enlightenment: Classical liberalism (e.g., Mill)
 2. France (Revolutions of 1830, 1848), Louis Napoleon
 3. England: 1832 Reform Bill, labor reform, Corn Laws repeal, Chartists
 4. Italy
 5. Germany
 6. Austria
 7. Russia: emancipation of the serfs (1861)
- E. Socialism
 1. Utopian
 2. Marxist
 3. 1848

Sample Past Thematic Essay Questions

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| 2005 | Assess the extent to which the economic and political ideals of Karl Marx were realized in postrevolutionary Russia in the period from 1917 to 1939. |
| 2003B | Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe. |
| 1993 | 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. |
| 1991 | Between 1815 and 1848, the condition of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems. |
| 1990 | In February 1848, the middle classes and workers in France joined to overthrow the government of Louis Philippe. By June the two groups were at odds in their political, economic, and social thinking. Analyze what transpired to divide the groups and describe the consequences for French politics. |
| 1989 | Analyze and compare the effects of nationalism on Italian and Austro-Hungarian politics between 1815 and 1914. |

XX. Romanticism

- A. Characteristics
- B. Early German Romantics (e.g., Goethe)
- C. English Romantic poetry (e.g., Wordsworth, Shelley)
- D. French literature (e.g., Hugo)
- E. Art (e.g., Delacroix)
- F. Music (e.g., Beethoven, Chopin)

Sample Past Thematic Essay Questions

- 2003 Analyze three examples of the relationship between romanticism and nationalism before 1850.
- 1997 Discuss some of the 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.

XXI. Urbanization and Life in the Late Nineteenth Century

- A. Living conditions
- B. Improvement in health (e.g., Pasteur)
- C. Urban planning and public transportation
- D. Social structure: classes and the changing family

Sample Past Thematic Essay Question

- 1996 Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of this transformation.

XXII. Intellectual Movements in the Late Nineteenth Century

- A. Science (e.g., Darwin, Freud)
- B. Realism (e.g., Zola, Eliot, Tolstoy, Millet)
- C. Impressionism (e.g., Monet)
- D. Postimpressionism (e.g., Van Gogh, Cézanne)
- E. Religion (e.g., *Rerum Novarum* [1891])

Sample Past Thematic Essay Question

- 1991 Describe and analyze the ways in which Marxism, Freudianism, and the women's movement challenged traditional European beliefs before the First World War.

XXIII. The Age of Mass Politics

- A. German Empire
 - 1. Prince Otto von Bismarck (1871-90)
 - 2. Wilhelm I (1871-88) and Wilhelm II (1888–1918)
 - 3. Social Democratic Party (SPD)
 - 4. First welfare state
- B. Third French Republic
 - 1. Paris Commune (1871)
 - 2. National Assembly: political parties and leaders
 - 3. Challenges to the republic (e.g., Dreyfus Affair)
- C. Great Britain
 - 1. Political parties and leaders (e.g., Disraeli, Gladstone)
 - 2. Political reforms (e.g., Reform Bill of 1867)
 - 3. The Irish Question
- D. Austrian Empire
 - 1. Dual Monarchy (Ausgleich)
 - 2. Nationalities
 - 3. Reforms

- E. The Eastern Question
 1. Russia versus the Ottoman Empire in the Balkans
 2. Pan-Slavism
 3. Other European rivals in the Balkans
 4. Congress of Berlin (1878)
- F. Russia
 1. Defeat in the Crimean War, impulse for modernization
 2. Alexander II (1855-81): emancipation of the serfs (1861)
 3. Slavophiles, Nihilists, Westernizers
 4. Economic development
 5. Nicholas II (1894-1917)
 - a. Russo-Japanese War (1904-5)
 - b. Revolution of 1905, “Bloody Sunday”
 - c. Duma
- G. Impact of Marxism in the age of mass politics

Sample Past Thematic Essay Questions

- 2005 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.
- 2004 Contrast the impact of nationalism in Germany and the Austrian Empire between 1848 and 1914.
- 2002 Compare and contrast the foreign policy goals and achievements of Metternich (1815–1848) and Bismarck (1862–1890).
- 2002B Describe and analyze responses to industrialization by the working class between 1850 and 1914.

XXIV. Women’s Suffrage

- A. Britain
- B. Russia
- C. Scandinavia

XXV. Imperialism

- A. Major causes for the imperialist impulse
- B. Mid-nineteenth-century economic penetration of non-European regions
 1. China
 2. Japan
 3. Egypt
- C. European emigration
- D. Causes of the new imperialism (1880–1914), contrast with the old imperialism
 1. New imperialism in Africa
 2. New imperialism in Asia
- E. Critics of imperialism (e.g., Hobson, Lenin)

Sample Past Thematic Essay Questions

- 1997 Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.
- 1990 How and in what ways were economic and political factors responsible for intensifying European imperialist activity in Africa from the mid-nineteenth century to the beginning of the First World War?

Appendix

XXVI. World War I

Note: The thematic essay question section of the AP European History Exam does not focus on military history. While students may be required to understand the significance of a few of the major battles in twentieth-century warfare for the purposes of the exam's multiple-choice section, the emphasis of the thematic essays has traditionally been on the areas of diplomacy and social consequences.

- A. Long-term causes
- B. Immediate causes
- C. Western Front
- D. Eastern Front
- E. Naval war
- F. Mobilization for “total war”
- G. Wilson’s Fourteen Points (1918)
- H. Revolutions in Germany and Austria
- I. Peace settlements (1919–1923)
- J. Results

Past Sample Thematic Essay Questions

2004B Analyze the participation of European women in the economy and in politics from 1914 to 1939. Use examples from at least TWO countries.

1998 To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

1988 Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles, and government involvement in everyday life.

XXVII. Russian Revolution

- A. 1905 Revolution
- B. Impact of World War I on Russian society
- C. February Revolution (1917)
- D. Bolshevik leadership: October Revolution (1917)
- E. Treaty of Best-Litovsk (1917)
- F. Russian Civil War
- G. Role of women during and after the war
- H. Results of the Russian Revolution

Sample Past Thematic Essay Questions

2004 Compare and contrast the extent to which the French Revolution (1789–1799) and the Russian Revolution (1917–1924) changed the status of women.

1994 Describe and analyze the long-term social and economic trends in the period 1880 to 1917 that prepared the ground for revolution in Russia.

XXVIII. Age of Anxiety in the Interwar Years

- A. Modern philosophy and criticism of society (e.g., Nietzsche, Eliot, the Lost Generation)
- B. Impact of science on the common mind
 - 1. “New Physics”
 - 2. Freudian psychology
- C. Modern art in the twentieth century (e.g., Picasso, Dada, surrealism)
- D. Modern music

Sample Past Thematic Essay Questions

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|------|---|
| 2002 | Analyze the impact of the First World War on European culture and society in the interwar period (1919–1939). |
| 2001 | How did the new theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society? |
| 1993 | Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers with the various attitudes held by European artists and intellectuals in the twentieth century. |

XXIX. Politics in the Interwar Period

- A. Weimar Republic (1919-33)
 - 1. Communist attempts to take control (e.g., Spartacists) (1919)
 - 2. Impact of Versailles Treaty
 - 3. Runaway inflation
 - 4. Rise of Hitler and the Nazis
- B. Great Britain
 - 1. Unemployment
 - 2. General Strike (1926)
 - 3. Growth of the Labour Party
- C. Great Depression
 - 1. Causes
 - 2. Impact on Europe
- D. Spanish Civil War (1936-39)

XXX. Totalitarianism

- A. Contrast totalitarianism with conservative authoritarianism
- B. Tools of dictatorship
- C. Russia
 - 1. Lenin (1917-24)
 - 2. Stalin (1924-53)
 - 3. Life in the Soviet Union
- D. Italy
 - 1. Rise of Mussolini and fascism
 - 2. Life in fascist Italy
- E. Nazi Germany
 - 1. Rise of Hitler, Nazi ideology (e.g., *Mein Kampf*)
 - 2. Impact of the Great Depression
 - 3. Nuremberg Laws (1935-38)
 - 4. Role of the SS and Gestapo
 - 5. Life in Nazi Germany
 - 6. Holocaust

Sample Past Thematic Essay Questions

- 2004 Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.
- 2004B Compare and contrast the ways that seventeenth-century monarchs and twentieth-century dictators gained and maintained power.
- 2001 Compare and contrast the French Jacobins' use of state power to achieve revolutionary goals during the Terror (1793-94) with Stalin's use of state power in the USSR between 1928-1939.
- 1994 Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after the First World War.
- 1983 Compare the rise to power of fascism in Italy and in Germany.

XXXI. World War II

- A. Failure of collective security
1. League of Nations
 2. Hitler's repudiation of the Versailles Treaty
 3. Spanish Civil War (1936-39)
 4. Appeasement
 5. German-Soviet Non-Aggression Pact (1939)
- B. Nazi Empire in Europe
1. Partition of Poland between Germany and the Soviet Union (1939)
 2. Conquest of Western Europe; failure to invade Great Britain
 3. Vichy France
 4. The "Final Solution"
 5. Invasion of the Soviet Union (June 1941)
- C. Turning points (e.g., Stalingrad)
- D. Diplomacy during the war (e.g., Atlantic Charter, Yalta)
- E. Results of World War II

Sample Past Thematic Essay Questions

- 2006 Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany's defeat in the Second World War.
- 1999 Compare and contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability.
- 1997 Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930s.
- 1996 Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.
- 1992 Contrast European diplomacy in the periods between 1890 and 1914 and 1918 to 1939, respectively. Include in your analysis goals, practices, and results.

XXXII. The Cold War

- A. Roots of the Cold War
- B. Containment
 - 1. Marshall Plan (1948)
 - 2. Berlin Crisis (1948-49)
 - 3. NATO
 - 4. Nuclear arms race
 - 5. Korean War (1950-53)
- C. 1950s
 - 1. Khrushchev: “peaceful coexistence”
 - 2. Warsaw Pact (1955)
 - 3. Suez Crisis (1956)
 - 4. Sputnik
 - 5. U-2 incident
- D. 1960s
 - 1. Berlin Wall (1961)
 - 2. Cuban Missile Crisis (1962)
 - 3. Vietnam War (1954-75)
- E. 1970s
 - 1. Willy Brandt, Ostpolitik
 - 2. Détente
 - 3. Helsinki Conference (1975)
 - 4. Soviet invasion of Afghanistan (1979)
- F. 1980s
 - 1. Gorbachev: glasnost and perestroika
 - 2. INF Treaty (1987)
 - 3. Revolutions of 1989
- G. Fall of the Soviet Union

XXXIII. Soviet Empire

- A. Stalin’s final years
- B. The Iron Curtain: Soviet satellites
- C. Challenges to Soviet authority within the Eastern European Empire
- D. Khrushchev (1958-64): de-Stalinization and the thaw
- E. The Brezhnev Era (1964-81)
- F. Gorbachev (1985-91)
- G. Fall of the Soviet Union

Sample Past Thematic Essay Questions

- | | |
|------|---|
| 2003 | Analyze three reasons for the end of Soviet domination over Eastern Europe. |
| 2001 | Compare and contrast the political and economic effects of the Cold War (1945–1991) on Western Europe with the effects on Eastern Europe. |
| 2000 | 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). |
| 1991 | Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945 to 1970. |

1987 Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the construction of the Berlin Wall in 1961.

XXXIV. Western European Economic Recovery and Unity

- A. Liberal democratic governments
 - 1. West Germany
 - 2. France
 - 3. Great Britain
 - 4. Italy
- B. “Economic Miracle”
 - 1. Marshall Plan (1948)
 - 2. Impact of economic recovery on politics
 - 3. Consumerism
 - 4. End to economic growth in the 1970s: oil crisis
- C. European Unity
- D. Society
 - 1. Welfare state
 - 2. Education: science technology
 - 3. Growth of the middle class
 - 4. Family
 - 5. Women’s rights movement
 - 6. Counterculture in 1960s (including student revolts)
- E. Science

Sample Past Thematic Essay Questions

- 2004 Analyze the factors working for and against European unity from 1945 to 2001.
- 1998 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
- 1996 Compare and contrast the women’s suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movements of the 1960s and 1970s.
- 1995 Identify four specific changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.
- 1994 Analyze the common political and economic problems facing Western European nations in the period 1945–1960 and discuss their response to these problems.
- 1990 Analyze the ways in which technology was an issue in European social activism between 1945 and 1970. Be sure to include three of the following: environmentalism, peace movements, student protests, women’s movements, labor movements.

XXXV. Decolonization

- A. Causes
- B. British Empire
 - 1. India
 - 2. Egypt
- C. French Empire
 - 1. Vietnam
 - 2. Algeria
- D. Middle East
 - 1. End of mandates
 - 2. Birth of Israel
- E. Indonesia
- F. Sub-Saharan Africa
- G. Cultural imperialism

Sample Past Thematic Essay Question

2002B Between 1945 and 1970, virtually all European colonies achieved independence. Discuss the changes within Europe that contributed to this development.

XXXVI. Post-1991 Issues

- A. Russian challenges in transitioning to capitalism and democracy
- B. Eastern European challenges in transitioning to capitalism and democracy
- C. Unification of Germany: challenges integrating East Germany
- D. Yugoslavia
- E. Unified Europe—how far?
- F. Immigration, “guest workers”

Sample Past Thematic Essay Question

2002 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.

Dates and Periods in European History

Students often have difficulty keeping track of the parallel timelines of politics, culture, and economics. Give them a guide like this to help keep them from getting lost and also to remind them of important connections.

Later Middle Ages (c. 1300–1450) and the Renaissance (c. 1400–1550)

Political Dates and Periods
Later Middle Ages Hundred Years' War begins (1337) Black Death (1347) Fall of Constantinople (1453)
Art Dates
Late Gothic, Renaissance
Economic Dates
Commercial Revolution funds the Renaissance Decline of feudalism

First Half of the Early Modern Period (c. 1450–1648)

Political Dates and Periods
New Monarchies Hundred Years' War ends (1453) Marriage of Ferdinand and Isabella (1469) End of the War of the Roses (1485) The Reformation/Religious Wars/The Counter Reformation Martin Luther's 95 Theses (1517) Charles V becomes Holy Roman Emperor (1519) Diet of Worms (1521) Peasants' War (1524-26) Council of Trent (1545-63) Peace of Augsburg (1555) St. Bartholomew's Day Massacre (1572) French Wars of Religion (1559-89) Edict of Nantes (1598) Hapsburg Hegemony and Golden Age of Spain (1550-1650) Christopher Columbus sails the ocean blue (1492) Treaty of Tordesillas (1494) Opening of Potosí mines (1545) Invincible Armada sinks (1588) Thirty Years' War (1618-48) End of the war between France and Spain (1656) Imperialism in the Western Hemisphere
Art Dates
Renaissance, mannerism
Economic Dates
Rise of the domestic system First enclosure movement in England Price Revolution Bullionism leads to mercantilism, rise of monopolies, imperialism Dutch and English trade via East India Companies (1601)

Second Half of the Early Modern Period (1648–1789)

Political Dates and Periods
Rise of Constitutionalism English Civil War (1642-49) Restoration (1660-68) Glorious Revolution (1688) English Bill of Rights (1689) Ancien Régime (1648–1789) Age of Absolutism (c. 1650–1750) and the Wars of Louis XIV (1660–1714), Louis XIV (1643–1715), Peter the Great (1682–1725), Frederick William the Great Elector (1640-88), and Frederick William I (1713-40)
Art Dates
Baroque, rococo
Economic Dates
Bank of England (1694) England and France experience “Bubbles” (1720) England pays debt from the War of Spanish Succession while France repudiates it

The Enlightenment (c. Eighteenth Century)

Political Dates and Periods
Enlightened Despotism Frederick the Great (1740-86) Recovery of the Hapsburgs (Joseph II, 1780-90) Catherine the Great (1762-96)
Economic Dates
Agricultural Revolution (“the Enlightenment comes to the farm”) Second enclosure movement in England More food Population explosion Adam Smith publishes <i>The Wealth of Nations</i> , the bible of capitalism (1776) Industrial Revolution (c. 1750–1850)

Beginning of the Modern Period (1789–1871)

Political Dates and Periods
French Revolution and Age of Napoleon (1789–1815) Age of Montesquieu: National Assembly (1789-91), Legislative Assembly (1791-92) Age of Rousseau: National Convention (1792-95), Directory (1795-99) Age of Voltaire Napoleonic era: Consulate (1799–1804) Empire (1804-15) Congress of Vienna (1814-15) Age of Metternich (1815-48) Nationalism Conservatism July Monarchy (1830) Second Republic (1848-52) Age of Realpolitik (1848-71) France has Second Empire (1852-70), Alexander II frees the serfs (1861), Italy becomes a unified kingdom (1870), Prussia becomes Germany after the Franco–Prussian War (1871)

Appendix

Art Dates
Neoclassicism, romanticism (a reaction to the Industrial Revolution in England and the French Revolution on the continent), realism in art (naturalism in literature)
Economic Dates
Rise of liberalism in England; Manchester School Utopian Socialism: Claude Saint-Simon, Robert Owen, Charles Fourier Scientific Socialism: Karl Marx and Friedrich Engels publish <i>The Communist Manifesto</i> (1848)

Second Part of the Modern Period (1871–1991)

Political Dates and Periods
Second Industrial Revolution (steel, oil, electricity, chemicals) Age of Imperialism Berlin Congress of 1878, Berlin Conference of 1884-85 Mass Politics (1871–1914) Third Republic in France (1870–1940) World War I (1914-18) Russian Revolution (1917) Interwar Period (1918-39) Age of Anxiety Rise of Fascism and Nazism World War II (1939-45) Cold War (1945-91) Decolonization (1940s–1970s) European Union Marshall Plan (1948) Treaty of Rome (1957) Treaty of Maastricht (1991) Fall of the Soviet Union (1991)
Art Dates
Impressionism, neoimpressionism, pointillism, cubism, expressionism, futurism, art nouveau, La Belle Époque, fin de siècle, surrealism, realism, Dada, Bauhaus, expressionism, Socialist realism, abstract expressionism, miscellaneous modernisms, theater of the absurd
Economic Dates
Beginning of social legislation and entitlements Managed economies Beginning of the postindustrial age

Word Chronology for European History, or Who's Down, Who's Up?

This guide gives students a very quick overview of some of the most important political, intellectual, and economic developments from the Renaissance to the present day.

Black Death—death drives up the price of labor and accelerates the end of feudalism

Commercial Revolution (I)

Renaissance—comes in two flavors: North (Germany) and South (Italy)

New Monarchies—England, France, and Spain: NOBLES down, KINGS up

AFTERLIFE down, THIS LIFE up

Opening of the Atlantic/Golden Age of Spain/Price Revolution/Commercial Revolution (II)

Tudor England—first enclosure movement: PEOPLE down, SHEEP up

Years of Hapsburg power start here

Mercantilism

Reformation: POPE down, INDIVIDUAL up

Catholic (or Counter) Reformation

Religious wars end in the Peace of Augsburg

Religion of the prince is the religion of the people

Scientific Revolution starts here

French Wars of Religion: VALOIS down, BOURBON up

Revolt of the Netherlands and defeat of the Armada

Thirty Years' War/balance of power/Peace of Westphalia

Years of Hapsburg power end here: SPAIN down, FRANCE up

English Civil War/Oliver Cromwell/Restoration/Glorious Revolution

Age of Louis XIV—"Here Comes the Sun King. Everybody's Happy. . ."

War of Spanish Succession ends in Peace of Utrecht ("Hello, Prussia!")

In the economy, after Louis XIV's wars: FRANCE down, ENGLAND up

Enlightenment starts here

American Revolution/partitions of Poland/French Revolution

Second enclosure movement/enlightened despots

RELIGION down, REASON up

Capitalism

Industrial Revolution starts here

Adam Smith's *The Wealth of Nations* (1776)

French Revolution

Napoleonic Wars/Congress of Vienna

(Goodbye, Enlightenment!)

Romanticism/nationalism/liberalism

Socialism/communism (1848)/suffrage reform in England

REASON down, EMOTION up

Appendix

Revolutions of 1848—(Goodbye, Metternich!)
EMOTION down, MANIPULATION up

Realism and Realpolitik
Unification of Italy and Germany/rise of imperialism
Positivism/La Belle Époque
Fin de siècle

World War I
Versailles Treaty
Unexpected devastation leads to isolationism
New governments created based on self-determination

Russian Revolution

Great Depression/worldwide depression/rise of fascism
Holocaust
Appeasement/World War II

Fall of imperialism/Cold War
End of European economic supremacy
Beginning of the postindustrial age

Fall of communism
Treaty of Maastricht/beginning of European unity

Women in European History

A generation ago, women's history, if it appeared at all in the textbooks, was generally relegated to a few sidebars. Now, women's history should be an integral part of your AP European History course. A study guide like the one here gives students a good grounding in some of the main trends and important individuals.

I. The Renaissance

A. Wealthy women

1. *Querelles des Femmes* ("The Problem of Women"). Starting with Christine de Pisan in the fourteenth century, a new debate emerged over women's nature and their proper role in society; the debate continued for 600 years.
2. Increased access to education
3. Lost some status compared to what they had had in the Middle Ages; women were to be "ornaments" to their husbands
4. Important Renaissance noblewomen at court in education and culture, including
 - a. Christine de Pisan
 - b. Isabella d'Este
 - c. Artemisia Gentileschi (famous for her paintings of Judith)

B. Women in general

1. Status did not change much compared to that in the Middle Ages
2. Marriage
 - a. European family pattern
 - i. Nuclear family (poor people tended to be unable to support extended families)
 - ii. Wealthier people (and some landowning peasants) tended to have extended families
 - b. Based on economic considerations, not love
 - i. Dowries were extremely important in wealthy families
 - ii. Women tended to play a more significant role in the economy in Northern Europe
 - c. Average age for women was under 20; for men it was mid- to late-20s
 - i. Class issues: the wealthy tended to marry earlier than the middle classes, and the poor tended to marry earlier as well, or not to marry at all
 - ii. In Italy the age gap between husbands and wives was much larger than in Northern Europe
 - d. Increased infanticide and abandonment (among the poor)
 - i. Increase of foundling hospitals (two-thirds of abandoned babies were girls)
 - e. Low rate of illegitimate births
 - f. Dramatic population growth until 1650
3. Divorce was available in certain areas (still very limited), unlike the Middle Ages when divorce was nonexistent
4. Women (only those in the upper classes) were to make themselves pleasing to men (Castiglione)
5. Sexual double-standard: women were to remain chaste until marriage, but men were permitted to sow their wild oats
6. More prostitution than in the Middle Ages
7. Rape was not considered a serious crime

C. Important female rulers

1. Caterina Sforza
2. Isabella I
3. Mary Tudor
4. Elizabeth I
5. Catherine de Médicis

Appendix

- D. Persecution of alleged witches
 1. Beginning of witchcraft as official Roman Catholic Church dogma in 1484
 2. Large number of accused witches were older women
 3. Reasons for targeting women
- E. Joan Kelly, "Did Women Have a Renaissance?" in *Becoming Visible: Women in European History*, eds. Renate Bridenthal and Claudia Koonz, 148-52 (Boston: Houghton Mifflin, 1977)

II. The Reformation

- A. Protestant women: occupation was in the home taking care of the family
 1. Protestant churches had greater official control over marriage
 - a. Suppressed common law marriages
 - b. Catholic governments followed suit
 2. Marriage became more companionate; Martin Luther and Katerina von Bora were a good example of the husband/helpmate model
 3. Increased women's literacy became valued because women needed to be able to read the Bible and teach their children
 4. Lost some opportunities in church service that Catholic women enjoyed
 5. Sex was an act to be enjoyed by a husband and wife (Luther)
- B. Catholic women
 1. Women continued to enjoy opportunities in the Church in religious orders
 - a. Theresa de Avila, Carmelite order
 - b. Angela Merici, Ursuline order

III. The Eighteenth Century, Including the Industrial Revolution

- A. Agricultural Revolution
 1. Enclosure movements significantly altered peasant life
 - a. Women had fewer opportunities to make profits from work on common lands
 - b. Some women worked away from home in the towns or cities
 - i. Most work was domestic
 - ii. Many women became prostitutes
 - iii. Social consequences of working away from home included more autonomy, the ability to save money for their own dowries, slightly greater choice in marriage partners (but still pretty much endogamous within their class and trade), and less communal protection from economic and sexual exploitation
 2. Growth of cottage industry
 - a. Women increasingly stayed home to work in the cottage industry
 - b. Young women became increasingly difficult for peasant families to feed due to the loss of common lands
 - i. Young women were sometimes sent away to work
- B. Industrial Revolution
 1. Large numbers of women worked in factories in late eighteenth-century England
 2. Family wage economy: families often worked together (especially women and children)
 - a. Declined somewhat after the Factory Act of 1833 put limits on child labor
- C. Marriage
 1. Based more on romance as the Enlightenment moved into the modern era
 - a. Average age for marriage was late 20s or later
 - b. Many women did not marry (spinster); a large population of unmarried middle-class women was a new phenomenon
 2. Protestant women were still expected to manage the home
 3. Catholic women still had self-development options in the religious orders
 4. Views on childcare: spare the rod and spoil the child

5. Families became smaller, children lived longer, and people invested more love and economic resources in their children as time went on
- D. Explosion in illegitimate births
 1. Increased infanticide
 2. Foundling hospitals created
- E. Decrease in witch hunts. Why? Most people say it relates to both the new scientific ideas about evidence and the decline of political power of the Roman Catholic Church.
- F. Decline in women's opportunities as midwives, and increased professionalization of medicine
- G. Important female rulers included:
 1. Catherine the Great
 2. Maria Theresa

IV. Women in the Enlightenment

- A. Science
 1. Emilie du Châtelet (Voltaire's mistress) translated Newton's *Principia* (see the DBQ on women and science from the 1997 AP Exam)
- B. Salons
 1. Madame de Geoffrin (Marie-Thérèse Rodet Geoffrin)
 2. Madame de Warens (Louise de Warens)
 3. Madame de Staël (Germaine de Staël)
 4. Madame Roland (Jeanne Manon Roland de Platière)
- C. Arts
 1. Elizabeth Vigée-Lebrun
- D. Views on female education
 1. Jean Jacques Rousseau, *Émile* (1762)
 2. Catharine Macaulay, *Letters on Education* (1787)
 3. Hannah More, a "bluestocking"
- E. Generally, the Enlightenment ideology did not like or have much respect for women, and when women tried to apply its ideas of freedom and equality to their own sex, even the most radical leaders of the French Revolution repressed them.

V. The French Revolution

- A. Bread riots
- B. March on Versailles
- C. Olympe de Gouges, *The Rights of Women* (1791)
- D. Mary Wollstonecraft, *A Vindication of the Rights of Woman* (1792)
- E. Participation with the Sans-Culottes (Society of Revolutionary Republican Women)
- F. National Convention closed women's political clubs
 1. French Revolutionary leaders identified women with the debauchery and effete style of the ancien régime. They thought the Old Regime style was not "manly" and sought to keep women out of public life.
- G. Charlotte Corday
- H. Salons during the Revolution (e.g., Jeanne Roland, Girondins)
- I. Victims of the Reign of Terror (e.g., Olympe de Gouges, Jeanne Roland)
- J. Napoleonic France
 1. Civil Code reasserted Old Regime's patriarchal system
 - a. Women viewed as legal incompetents
 2. Women gained few rights (except inheritance rights), which led to increased use of birth control and smaller families
 3. State paternalism
 4. Criticism of Napoleon's regime by Madame de Staël

Appendix

- K. Compare the role of women in the French Revolution with the role of women in the Russian Revolution
 - 1. Ideals
 - 2. What rights and privileges did they ultimately receive?

Emerging ideology about women following the French Revolution grappled with the problem of women's nature and what it meant for women's rights. **Individualist feminists** argued that women had the same "natural" rights as men and therefore were entitled to the same legal, economic, social, and educational opportunities. Their ideas derived from Enlightenment ideology and were later embraced by such thinkers as John Stuart Mill. **Relational feminists** argued that women's nature was fundamentally different from men's and, significantly, just as important. They argued that women needed education to fulfill their special role as mothers and homemakers, to preserve and impart the native culture of their homelands, and to provide healthy children for the nation (the so-called "mother-educator"). Relational feminists were sympathetic to the new movements of romanticism and nationalism.

VI. The Nineteenth Century

- A. Industrial Revolution
- B. Marriage and family
 - 1. Ideal of romantic love became important
 - 2. Fewer children per family; more love toward children
 - 3. Middle class more inclined to consider economic reasons
 - a. Many men married late
 - b. Women were closely monitored
 - c. Sexual double-standard existed
 - 4. Illegitimacy rate declined after 1850 in the working classes
 - 5. Prostitutes were sought by middle- and upper-middle-class men
 - 6. Early childhood is vital (Freud)
 - 7. Lower-class children were less financially dependent on their parents than middle-class children
- C. Status of women
 - 1. After 1850 increasingly separate spheres existed: men worked in factories and women stayed at home
 - 2. Protective legislation drove women out of certain kinds of employment. As the century progressed, more jobs were gendered; in jobs defined as women's work (e.g., teaching and office work), wages went down.
 - 3. Ideology of domesticity
 - a. Reinforced in homeschooling or church schools
 - b. Victorian ideal
 - 4. By the late-nineteenth century, mostly women in poor families worked outside the home
 - 5. Middle-class women began working to organize and expand their rights
 - 6. Marxist view of women
 - a. Marxist women argued that women were doubly oppressed, both by capitalist society and also by men. Their program was to work for Socialism first, because they thought that socialism (and later communism) would lead to equality between the sexes.
 - 7. Socialist views of women
 - a. Saint-Simonian Socialism emphasized complementary aspects of the sexes, motherhood as the common denominator of female experience, and free love
 - i. Suzanne Voilquin
 - ii. Flora Tristan
 - iii. Desiree Gay

- iv. Jeanne Deroin, like the majority of these women, was a feminist first and a Socialist second. She petitioned, unsuccessfully, to run for the Legislative Assembly as a candidate of the Democratic Socialist Party.
 - b. German Socialist Louise Otto emphasized women's special nature and importance to the state, even though she saw marriage as a "degraded" institution that impaired the development of women's character.
 - c. German Social Democratic Party had a special auxiliary for women
 - i. August Bebel
 - ii. Clara Zetkin
 - d. French feminist Socialists included:
 - i. Hubertine Auclert
 - ii. Louise Saumoneau
 - iii. Elisabeth Renaud
- D. Romanticism
1. George Sand (Amandine Aurore Lucie Dupin)
- E. Realism
1. George Eliot (Mary Ann Evans)
- F. Women played a major role in social reforms in the mid- to late-nineteenth century
1. Catholic orders organized schools and hospitals
 2. Temperance
 3. Number of female teachers increased in the late-nineteenth century (e.g., preschool education)
 4. Trend toward gendering certain occupations had the effect of kicking men out and also lowering wages
 5. Pacifism
 - a. Bertha von Süttner, *Lay Down Your Arms* (1889)
 - b. Women's International League for Peace and Freedom; the role of Jane Addams
- G. Active participation in the Socialist movement
1. Owenites
 2. Emma Martin
 3. Flora Tristan
- H. Modernism in Western Europe: the "New Woman"
1. Drop in the birth rate became alarming
 2. Ellen Key, Nelly Roussel, and Marguerite Durand (Durand published the French women's daily newspaper, *La Fronde*)
 3. Reformers sought to reform marriage to increase its attractiveness to women
 4. Women gained the legal right to wages and property ownership
 5. Women gained the right to work without their husband's permission
 - a. Many educated women worked in white-collar jobs
 6. Legalization of divorce in some countries (e.g., France)
 7. Government subsidies to needy mothers (e.g., Britain in 1913)

VII. Female Suffrage

- A. Finland was the first country to grant female suffrage (1906)
- B. Countries that had granted female suffrage by 1920 were Austria, Britain, Czechoslovakia, Denmark, Germany, Iceland, Netherlands, Norway, and Russia
 1. Suffrage was largely the result of women's participation during WWI
- C. England
 1. John Stuart Mill, *The Subjection of Women* (1869)
 2. Suffrage was predominantly a middle-class movement

Appendix

3. Because England did not get universal manhood suffrage until after World War I, many feminists and Socialists were frustrated in their efforts to work for female rights. Leadership of suffrage reform movements felt that arguing for woman suffrage would hurt the cause of suffrage for men.
 4. Rise of professional suffrage associations
 5. Millicent Garrett Fawcett
 6. Emmeline Pankhurst (Women's Social and Political Union) and her even more radical daughters, Christabel and Sylvia
 - a. Militant tactics: violence, bombings, destruction of property, picketing Parliament
 7. Women's participation in WWI
 8. Representation of the People Act of 1918 (suffrage for women age 30 and over)
 9. Representation of the People Act of 1928 (suffrage for women age 21 and over, the same terms as for men)
- D. Female suffrage after WWI in Western and Central Europe

VIII. The Twentieth Century

- A. Russia
1. Equality (in theory) after the Russian Revolution
 - a. Voting rights
 - b. Equal access to education
 - c. Job opportunities
 - d. No sexual double-standard; increased abortion
 2. Compare the role of women in the Russian Revolution to the role of women in the French Revolution
 3. Compare the status of women in the Soviet Union with the status of women in fascist Italy and Nazi Germany
- B. Women made huge contributions to the war effort during WWI and WWII
- C. Traditional and oppressed roles in fascist Italy and Nazi Germany
1. Women were encouraged to have many children for the benefit of the state
 2. Women were denied access to high-paying job opportunities
- D. After WWI, several countries (not just fascist countries) passed repressive legislation against women in the areas of reproductive freedom and employment opportunities. This was due to the unemployment that followed the war combined with the huge death rate and oversupply of women and undersupply of babies.
- E. Post-WWII
1. Baby boom after World War II
 2. Middle-class children were less economically dependent on their parents
 3. Women remained in the workforce in larger numbers
- F. Women's rights movement and feminism
1. Simone de Beauvoir, *The Second Sex* (1949)
 2. Betty Friedan, *The Feminine Mystique* (1963)
 3. France ended its ban on birth control in 1965
 4. Protest marches in favor of abortion rights and decriminalization of homosexuality
 5. Some feminists rejected such "feminine" conventions as bras, cosmetics, and high heels
 6. Demand for equal pay for equal work
 7. In Italy in the 1970s women gained divorce rights, access to birth control information, and abortion rights
 8. Sharp drop in the birth rate, starting in the 1960s; native-born European women began having fewer children, later in life

Contrasting the Later Middle Ages and the Renaissance

The AP European History course starts with the Renaissance, the “age of rebirth,” but rebirth from what? The following chart is helpful for students at the beginning of the course.

Later Middle Ages	Renaissance
Philosophy	
<ul style="list-style-type: none"> Religion dominates medieval thought Scholasticism: Thomas Aquinas reconciles Christianity with Aristotelian science 	<ul style="list-style-type: none"> Humanism: Emphasis on secular concerns due to the rediscovery and study of ancient Greco-Roman culture
Ideal	
<ul style="list-style-type: none"> Man should be well versed in one subject: how to get to heaven 	<ul style="list-style-type: none"> Virtù: Renaissance man should be well rounded (Castiglione)
Religion	
<ul style="list-style-type: none"> Dominates politics; seeks a unified Christian Europe Church is supreme to the state Inquisition starts in 1223; dissenters dealt with harshly 	<ul style="list-style-type: none"> New Monarchs assert power over national churches State is supreme to the church Rise of skepticism Renaissance popes are worldly and corrupt
Literature	
<ul style="list-style-type: none"> Based almost solely on religion Written in Latin Church is the greatest patron of literature and arts Little political criticism Handwritten 	<ul style="list-style-type: none"> Humanism; secularism Northern Renaissance focuses also on writings of early church fathers Vernacular (e.g., Petrarch, Boccaccio) Covers a wider variety of subjects (e.g., politics, art, short stories) Focuses on the individual Increased use of the printing press; propaganda
Sculpture	
<ul style="list-style-type: none"> More gothic, extremely detailed Relief 	<ul style="list-style-type: none"> Greek and Roman Classical influences Freestanding (e.g., Michelangelo’s <i>David</i>) Use of bronze (e.g., Donatello’s <i>David</i>)
Art	
<ul style="list-style-type: none"> Gothic style Byzantine style dominates; nearly completely religious Stiff, one-dimensional figures Little emotion Stylized, generic-looking faces Use of gold to illuminate figures Lack of perspective Lack of chiaroscuro Patronized mostly by the church 	<ul style="list-style-type: none"> Increased emphasis on secular themes Use of perspective Use of chiaroscuro Increased use of oil paints Brighter colors More emotion Depicts real people and settings Patronized largely by merchant princes Patronized by Renaissance popes
Architecture	
<ul style="list-style-type: none"> Gothic style Pointed arches, barrel vaults, spires Flying buttresses Elaborate detail 	<ul style="list-style-type: none"> Rounded arches, clear lines, Greco-Roman columns Domes (e.g., Brunelleschi’s <i>Il Duomo</i>) Less detailed Focus on balance and form

Appendix

Later Middle Ages	Renaissance
<i>Technology</i>	
<ul style="list-style-type: none"> • Dependency on scribes 	<ul style="list-style-type: none"> • Use of printing press • New inventions for exploration
<i>Marriage and Family</i>	
<ul style="list-style-type: none"> • Divorce is nonexistent • Marriages arranged for economic reasons • Prostitution in urban areas • Average age for men to marry: mid- to late-twenties • Average age for women to marry: less than 20 years old • Church encourages cult of paternal care • Many couples do not observe church regulations on marriage • Manners shape men to please women • Relative sexual equality 	<ul style="list-style-type: none"> • Divorce is available in certain cases • More prostitution • Marriages are based more on romance • Women are to make themselves pleasing to men (Castiglione) • Sexual double standard • Increased infanticide
<i>Status of Women</i>	
<ul style="list-style-type: none"> • Legal status is better than in Renaissance 	<ul style="list-style-type: none"> • Legal status declines • Most women are not affected by the Renaissance • Educated women are allowed involvement but must be subservient to men • Rape is not considered a serious crime
<i>Politics</i>	
<ul style="list-style-type: none"> • Church tends toward supremacy over the state 	<ul style="list-style-type: none"> • State tends toward supremacy over the church • New Monarchs assert control over national churches • Machiavelli
<i>Other Differences</i>	
<ul style="list-style-type: none"> • Few blacks live in Europe • The Crusades 	<ul style="list-style-type: none"> • African slavery is introduced • Exploration and expansion

Comparative Theology of the Reformation

Tracking the theological disputes that shaped the Reformation is challenging for many students. We have found this table to be a helpful way to make sense of some of the complexities of the religious debates in the sixteenth century. It is not intended to be exhaustive, nor does it necessarily describe the current doctrines of the various Christian denominations.

	Roman Catholic	Anglican*	Lutheran	Calvinist**	Zwingli**	Anabaptists
What is the proper form and function of the clergy?	Celibate priests A hierarchy of pope, bishops, priests, laity Only clergy may administer sacraments and interpret scripture	Married priests A hierarchy of king, bishops, priests, laity Only clergy may administer sacraments	Ministers and priesthood of all believers Ministers oversee sacraments and help explain scripture	Ministers, elders, deacons, people Ministers help explain scripture and provide moral guidance	Ministers Ministers help explain scripture and provide moral guidance	Ministers Ministers help explain scripture and provide moral guidance
What provides “justification” (i.e., removal from a state of sin)?	Faith and works	Faith (though some Anglicans believe in faith and works)	Faith: When one is justified, one is forgiven; therefore, one can repent fully and do good works. Good works are a <i>consequence</i> of justification, not a cause.	Faith: Good works may or may not be <i>evidence</i> of justification	Faith: Justification is God’s endorsement of the morals of the individual. Good works are a <i>precondition</i> of justification.	Faith
What is the proper relationship between state and church?	The Pope has spiritual leadership over the Catholic sovereigns	The head of state (the king) is also head of the church	Religious choices are up to the individual, but that person owes obedience to the lawful ruler Two kingdoms: spiritual and temporal	Religious organization dominates the state and, in fact, <i>is</i> the state (e.g., Geneva)	Religion dominates the state	

Appendix

	Roman Catholic	Anglican*	Lutheran	Calvinist**	Zwingli**	Anabaptists
What is the nature of the Eucharist?	Transubstantiation: The bread and wine are actually transformed into the body and blood of Christ in the Eucharist		Consubstantiation: Christ is spiritually present in the Eucharist but not actually physically present	The Eucharist is just a symbol; there is no actual transformation of bread and wine	The Eucharist is a memorial, not a sacrifice	
Other Characteristics	Infant baptism Indulgences, purgatory, and saints Elaborate rituals and highly decorated churches	Infant baptism	Infant baptism	Infant baptism Predestination: “What must I do to be saved?” <i>The Protestant Ethic and the Spirit of Capitalism</i> , by Max Weber (1902) The elect	Adult baptism The Reformation is more concerned with the moral regeneration of the church, the community, than with the individual	Adult baptism
Where was this denomination strongest?	Italy, parts of Germany, Ireland, Poland, France	England	Parts of Germany, Sweden, Norway, Denmark	Netherlands, France, Switzerland—Geneva	Switzerland—Zurich	Switzerland, then various parts of Europe

* In the late 1500s, many Anglicans split from the Church of England and became Puritans. Puritans held more Calvinistic beliefs and sometimes rejected the religious authority of the Anglican hierarchy.

** In general, Calvin and Zwingli thought Luther was too subjective and too focused on the individual. They wanted criteria upon which to reform the church and society, which they found in Scripture. Luther was, in short, concerned with doctrine, while Calvin and Zwingli were concerned with life and morals.

Nineteenth-Century Political Study Guides

The nineteenth century can be particularly daunting for students. So many “-isms,” so many countries, so little time. The following two guides provide two different approaches to making sense of this complex period.

By “-isms”

Conservatism

Definition: Preservation of European monarchies and nobility. Conservatives believed that only traditional monarchical institutions of government could maintain order, and they were generally opposed to change.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Other
1815-30*	Corn Laws, 1816 Peterloo Massacre, 1819	Return of the Bourbon monarchy White Terror	Carlsbad Decrees (Prussia), 1819; related to Metternich’s values	Carlsbad Decrees, 1819 Rule by Metternich is reactionary	Northern Italy is largely dominated by Austria until the 1860s	Poland is dominated by Russia, Prussia, and Austria until 1918
1830-48*	Moves toward liberalism as a way to stabilize society and avoid revolution	Moves toward liberalism		Defeat of Kossuth in the Revolution of 1848; nationalism is politically impotent		
1848-71		Under Napoleon III: Age of Realpolitik (triumph of nationalist goals by means of conservatism; decisions based on practical needs of the state; rejection of ideology)	Failure of the Revolutions of 1848-49 (Frankfurt Parliament); nationalism is politically impotent	Defeat of the Revolutions of 1848-49	Austrian defeat of the Revolutions of 1848-49; nationalism is politically impotent <i>Syllabus of Errors</i> , 1864, issued by Pope Pius IX	Reigns of Alexander I, Nicolas I, and Alexander III (autocracy, orthodoxy, Russification), and Nicolas II, 1801–1917
1871–1914			Bismarck’s leadership, 1860s-80s Gap Theory Kulturkampf			Duma after the Revolution of 1905 (Russia)

* Includes Concert of Europe, 1815-48.

Appendix

Nationalism

Definition: The belief that a certain self-defined people should govern itself with its own historically sanctioned boundaries.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Others
1815-30			Pre-1815: Herder, Volksgeist		Secret societies: Carbonari, Young Italy Revolution of 1830 Risorgimento Mazzini	Greek independence, 1829 Poland has a failed revolt in the 1820s
1830-48				Prague Conference: Austroslavism Revolutions of 1848; Kossuth		Belgian independence, 1830
1848-71		Defeat in Franco-Prussian War, 1870-71 (reaction to Ems Dispatch)	Revolutions of 1848-49 Humiliation of Olmütz, 1850 Unification, 1871; Bismarck	Ausgleich, 1867	Revolution of 1848-49; Mazzini, Roman Republic Unification, 1870; Cavour, Garibaldi	Russia attempts to expand into the Black Sea region and the Balkans; Crimean War, 1853-56
1871-1914	Jingoism; Congress of Berlin, 1878 Disraeli pro-imperialism Imperialism in Africa and Asia	Berlin Conference of 1884-85; Jaures Imperialism in Africa and Asia	Imperialism: Berlin Conference of 1884-85 Bismarck moves away from belligerence in the Berlin Congress of 1878—"honest broker of the peace" Imperialism in Africa	Language issue: German, Hungarian, Czech	Imperialism in Libya	Russia and the Congress of Berlin, 1878 Russia's defeat in the Russo-Japanese War, 1904-5

Liberalism

Definition: The belief in equality before the law and that individuals are born good, free, and capable of improvement. The integrity of the individual should be protected from both society and government. Liberals were also concerned about political stability and the sanctity of property, which is why they favored increased manhood suffrage. Economic liberals believed in laissez-faire.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Russia
1815-30	Bentham, utilitarianism ("the greatest good for the greatest number") Catholic Emancipation Act, 1829	Jewish rights, 1791 Constitutional monarchy under Louis XVIII (moderate at first but becomes more conservative)	Liberal university protests (crushed by the Carlsbad Decrees, 1819)			
1830-48	Factory Act, 1831 Reform Bill, 1832 Slavery abolished in the empire, 1833 Poor Law, 1834 Mines Act, 1842 Repeal of Corn Laws, 1846 10-Hour Law, 1847 Chartists Whigs; Earl Grey	July Revolution, 1830; Louis Philippe State constitution, 1830 February Revolution, 1848 June Days Revolution, 1848; Blanc; Louis Napoleon (Napoleon III) Universal male suffrage, 1848	Zollverein, 1834 Frankfurt Parliament, 1848 (failure)		State constitution (Sardinia/Piedmont), 1848	
1848-71	Mill, <i>On Liberty</i> , 1859	Liberal Empire of Napoleon III, 1852-70	Universal male suffrage, 1850 (Prussia)	State constitution, 1849 (Hungary in 1867) Civil rights for Jews, 1867	Liberal constitution, 1861 Jewish rights, 1870	Alexander II: Emancipation Edict, 1861 Creation of zemstvos
1871-1914	Reform Act of 1867; Disraeli Reform Act of 1884; Gladstone (universal male suffrage) Representation of the People Acts of 1918 and 1928 (women's suffrage)	Third Republic, 1870-1940	State constitution, 1871 Universal male suffrage, 1871 Jewish rights, 1871	Universal male suffrage, 1907 (Austria and Hungary)	Universal male suffrage, 1912	

Appendix

Socialism

Definition: Utopian Socialists of the early nineteenth century believed in helping the laboring poor, denounced the individualist philosophy of capitalism, and sought to create a cooperative utopian society. Practical Socialists, such as Louis Blanc and Pierre Joseph Proudhon, sought practical measures to improve the condition of the working class and the institution of universal suffrage. Scientific Socialist Karl Marx saw capitalism leading toward a class struggle where the working class would ultimately overthrow capitalism and create a “dictatorship of the proletariat” and a classless society.

Period	Britain	France	Germany	Austria (Hungary)	Italy	Russia
1815-30		Utopian Socialists: Saint-Simon, Fourier				
1830-48		Proudhon, <i>What Is Property?</i> , 1840 Blanc; national workshops, 1848				
1848-71	Marx and Engels, <i>The Communist Manifesto</i> , 1848		Bismarck cuts a deal with the Lassallean Socialists			Nihilists
1871-1914	Fabian Society, 1883 (Socialism by democratic, nonviolent means; favored by the middle and upper classes, intellectuals, and authors) Labour party; Hardie Welfare state in the early 20th century (prior to WWI)	Socialists gain seats in Chamber of Deputies under Jaures, 1905-14	Gotha Programme, 1875 (statement of the Marxists and the Lassallean Socialists that underlies the formation of the SDP) First welfare state in Europe, 1880s SPD is the largest party by WWI			Social Democrats split into Bolsheviks and Mensheviks Lenin exiled, 1895-1900

By Countries

Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
Britain	<p>Corn Laws, 1816</p> <p>Peterloo Massacre, 1819</p> <p>Moves toward liberalism as a way to stabilize society and avoid revolution, 1830-48</p>	<p>Jingoism; Congress of Berlin, 1878</p> <p>Disraeli pro-imperialism</p> <p>Imperialism in Africa and Asia</p>	<p>Bentham, utilitarianism (“the greatest good for the greatest number”)</p> <p>Catholic Emancipation Act, 1829</p> <p>Factory Act, 1831</p> <p>Reform Bill, 1832</p> <p>Slavery abolished in the empire, 1833</p> <p>Poor Law, 1834</p> <p>Mines Act, 1842</p> <p>Repeal of Corn Laws, 1846</p> <p>10-Hour Law, 1847</p> <p>Chartists</p> <p>Whigs; Earl Grey</p> <p>Mill, <i>On Liberty</i>, 1859</p> <p>Reform Act of 1867; Disraeli</p> <p>Reform Act of 1884; Gladstone (universal male suffrage)</p> <p>Representation of the People Acts of 1918 and 1928 (women’s suffrage)</p>	<p>Engels and Marx, <i>The Communist Manifesto</i>, 1848</p> <p>Fabian Society, 1883 (Socialism by democratic, nonviolent means; favored by middle and upper classes, intellectuals, and authors)</p> <p>Labour party; Hardie</p> <p>Welfare state in the early twentieth century (prior to WWI)</p>	<p>Lord Byron is involved in the Greek struggle for independence, 1823</p>

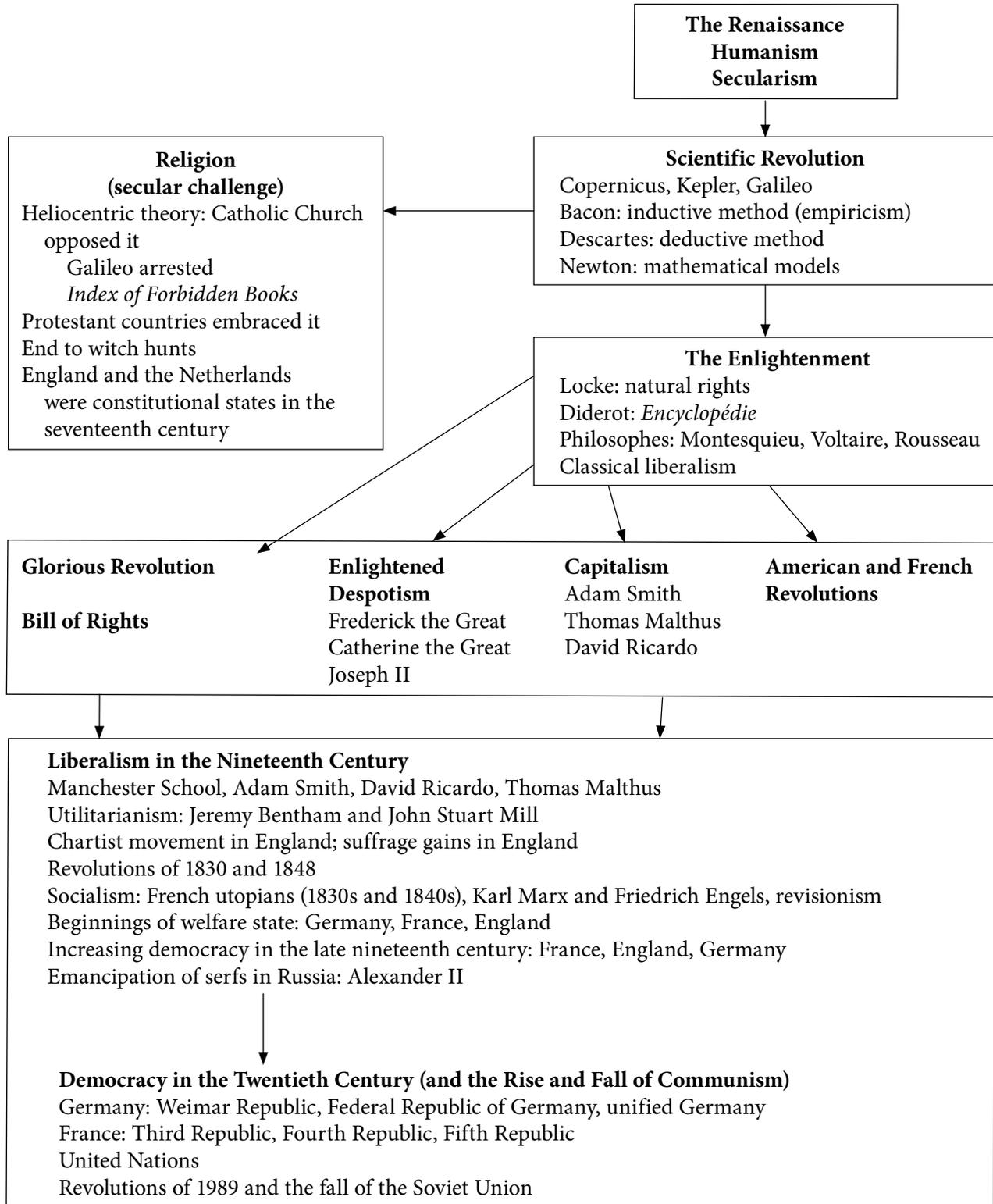
Appendix

Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
France	<p>Return of the Bourbon Monarchy</p> <p>White Terror</p> <p>Moves toward liberalism, 1830-48</p> <p>Under Napoleon III: Age of Realpolitik (triumph of nationalist goals by means of conservatism; decisions based on practical needs of the state; rejection of ideology)</p>	<p>Defeat in Franco-Prussian War, 1870-71 (reaction to Ems Dispatch)</p> <p>Berlin Conference of 1884-85; Jaures</p> <p>Imperialism in Africa and Asia</p>	<p>Jewish rights, 1791</p> <p>Constitutional monarchy under Louis XVIII (moderate at first but becomes more conservative)</p> <p>July Revolution, 1830; Louis Philippe</p> <p>State constitution, 1830</p> <p>February Revolution, 1848</p> <p>June Days Revolution, 1848; Blanc; Louis Napoleon (Napoleon III)</p> <p>Universal male suffrage, 1848</p> <p>Liberal Empire of Napoleon III, 1852-70</p> <p>Third Republic, 1870-1940</p>	<p>Utopian Socialists: Saint-Simon, Fourier</p> <p>Proudhon, <i>What Is Property?</i>, 1840</p> <p>Blanc; national workshops, 1848</p> <p>Socialists gain in Chamber of Deputies under Jaures, 1905-14</p>	<p><i>The Third of May, 1808</i>, Goya, 1814 (protests Napoleon's slaughter of Spanish rebels)</p> <p><i>Massacre at Chios</i>, Delacroix, 1824 (supports Greek independence from the Turks)</p> <p><i>Liberty Leading the People</i>, Delacroix, 1830 (celebrates popular revolution in France)</p> <p>Popular uprisings of 1830 and 1848; ideal of liberalism, freedom, equality</p>
Germany	<p>Carlsbad Decrees (Prussia), 1819; related to Metternich's values</p> <p>Failure of the Revolutions of 1848-49 (Frankfurt Parliament); nationalism is politically impotent</p> <p>Bismarck's leadership, 1860s-80s</p> <p>Gap Theory</p> <p>Kulturkampf</p>	<p>Pre-1815: Herder, Volksgeist</p> <p>Revolutions of 1848-49</p> <p>Humiliation of Olmütz, 1850</p> <p>Unification, 1871; Bismarck</p> <p>Imperialism: Berlin Conference of 1884-85</p> <p>Bismarck moves away from belligerence in the Berlin Conference of 1878—"honest broker of the peace"; 1871-1914</p> <p>Imperialism in Africa</p>	<p>Liberal university protests (crushed by the Carlsbad Decrees, 1819)</p> <p>Zollverein, 1834</p> <p>Frankfurt Parliament, 1848 (failure)</p> <p>Universal male suffrage, 1850 (Prussia)</p> <p>State constitution, 1871</p> <p>Universal male suffrage, 1871</p> <p>Jewish rights, 1871</p>	<p>Bismarck cuts a deal with the Lassallean Socialists</p> <p>Gotha Programme, 1875 (statement of the Marxists and the Lassallean Socialists that underlies the formation of the SDP)</p> <p>First welfare state in Europe, 1880s</p> <p>SPD is the largest party by WWI</p>	<p>Herder, Volksgeist</p> <p>Fichte: unique national character</p> <p>Goethe links Romantic individualism and Romantic nationalism</p> <p><i>Grimm's Fairy Tales</i>, 1812-15 (celebrates German identity)</p> <p>Wagner: Germanic legends in operas</p> <p>Revolutions of 1848 (liberty, individual rights)</p>

Country	Conservatism	Nationalism	Liberalism	Socialism	Romanticism
Austria (Hungary)	<p>Carlsbad Decrees, 1819</p> <p>Rule by Metternich is reactionary</p> <p>Defeat of Kossuth in the Revolutions of 1848; nationalism is politically impotent</p> <p>Defeat of the Revolutions of 1848-49</p>	<p>Prague Conference: Austroslavism</p> <p>Revolution of 1848; Kossuth</p> <p>Ausgleich, 1867</p> <p>Language issue: German, Hungarian, Czech</p>	<p>State constitution, 1849 (Hungary in 1867)</p> <p>Civil rights for Jews, 1867</p> <p>Universal male suffrage, 1907 (Austria and Hungary)</p>		<p><i>Hungarian Rhapsodies</i>, Liszt (date unknown)</p> <p>Dvořák: Czech folk songs in Classical music</p>
Italy	<p>Northern Italy is largely dominated by Austria until the 1860s</p> <p>Austrian defeat of the Revolutions of 1848-49; nationalism is politically impotent</p> <p><i>Syllabus of Errors</i>, 1864, issued by Pope Pius IX</p>	<p>Secret societies: Carbonari, Young Italy</p> <p>Revolution of 1830</p> <p>Risorgimento</p> <p>Mazzini</p> <p>Revolution of 1848-49; Mazzini; Roman Republic</p> <p>Unification, 1870; Cavour, Garibaldi</p> <p>Imperialism in Libya</p>	<p>State constitution (Sardinia/Piedmont), 1848</p> <p>Liberal constitution, 1861</p> <p>Jewish rights, 1870</p> <p>Universal male suffrage, 1912</p>		
Poland	<p>Dominated by Russia, Prussia, and Austria until 1918</p>	<p>Failed revolt in the 1820s</p>			<p>Polonaises, Chopin</p>
Russia	<p>Reigns of Alexander I, Nicholas I, and Alexander III (autocracy, orthodoxy, Russification), and Nicolas II, 1801-1917</p> <p>Duma after the Revolution of 1905</p>	<p>Attempts to expand into the Black Sea region and the Balkans; Crimean War, 1853-56</p> <p>Congress of Berlin, 1878</p> <p>Defeat in the Russo-Japanese War, 1904-5</p>	<p>Alexander II: Emancipation Edict, 1861</p> <p>Creation of zemstvos</p>	<p>Nihilists</p> <p>Social Democrats split into Bolsheviks and Mensheviks</p> <p>Lenin exiled, 1895-1900</p>	<p><i>1812 Overture</i>, Tchaikovsky, 1880</p> <p>Mussorgsky</p> <p>Rimsky-Korsakov</p>
Others		<p>Greek independence, 1829</p> <p>Belgian independence, 1830</p>			

The Rise of Constitutionalism and Liberalism

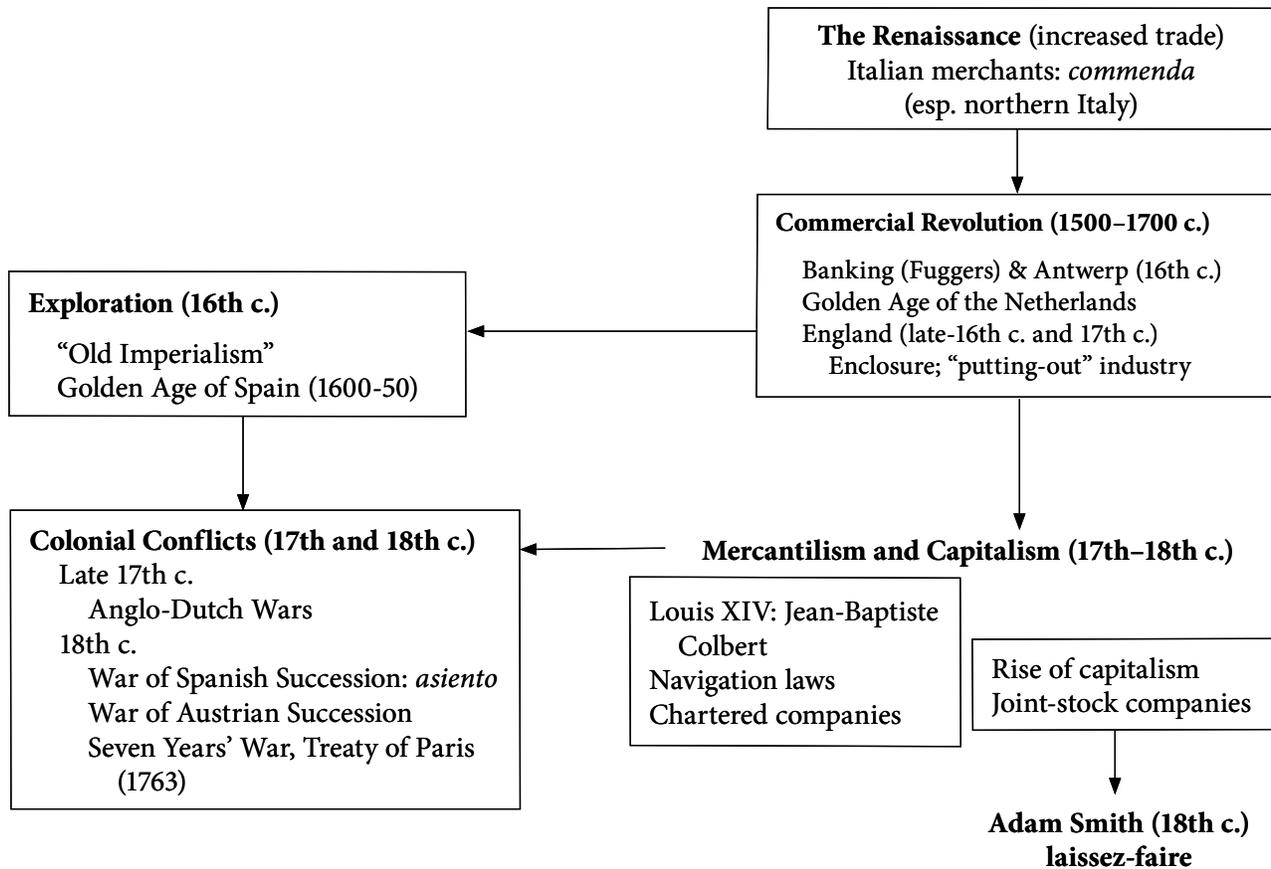
Making causal connections across different categories of history is an important historical skill your students need to develop. This chart provides a road map of some of the factors that contributed to an important development in European history, the rise of constitutionalism and liberalism.



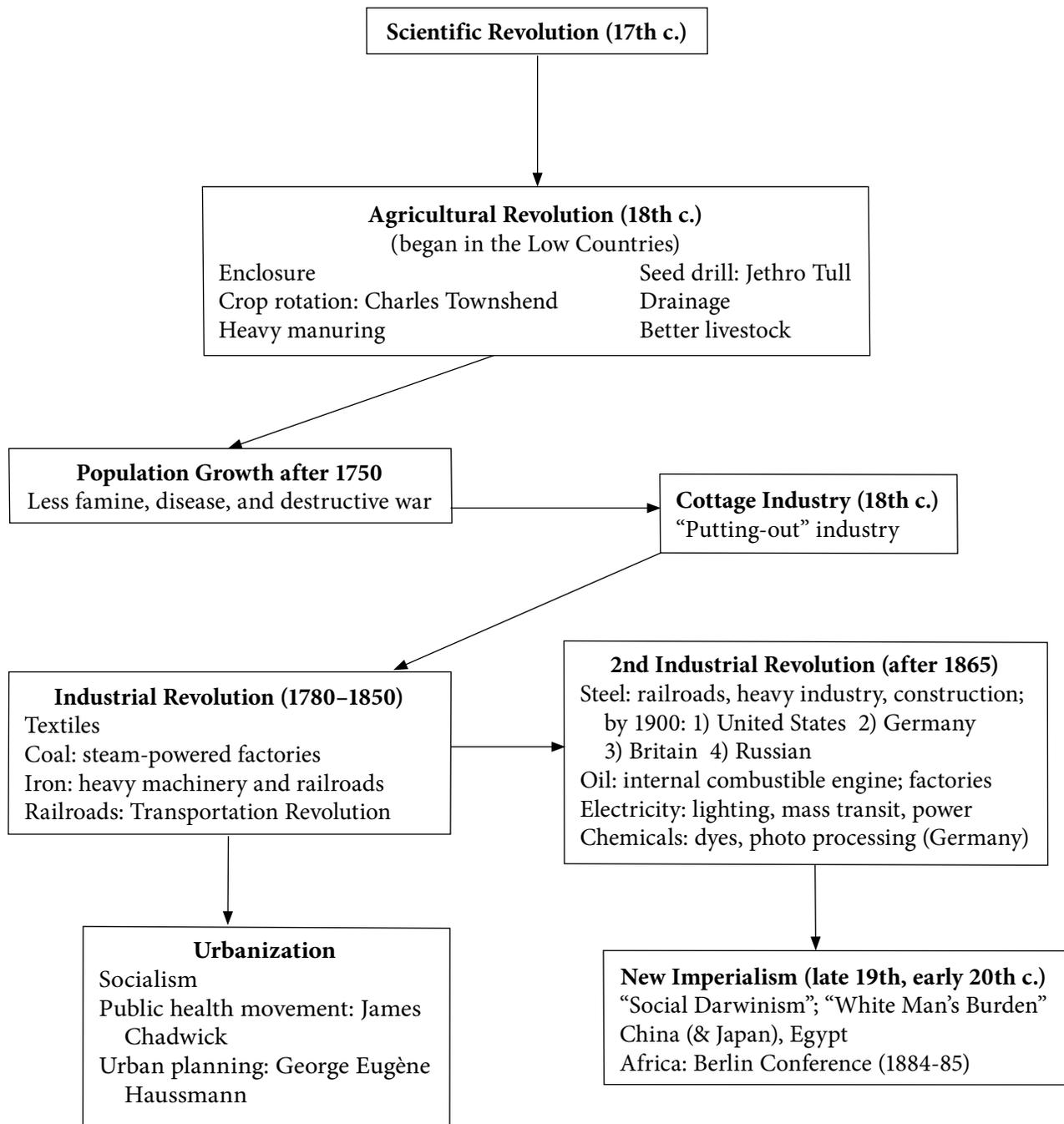
Economic Development Study Guide

Integrating the major economic changes of the fifteenth through the early twentieth centuries with the political and economic changes that took place at the same time may be difficult for some students. Here are two schematic arrangements that can help them see some of the important cause-and-effect relationships.

From the Commercial Revolution to Laissez-Faire



From the Scientific Revolution to New Imperialism



Social History Study Guide

Social history can be harder for students to organize than political history because social history generally lacks dramatic turning points. A thematic and chronological guide like this one can help students orient themselves.

LATE MIDDLE AGES	SIXTEENTH & SEVENTEETH CENTURIES	EIGHTEENTH CENTURY	NINETEETH CENTURY
Marriage and Family			
<ul style="list-style-type: none"> • Nuclear family • Divorce is nonexistent • Marriages are arranged for economic reasons • Prostitution in urban areas • Average age for marriage: mid- to late-20s for men and under 20 for women • Church encourages cult of paternal care • Many couples (especially the poor) do not observe church regulations on marriage because if they have no property to inherit it is not as important • Manners shape men to please women in the upper classes 	<ul style="list-style-type: none"> • Nuclear family • Divorce is available in certain cases • More prostitution • Marriages are still based on economics but are increasingly more romantic • Average age for marriage: 27 for men and 25 for women • Increased infanticide • Low rate of illegitimate births • Dramatic population growth until 1650; growth slows until 1750 	<ul style="list-style-type: none"> • Nuclear family • Marriages are based more on romance • Average age for marriage: late 20s or later because it takes longer for couples to be economically ready for marriage • Many women do not marry (spinsters) • Illegitimate birth explosion, 1750–1850 • Increase in infanticide • Foundling hospitals created • Growth of cottage industry • Young people increasingly work away from home in the city • “Spare the rod and spoil the child” • Rise of humanitarianism (influenced by the Enlightenment) 	<ul style="list-style-type: none"> • Ideal of romantic love is now the most important reason to marry • Many men marry late • Middle class is more apt to consider economic reasons • Fewer children per family; more love toward their children • Lower-class children are less economically dependent on their parents than middle-class children • Women are closely monitored • Sexual double-standard • Rate of illegitimacy in working classes declines after 1850 • Prostitution is sought by middle- and upper-middle-class men • Early childhood is vital (Freud)

Appendix

Status of Women			
<ul style="list-style-type: none"> • Legal status of upper-class women is better now than it will be in the next two centuries 	<ul style="list-style-type: none"> • Status of upper-class women declines during the Renaissance • Most women are not affected by the Renaissance • Educated women are allowed involvement but they are to be subservient to men • Sexual double-standard • Woman is to make herself pleasing to the man (Castiglione) • Rape is not considered a serious crime • Protestant Reformation: women's occupation is in the home • Catholic orders for women grow 	<ul style="list-style-type: none"> • Protestant women are still expected to manage the home • Upper-class Catholic women have self-development options in religious orders 	<ul style="list-style-type: none"> • After 1850 increasingly separate spheres exist: men work in factories while women stay at home • By the late-nineteenth century only women in poor families work outside the home • Middle-class women begin working to organize and expand their rights; poor women do as well, but mostly in the context of socialism
Education			
<ul style="list-style-type: none"> • Mostly religious, but universities teach law and medicine as well 	<ul style="list-style-type: none"> • Mostly for the upper classes, but literacy increasingly becomes valued by all classes as a means to reading the Bible • Increased education as a means of social control or social bonding (e.g., <i>The Courtier</i>) 	<ul style="list-style-type: none"> • Protestantism spurs increased education for boys and girls • Humanitarianism of the Enlightenment leads to improved education 	<ul style="list-style-type: none"> • Increases among the middle class • Increased professionalization in medicine, law, and education
Religion			
<ul style="list-style-type: none"> • Dominated by the Catholic Church • Reform movements: Wycliffe and Hus • Some persecution of witches • Councilliar movement challenges papal authority 	<ul style="list-style-type: none"> • Protestant Reformation • Counter Reformation • Religious wars • "New Monarchs" and "Absolute Monarchs" take control of national churches • Major persecution of alleged witches 	<ul style="list-style-type: none"> • Protestant pietism in Germany • Rise of Methodism • Catholic piety remains • Decrease in witch-hunts 	<ul style="list-style-type: none"> • <i>Rerum Novarum</i> • <i>Syllabus of Errors</i> • Kulturkampf • Increased emphasis on morality among the middle class • Decline among urban working classes • Development of fundamentalism in Protestantism • Development of a reform movement in Judaism

Nutrition and Health			
<ul style="list-style-type: none"> • Poor harvests create malnutrition • Black Death results in the loss of one-third of the population 	<ul style="list-style-type: none"> • Poor life expectancy (about 25 years) • Price Revolution = less food consumption due to higher prices (until about 1650) • Bread is staple food for lower classes • Upper classes eat large quantities of meat • Smallpox and famines still ravage parts of Europe 	<ul style="list-style-type: none"> • Improved diet: more vegetables (especially potatoes) • Life expectancy increases from 25 years to 35 years; less war and contained conflicts away from agriculture and civilian population • Major advances in the control of plague and disease (especially smallpox); Jenner • Harvey: circulation of blood • Development of public health; advances in clean water and hygiene in cities limits cholera and tuberculosis • Hospital reform • Reform for mental health institutions 	<ul style="list-style-type: none"> • Increased life expectancy • Significant decline in infant mortality after 1890 • Public health movement: Bentham and Chadwick • Bacterial revolution: Pasteur (germ theory), antiseptic (Lister) • Poor living conditions in cities
Social Structure			
<ul style="list-style-type: none"> • Feudalism dominates most of Europe • Guilds dominate towns • Black Death disrupts social organization and leads to increased mobility and greater pressure for higher wages because the laboring population has contracted; rebellions repressed by nobles and royal authority 	<ul style="list-style-type: none"> • Population growth begins in the sixteenth century until about 1650 • Cities grow faster than rural areas • Two major hierarchies exist: <ol style="list-style-type: none"> 1. Countryside: landlords, peasants, landless laborers 2. Urban: merchants, artisans, laborers • Clergy, lawyers, teachers, and civil servants fit awkwardly in both hierarchies • Advancement up the hierarchy is made possible through education • Enclosure movement • Putting-out system • Serfdom in Eastern Europe 	<ul style="list-style-type: none"> • Cottage industry in rural areas • Growth of cities • Serfdom in Eastern Europe • Guilds on the wane; popular pressure to break their power and increase access to professions • In France middle classes buy into nobility; in England middle classes marry into nobility 	<ul style="list-style-type: none"> • Increased standard of living for the average person; higher wages • Society is more diverse and less unified • Increased migration out of Europe in search of better economic and social opportunity as well as religious freedom <p>Middle Classes</p> <ul style="list-style-type: none"> • Diversified middle-class groups: moderately successful industrialists, merchants, professionals (e.g., doctors, lawyers) • Upper middle class: banking, industry, large-scale commerce • Lower-middle class: shopkeepers, small traders

Appendix

			<p>Lower Classes: (80 percent of the population)</p> <ul style="list-style-type: none"> • Highly skilled: foremen, handicraft trades • Semi skilled: craftspeople • Low skilled: day laborers, domestic servants
Slavery			
<ul style="list-style-type: none"> • Few Africans live in Europe 	<ul style="list-style-type: none"> • African slavery introduced • Dramatic increase in slave trade in the New World • Slave trade makes Liverpool a thriving port city 	<ul style="list-style-type: none"> • Still exists in Portuguese, Spanish, and British empires 	<ul style="list-style-type: none"> • Ends in Latin America as Spanish and Portuguese leaders are overthrown and Latin American countries become independent • Britain ends slavery in 1833; strong anti-slavery movement led by Wilberforce • France ends slavery in 1848 • Remains in U.S. until 1865

TWENTIETH CENTURY			
Marriage and Family	Status of Women	Education	Religion
<ul style="list-style-type: none"> • Baby boom after WWII • Women have children earlier and have fewer children (about 2.0) • Middle-class children are less economically dependent on their parents 	<ul style="list-style-type: none"> • Equality in communist Russia • Female suffrage after WWI in most of Western and Central Europe • Traditional and oppressed roles in Fascist Italy and Nazi Germany • Women work in war industries during WWI and especially during WWII • Women's rights movement in the 1960s • Increasing proportion of women in the workforce 	<ul style="list-style-type: none"> • Education is key to social advancement after WWII • After WWII access to college education is widely available in Western and Central Europe • Emphasis on science and math • "Big Science" • Student revolts in France in 1968 	<ul style="list-style-type: none"> • Christian existentialism after WWI • Lateran Pact (1920) between Mussolini and the Papacy • Religion is far less prominent than in any previous century • Catholic Ecumenical Council of 1963 (end of Latin in Mass) • "God Is Dead" movement • Growth of Islam
	Nutrition and Health	Social Structure	

<ul style="list-style-type: none">• Increased life expectancy after WWII• Leaner, healthier lifestyle after 1970• Increased women's control over reproductive rights	<ul style="list-style-type: none">• Increase in the welfare state throughout the century• Aristocracy loses ground economically after WWI• Fewer class distinctions after WWII• Large increase in the middle class after WWII• Increase in white-collar jobs• Post-WWII strength of unions gives way to economic pressures of the global economy; less opportunity for uneducated people to have a good livelihood
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Appendix

Instantaneous Art through the Ages

This chart will help students keep periods, dates, and artists straight. Please note that the dates given here are approximate, and periods sometimes overlap because artists do not always change their style all at once. Those artists who worked in different styles are listed in more than one period. Also, be aware of discrepancies between artistic and music periods; they do not always overlap.

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
Renaissance A revival of interest in Classical art	1300–1600	Botticelli, Brueghel, Brunelleschi, Donatello, Dürer, Ghiberti, Giorgione, Giotto, Leonardo da Vinci, Michelangelo, Raphael, Tintoretto, Titian	Gabrieli, Palestrina, des Pres	<ul style="list-style-type: none"> Art is characterized by the use of chiaroscuro, perspective, red and blue, triangles, portraiture, equipoise, foreshortening, natural landscapes, and three-dimensional sculpture. Individualism, humanism
Mannerism Another way to talk about the end of the Renaissance or the beginning of the Baroque	1520–1600	Bronzino, Correggio, Dürer, El Greco, Parmagianino, Pontormo Philip II of Spain builds Escorial	Monteverdi (modern opera)	<ul style="list-style-type: none"> Art is characterized by instability in the composition and stylization that exaggerates or fantasizes the human form. What should artists do—follow the art that has come before (after the “manner” of), or strike out on their own? The Reformation and Counter Reformation
Baroque	1600–1750	Bernini, Caravaggio, van Haarlem, Hals, Lorraine, Poussin, Rembrandt, Rubens, Velázquez, Vermeer Landscapes: “drama in nature” (Ruisdael) Genre painting and still lifes, scenes of everyday life (in France, done by Chardin) Louis XIV builds Versailles	J. S. Bach, Handel, Lully, Purcell, Rameau, Scarlatti, Vivaldi	<ul style="list-style-type: none"> Art is characterized by ornamentation and curved rather than straight lines. Dutch painting is smaller because it has more middle-class patrons. It features scenes of maritime trade, banking and commerce, portraiture, and still lifes. English painting is inspired by art from the Netherlands and emphasizes portraiture; van Dyck worked in England and painted Charles I. French Academy is founded in 1648. Under Louis XIV, the center of art moves from Rome to Paris. Colbert’s executive manager, Le Brun, becomes the director of the Academy. Centralization of art in the service of the state for “la gloire de la France!” French art reflects its location between Italy and Holland. Absolutism Classical ballet Classical theater Scientific Revolution Descartes English Civil War and Restoration

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
Rococo Or Baroque run amok	1700-89	Boucher, Fragonard, Hogarth, Rigaud (painted Louis XIV), Watteau Frederick the Great builds Sans Souci	Couperin	<ul style="list-style-type: none"> • Art is lighter and less formal than that of the Baroque and has a smaller scale, an increased focus on nobles, and portrays an artificial “never-never world.” • Prosperous Paris merchant-class wants “parade-dress portraits” by le Largilliere and Rigaud. • Increased participation and patronage of the arts by the flourishing <i>haute bourgeoisie</i> • Boom in porcelain factories: Sevres, Meissen, Wedgwood • Enlightened despotism • The Enlightenment • Philosophes, Rousseau • In literature: Goethe, Schiller
Neoclassicism On the way to full-blown romanticism; looks to ancient Greece and Rome for inspiration	1770–1820	Canova, David, Goya, Gros, Ingres, Vigée Le Brun	Beethoven, Cherubini, Gluck, Haydn, Mozart, Rossini, Schubert	<ul style="list-style-type: none"> • French Revolution to end of Napoleonic Wars • Beginnings of nationalism
Romanticism, Naturalism, and the Barbizon School An emotional reaction against the neoclassical	1800-50 (1820–1900 for music)	Corot, Delacroix <i>(Liberty Leading the People)</i> , Géricault (<i>Raft of the Medusa</i>), Millet, Rousseau, Rude	Beethoven, Berlioz, Bizet, Brahms, Chopin, Dvořák, Franck, Liszt, Mahler, Mendelssohn, Mussorgsky, Puccini, Rossini, Saint-Saens, Schubert, Schumann, J. Strauss, Jr. (a.k.a. the Waltz King), R. Strauss, Tchaikovsky, Verdi, Wagner, Weber	<ul style="list-style-type: none"> • Art is characterized by a glorification of the past as well as the use of nature, patriotism, heroism, the supernatural, and cute peasants. The emphasis is on feeling, not reason. • In literature: Blake, Byron, Dumas, Gautier, Hugo, Keats, Sand, Scott, Shelley

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Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<p>Realism Slightly grittier and with more attention to social problems and social context</p> <p>(In literature, followed by naturalism)</p>	1850-80	Courbet, Daumier (is to his time what Hogarth was to his), Eiffel (designed the tower of the same name), Haussmann, Millet		<ul style="list-style-type: none"> • Art is characterized by the depiction of real people and events. It portrays peasants and workers who are not cute. Based on fact and not emotion, the art goes with positivism and Realpolitik. • In literature: Balzac, Baudelaire, Dickens, Ibsen, Maupassant, Nietzsche, Proust, Zola • Industrial progress; trains
<p>Impressionism Gets its name from Monet's painting <i>Impression: Sunrise</i>, shown at the Salon des Refusés in 1874</p> <p>Postimpressionism</p>	1870–1905	Cassatt, Cézanne, Degas, Gauguin, Seurat (<i>Sunday Afternoon on the Island of La Grande Jatte</i>), Manet, Monet, Munch (<i>The Scream</i>), Renoir, Rodin, Sisley, Toulouse-Lautrec, Van Gogh	Debussy, Fauré, Ravel	<ul style="list-style-type: none"> • Impressionism is characterized by the use of new subject matter and a new way of looking at the world. The everyday life of the middle class becomes an acceptable subject for high art. Artists discover that painting in the outdoors allows them to study the play of light. Identified with La Belle Époque. • Postimpressionism is composed of a variety of styles that use impressionism as a jumping off point, including pointillism, a technique that allows viewers' eyes to mix small dots of color.
<p>Symbolism and Art Nouveau A romantic response to realism</p> <p>Pre-Raphaelite (in England)</p>	1890–1914	Beardsley, Klimt, Moreau, Munch (<i>The Scream</i>), Millais, Puvis de Chavannes, Redon, Rossetti, Toulouse-Lautrec		<ul style="list-style-type: none"> • If art is decadent between 1890 and 1910, identify it with fin de siècle. • Symbolism relies on romanticism, eerie supernaturalism, apparitions, and dreams. • Symbolism and decoration in Vienna is done by the Secessionists. • Pre-Raphaelites emulate the style and subject of the art that was done before the time of Raphael. • Art nouveau pervades all aspects of art and design: publishing and printing, interior decorations, and furniture. The integrity of the craftsmanship is important.

Period	Dates	Artists	Music	Important Ideas, Events, People, and More
<p>Modern Artists are influenced by Freud, Einstein, WWI and II, and the atomic age</p>	<p>20th century</p>	<p>Boccioni (<i>Unique Forms of Continuity in Space</i>), Brancusi, Braque, Caillebotte, Calder, Chagall, de Chirico, Dali, Dix, Dubuffet, Duchamp, Ernst, Giacometti, Grosz, Kandinsky, Kirchner, Klee, Kollwitz, de Kooning, Magritte, Maillol, Matisse (one of Les Fauves, the “Wild Beasts”), Miro, Modigliani, Moore, Nolde, Picasso, Pollack, Roualt, Warhol</p>	<p>Bartok, Britten, Berg, Gershwin, Poulenc, Prokofiev, Satie, Schönberg, Shostakovich, Strauss, Stravinsky, Webern</p>	<ul style="list-style-type: none"> • Realism (a different kind than that which followed romanticism) is a response to WWI and postwar decadence, especially in Germany. • Cubism breaks forms into geometric shapes and planes, showing all sides of a form at once. • Expressionism looks within to a world of emotional and psychological states. • Futurism, a fascist-flavored Italian art movement, glorifies industrialization and all aspects of modernity. • Dadaism is a response to the horrors of WWI. Nihilistic and against order and reason, it challenges polite society. • Surrealism depicts dream fantasies, memory images, and visual paradoxes. • Social realism is artists’ protest against the intolerable conditions besetting humankind. Do not confuse it with Socialist realism, the official art of Soviet Russia, especially under Stalin. • Abstract expressionism analyzes, derives, detaches, geometrizes, and, in short, distills the essence from nature and sense experiences.

Maps You Absolutely Need to Know

Students see many maps in their textbooks, which can make them feel a little overloaded by the end of the year. Having a list like the one that follows helps them organize and prioritize the maps they see during the year. While this list may not exactly match the needs of your course, you can use it as a foundation on which to create one of your own.

1. Lands controlled by Charles V and the Holy Roman Empire
2. Lands contested and conquered by Louis XIV
3. 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. British and French empires, post-1871–1945
9. Africa, 1885–1914
10. Europe after World War I
11. Europe after World War II
12. Europe after the fall of Communism

Writing Guides

A Style Sheet for History Writing

A good AP European History course should include a great deal of writing. The following style sheet provides students with some basic rules for writing and word usage. It gives them a good starting point as they work to improve their writing skills.

Basic Writing Mechanics

Less is more. Every word should add to your argument. If a word or phrase is not necessary for clarity or beauty, then leave it out.

Say what you mean.

Do not equivocate. Do not be tentative. Make assertions and then prove them with evidence.

Avoid wordiness.

- Do not write, “Doofus was able to burp”; do write, “Doofus burped.”
- Do not write, “Butch was a person who snored”; do write, “Butch snored.”

Do not abbreviate.

Do not use contractions.

Do not use colloquialisms.

Do not overuse the word *also*.

Use the active voice.

- Do not write, “The paper was written by Bubba”; do write, “Bubba wrote the paper.”

Do not use first or second person. Period. The end. That means no *I, you, we, me, your, our, or us*.

Use parallel construction. Remember to use *to* in a parallel construction with infinitives.

Ensure your verb tenses agree. Use all past tense or all present tense, but not a mixture of both. Almost always, past tense is best for history.

Always refer to authors and the people you are writing about by their last names only. Do not use titles, honorifics, and, above all, their first names. The use of first names is demeaning.

Double-space your typed work.

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Word Usage

Learn which form of a word is a noun and which is a verb.

- *Quote* is a verb, *quotation* is a noun.
- *Cite* is a verb, *citation* is a noun.
- *Hate* is a verb, *hatred* is a noun.
- *Impact* and *disrespect* are nouns and neither should be used as verbs in formal written English.

Use precise language, which involves knowing precisely what a word means. Do not confuse

- *want* with either *lack* or *desire*
- *economical* (tending to save money) with *economic* (having to do with the economy)
- *accept* (to agree to something) with *except* (to exclude)
- *affect* (to make a difference in something) with *effect* (to cause something or, alternatively, to be the result of something)

Do not use a big, fancy word when a smaller, simpler word will do.

- Instead of *scenario*, use *scene*.
- Instead of *utilize*, use *use*.
- Instead of *amongst*, use *among*.
- Instead of *betwixt*, use *between*.
- Instead of *amidst*, use *among*.

Use pronouns correctly: people *who* and things *that*.

Use adverbs with care.

- Do not use *lastly*; do use *finally*.
- Do not use numerical adverbs like *firstly* or *secondly*; do use *first* or *second*.
- Do not use *hopefully* when you mean *it is to be hoped* or *one hopes*.
- Adverbs like *definitely*, *really*, *very*, *greatly*, *strongly*, and *basically* weaken your writing.

Choose the correct preposition.

- Things are based *on* other things, not based *off of* other things.

If you can count something, use *number*; if you must measure something, use *amount*.

Do not write that a country or a leader was *upset* by something. Similarly, do not write that a country or leader was *happy* about something.

Refer to nations as *it* or *her* (the traditional style) but not as *they*.

Novels are always fiction. Do not write that a work is a novel if it is not.

Do not use *this* as a noun. When it is an adjective, it needs a noun to modify it. In general, after *this* you need a noun.

Person and *one* are singular. So are *everybody*, *everyone*, *no one*, and *nobody*. These words must be followed by singular pronouns like *he* or *she*. And, of course, the verbs must be singular as well.

Never use *would of*, *could of*, or *should of* for *would have*, *could have*, or *should have*. Never, never, never!

Phrases to Avoid Using

Do not start or end a paper with useless or obvious phrases like “The question I choose to answer is. . .,” “This paper is about. . .,” or “I am going to prove thus-and-and-such and use evidence.”

Do not begin a compare/contrast paper with a generic opening sentence like “This and that are very different but they also have similarities.”

Never start a sentence with “According to *Webster’s New Collegiate Dictionary* . . .” or any other dictionary reference.

Avoid such tired phrases as

- An author *goes on to say*
- Something is a *key factor*, or worse yet, something is *key*
- Anything (but especially an economy) is *in shambles*

Do not write *in conclusion*. If the reader cannot tell you are concluding, you have not done your best work.

Do not use *in order to*. Just use a nice active verb instead.

Avoid the construction, *It was then . . . that . . .* or *It was this person who . . .*

Spelling

Check your spelling before turning in your work. Use the spell-check tool on your computer-written work.

Words you should remember to distinguish correctly include:

- *Their*, *there*, and *they’re*
- *Your* and *you’re*
- *Its* and *it’s* (never use *it’s* in formal prose because it is a contraction)

Remember that *a lot* is two words—that is a lot!

Remember that there is *a rat* in *separate*.

Responding to Thematic Essay Questions

General Instructions

A checklist that identifies specific tasks helps students write more effective responses to the thematic essay questions (also known as the free-response question).

1. **Follow the “Style Sheet for History Writing”** in this appendix.
2. **Define your terms.**
3. **Decide what, if any, is the implied periodization in the question.** Be sure to tell the reader that you know what the dates signify. But sometimes the periodization of the question is intended only to suggest a broad period (e.g., “the seventeenth century”), and the beginning and end dates are not particularly significant. You will have to decide if the dates mentioned warrant special attention.
4. **Use examples to support your generalizations.** Identify dates, names, events, places. Detail is good.
5. **Consider potential problems with your evidence or argument.** Discuss how your thesis can account for these problems, or how they are irrelevant.
6. **Answer the question that has been asked** and let your Reader know that you are answering that question.
7. **Recognize the implicit structure the question dictates for the answer** or that is hiding within the question. When you answer the question, be explicit about the categories in the question as you respond to them.
8. **Look for *change over time*** and decide for yourself if it is a relevant factor in your answer.
9. **Do not bluff or try to twist the question to mean what you want it to mean** or to display what you know. Your Reader will be able to tell. Even if your essay is great, if it does not answer the question, you will get a zero.

Specific Attack for the Thematic Essay Question

Remember: The main thing to do is to answer the question!

1. **Decide what the question is asking.**
 - Pay particular attention to the verbs in the question.
 - Consider the nature and scope of the question. Should your answer be chronological or topical? Should it be based on social, political, cultural, diplomatic, intellectual, or economic history?
 - Look within the question for an implicit structure for your essay.
2. **Think for a while and maybe make brief notes.**
3. **List the “magic words” for the topic.** Figure out what the “magic dates” signify. Remember that a magic word is “that without which there is no X.” For example, you cannot write an excellent essay on the Reformation without mentioning Martin Luther.

4. **Formulate a thesis.** Your thesis is the answer to whatever question you are investigating, or the answer to the question on the exam. Another way to put it is that your thesis is the statement that you are asserting is true, the veracity of which you will attempt to demonstrate in your essay response.
5. **Outline your response.**
6. **Write your essay.** Your first paragraph will include both your thesis and a preview of the evidence you will adduce. A superlative first paragraph will have an intriguing, artful, or clever beginning. In short, it will be more like literature.
 - Your first paragraph should set up the context of the question, linking the known to the unknown (what you will prove by the end of your essay).
 - You might consider using analogy or metaphor.
 - You might state a commonly held position, or misperception, and then attack it.
7. **Conclude your essay.** Your conclusion might follow one of the following standard formulae.
 - **Chronological/causal completion.** “And so it happened.”
 - **Contingency.** “If only X, then there would have been/have not been Y.”
 - **Continuity.** “And Europe would see the implications of it, such as . . . in the future.”
 - **Historical irony.** “That is the way it was, but they did not know it then.”
 - **Locational inevitability.** “It could not have happened anywhere else.”
 - **Locational tendency.** “That is why it happened *here* first/best.”
 - **Paradox or irony.** “And so on the surface it seems to mean X, but it really means Y . . .”; “It is both X and Y . . .”; or “In spite of trying to be X, it ended up being Y.”
 - **Unintended consequence (the Frankenstein effect).** “They created something they could not control.”
 - **Fugue ending.** Brings all of the melodies of your argument together in a nice round note. This kind of ending is especially good if you have used metaphor or simile at the beginning and throughout your essay.

Verbs for Thematic Essays

The prompts for the free-response questions in the AP Exam usually contain important words that identify the task of the essay that is to be written. Students should learn to recognize these words and respond appropriately. Students who understand *what* the question is asking them to do will almost always write better essay responses. Some of the following explanations can also be found in the Course Description.⁹

Analyze: Determine the nature and relationship of the component parts; explain the importance of; break down.

Assess: Judge the value or character of something; appraise; evaluate; decide how true or false a statement is.

9. AP European History Course Description, 22.

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Compare: Examine for the purpose of noting similarities and differences, focusing more on the similarities.

Contrast: Compare to show the unlikeness or points of difference.

Criticize: Make judgments as to merits and faults; criticism may approve or disapprove or both.

Define: Give the meaning of a word, phrase, or concept; determine or fix the boundaries or extent.

Describe: Give an account; tell about; give a word picture of.

Discuss or Examine: Talk over; write about; consider by argument or from various points of view; debate; present the different sides of.

Enumerate or List: Mention or itemize separately; name one after another.

Evaluate: Give the good points and the bad; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.

Explain: Make clear or plain; make known in detail; tell the meaning of; make clear the causes or reasons for.

Illustrate: Make clear or intelligible by using examples.

Identify: Cite specific events, and/or phenomena, and show a connection.

Interpret: Explain the meaning; make plain; present your thinking about.

Justify: Show good reasons; present your evidence; offer facts to support your position.

Prove: Establish the truth of something by giving factual evidence or logical reasons.

Relate: Show how things connect with each other or how one causes another.

Summarize: State or express in concise form; give the main points briefly.

To what extent: Tell how far something goes on an imaginary continuum; another way to envision this directive is as a balance. Does the scale tip one way or the other? A lot or just a little?

Trace: Follow the course.

Terms to Use When Making Comparisons/Contrasts

Many free-response questions ask students to compare and/or contrast two or more things. The following word lists can be useful in helping them to start writing.

Analogous to . . .

Are related to . . .

As well as . . .

At the same time . . .

Both . . .

Contrasts with . . .
 Corresponds to . . .
 Despite . . .
 Each . . .
 However . . .
 In contrast to . . .
 Is comparable to . . .
 Is different from . . .
 Is similar to . . .
 Likewise . . .
 Not only . . . but also . . .
 On the other hand . . .
 Rejects . . .
 Still . . .
 While . . .
 Yet . . .

Note to Students: When you write compare-and-contrast essays, you must not merely list the attributes of each topic, you must relate their similarities and differences to each other. Sometimes a compare-and-contrast question is constructed to require you to note how things are different as well as how things are the same. To be safe, if you do not see many differences you should explicitly note that there are overwhelming similarities and that the differences are insignificant.

Can You Do the DBQ?

Effective performance on the AP Exam's document-based question (DBQ) involves several different skills. This writing guide encapsulates the main aspects of these skills and provides students with pointers for writing better responses to the DBQ.

How to Interrogate a Document

1. What is the document?
2. Who wrote the document?
3. When and where was the document written?
4. Why was the document written?
5. Who was the document's intended audience?
6. What does the document say?
7. Finally, what does the document mean?

Specifics for Writing Your DBQ Response

1. Formulate a thesis about history, not merely about the documents. *Make sure your thesis answers the question!*
2. Focus your discussion on the documents and the inferences you can draw from them.

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3. Use all of the documents.
4. Do not quote extensively; long quotations are bad.
5. A good DBQ *analyzes* and *draws conclusions* from the documents. You should avoid the “laundry list” approach; that is, do not merely summarize each document.
6. Look for trends of *change over time* in the documents. (Sometimes change over time is not a relevant factor in the question, so look for it but do not think that it is always required.)
7. Refer to the content, or the author, of the document so specifically in your text that the reader cannot help but recognize the document you are referring to without your having to cite it in parentheses.
8. According to the AP Exam Readers, indicators of analysis include:
 - Analytical essay structure (thesis, discussion with evidence, conclusion)
 - Organization of evidence in categories, especially ones not specified in the question itself (grouping is good)
 - Frequent reference to the terms of the question
 - Combination/juxtaposition of documents
 - Recognition of contradictions and ambiguities in documents
 - Reference to the *point of view* and the *purpose* of the document

The Basic Core-Scoring Guide

You must earn the first six basic core points of the AP Exam’s Core-Scoring Guide for the DBQ before you can receive the three optional points from the expanded core. You will earn the six points by ensuring your essay accomplishes the following tasks:

- Provides an appropriate, explicitly stated thesis that directly addresses all parts of the question and does NOT simply restate the question.
- Discusses a majority of the documents individually and specifically.
- Demonstrates understanding of the basic meaning of a majority of the documents.
- Supports the thesis with appropriate interpretations of a majority of the documents.
- Analyzes the documents by explicitly grouping them in at least three appropriate ways.
- Takes into account both the sources of the documents and the authors’ points of view in three separate instances.

Grouping Documents for the DBQ

The DBQ requires students to group the documents in three different ways. This writing guide lists for students the various ways in which the documents may be organized.

When responding to a DBQ, your groupings need to be *relevant* and *valid*. You may not merely discuss authors whose last names all begin with Q and receive credit for a valid grouping. When grouping documents, take the following criteria into consideration.

Documents can be grouped by their

- **Type** (e.g., letter, book, diary, political platform, government document, statistics, newspaper account, business records, etc.)
- **Period** in which the documents were written
- **Point of view** (e.g., you may also make a group of two or more documents whose points of view disagree with each other; the idea is to show that you can combine and juxtapose the ideas and you recognize that the documents are “talking” to each other.)

Documents can also be grouped by their authors’

- **Gender**
- **Education, occupation, or social or economic class**
- **Nationality**
- **Religion**
- **Location** (e.g., rural, urban, Paris, etc.)
- **Ideology**

Applying Point of View (POV)

The AP Readers require evidence that proves students understand POV in at least three **explicit** instances. Even if you group documents by POV, you must discuss POV in three separate documents. In general the idea is to analyze the *motivation* or *reliability* of the sources. For example, a statement made by a well-respected authority on a subject is probably more reliable for factual content than is political propaganda. Or, a diary entry is probably more reliable for revealing the true thoughts of a person than an official public statement. The list that follows identifies for students ways in which they can demonstrate to Readers their ability to apply POV to the DBQ documents.

- **Referencing Internal Bias.** You can reference the internal bias you see in the document. Examples of name calling, loaded language, and other kinds of rhetoric betray the author’s prejudices or biases.
- **Referencing External Bias.** You can reference the external bias you see in the document. What is the author’s self-interest that makes the author say the things you see in the document? Do people of certain groups usually construe issues in certain ways?
- **Exploring Influences.** You can write, “The author thinks (or says) X because the author wants (or needs or believes) Y.” When dealing with POV on the DBQ, you should explore how the author’s

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gender, occupation, class, religion, nationality, political position, or ethnic identity may have influenced the views expressed in the document.

Remember that it does not count as understanding POV if you merely say what the author of a document thinks. You are using POV when your discussion *accounts* for what the author *says*. Explain *why* someone holds a certain view or speaks about something in a certain tone.

You will not earn POV points merely for using attribution when you discuss the documents, even if you do it every time.

- **Showing Evidence.** It is not enough to merely say that someone was biased or prejudiced. To earn credit you must give the Reader your evidence that supports your assertion that someone is biased. The evidence may come from the document itself or from your understanding of the author's external bias.
- **Using Critical Analysis.** Do not accept every document you read as fact. Pay attention to the circumstances behind the creation of the document and its author's goals. You may discuss the reliability and accuracy of a source. By applying critical analysis, you demonstrate your ability to understand how author bias and type of document can influence a source's reliability.
- **Grouping Documents.** You can group some documents by author. When you do so, you show that you are aware that certain types of authors, by being in that certain type, share and express similar views. You may group and evaluate documents by type. Public documents like government statistics may be compared to private documents like diaries or letters.