



CHAPTER 1: INTRODUCTION

“History teaches everything including the future.”
Alphonse de Lamartine

The quote above captures two important principles for studying the history of Western civilization: the broad nature of history as well as its ongoing process. The political, military, and diplomatic history of the West has been well documented by countless historians, but history in its broadest sense also includes important social, cultural, intellectual, and economic events and trends. We may only begin to do justice to “everything” that has happened in the past by examining it through many lenses that help us to understand that no one aspect of history stands alone. Secondly, the past is not only connected to the present but to the future as well. It is a mistake to assume that all of history leads to a fixed point we call the present because events of the present inevitably influence the future in an ongoing story with no end in sight. These two underlying principles shape the AP European History curriculum with its focus on the time period from 1450 to the present.

Modern European history covers a lot of ground, both in terms of land space and time. How can one learn all of the history of Europe since 1450 in one school year? Clearly that is an impossible task. However, it is possible to learn the broad “story” of Europe by using some tools that help to connect the parts of the story from beginning to end (or present). Once you know the plot, you are in a good position to learn the sub-plots that in turn help make sense of all the facts that support the overall story. This kind of learning with thought enables a life-long expansion of knowledge that gives history meaning that enriches the present and shapes the future.

TOOLS FOR LEARNING HISTORY

What are these magical tools that transform the study of history? We will begin with these:

1) Think About the Big Picture – Really “big history” dwarfs the importance of the modern European era if we put it within the context of the history of the universe. Even though the AP European course begins rather arbitrarily in 1450, the limited time line since then still means that the “story” of modern European history is very big. It is important to identify “**marker events**” that make a difference in the course of history, and to distinguish them from the myriad of details that can make us feel that history is just a bunch of unrelated facts.

2) Think About Themes – An important tool in organizing and understanding history is thinking about themes, or unifying threads, that may be separated, even though they often intertwine. The themes in the AP European History curriculum that may be followed throughout are these six: the interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; the individual and society; and European and national identity.

AP EUROPEAN HISTORY THEMES

The AP European History course is organized around six major themes, or topics, as follows:

Interaction of Europe and the world – This theme explores the reasons that Europeans have sought interactions and contacts with others, as well as the technological, intellectual, and political developments that have allowed those interactions and contacts to occur. This theme also examines the impact of global contacts on Europe and in turn, European influence on other parts of the world.

Poverty and prosperity – This theme focuses on the development of capitalism as an economic system and the important role that Europe played in shaping its development. Poverty and prosperity also examines the social and cultural impacts of capitalism in Europe and explores the causes and consequences of economic inequality in various European societies as well as individual, political, and group reactions to economic inequality.

Objective knowledge and subjective visions – This theme follows the evolution of European intellectual thought from 1450 to the present. First, it analyzes the roles of traditional sources of authority – such as the church and classical civilizations – on the creation and transmission of knowledge. This theme also explores the changes brought by reliance on the scientific method and reason as shaped by Enlightenment thought. A third focus is the questioning of the value of objective thought and analysis beginning in the 19th century with an emphasis on subjective and non-rational interpretations of reality.

States and other institutions of power – This theme analyzes the changing forms of governments in Europe since 1450, including the development of and reactions to democratic structures and practices. It also explores the development of civil institutions over time as political institutions have evolved. An important focus is the development of nation-states, shaped by war and diplomacy, and the role that the concept of balance of power has played in inter-European relations.

Individual and society – This theme focuses on changes and continuities over time in European families, class, and social groups. It examines tensions that have arisen as changes have occurred, as well as the impact of change on the fortunes of specific groups within European society.

National and European Identity – This theme explores the changes and continuities in regional, cultural, national, and European identity that have developed over time. Europeans have identified with various groups, ranging from small local groupings to nation-states and multinational organizations. The dynamics among these varying identities have shaped Europe profoundly, sometimes causing conflicts that have reverberated around the world. Over time, these dynamics have greatly impacted how Europeans see their place in the world.

3) Think About Chunks – The study of modern European history becomes more manageable if you “chunk it” into different time periods, a process called **periodization**. History textbooks often chunk content into regions, but periodization is much more than that. It requires a student to think cross-culturally about a time period and analyze interactions among different European societies, as well as changes in political, economic, or social arrangements within societies. Even though history is broken up into periods, you are still seeing the big picture because you are concerned with broad patterns and **“marker events”** that change the course of modern European history. Big picture events and trends that make one period distinct from another are generally cross-cultural in that they impact several areas of Europe and often other areas of the world, and they also often create change in more than one theme area. For example, an international war (such as World War II in the 20th century) that not only challenges government structures and officials, but also brings about major economic and social class changes is likely to be a marker event.

HISTORICAL TIME PERIODS

The curriculum framework for the AP European History course investigates course themes and concepts in four chronological time periods. Each period is weighted equally on the AP Exam.

Period 1: c.1450 to c. 1648

Period 2: c.1648 to c. 1815

Period 3: c.1815 to c. 1914

Period 4: c.1914 to the present.

4) Think comparatively – Another way to think carefully about history is to analyze through comparison that makes use of the big picture, themes, and chunks. For example, you may be interested in comparing political developments (a theme) in England and France during the 17th century (a chunk). If you think about how political developments in the two societies are different as well as similar, you gain a better understanding of both than you would if you just learned about them separately. You may compare many categories in history: societies or regions, belief systems (such as Catholicism and Protestantism), economic systems (such as capitalism and communism), revolutions (such as the English and French revolutions), or demographic patterns (such as different migrations of people from one area to another).

5) Think about continuity and change over time – To approach history as a story necessarily means that you must think about continuity and change over time. What happens in the beginning of the story? What events occur that makes the story change? What happens in the middle of the story that is caused by something that occurred earlier? How do all the events and characters that interact throughout the story influence the ending? Every time you tell a story, you are making connections among its various parts. In the same way, history is much more meaningful if you make connections across time periods.

What happened in Russia during the 18th century that shaped the events in that country of the 19th century? What happened in the 19th century that shaped the 20th century? How have events and people during all three time periods interacted to help explain modern day news stories from Russia? Just as importantly, you must think about continuity over time: despite the changes, what threads remain the same?

6) Think like a historian – We will never know all the events that have occurred in the past because knowledge of most of them has not been passed on to later generations. No one thought to tell their children about these occurrences, and so remembrance of them ceased when individuals died. However, some people, places, and events are remembered, sometimes through stories told around the fireside at night, or often through written records. Historians look at all kinds of evidence in order to reconstruct the past, including physical evidence left behind, such as remnants of buildings, pottery, and clothing. In order to find out what really happened, a historian (or history student) needs many skills, including the ability to analyze **perspective**, or point of view. The slave's view is usually different from the slaveholder's, and the conqueror usually doesn't see things the same way as the conquered. If a historian finds a letter from a 16th-century European nobleman that praises his king, the historian must take into account the nobleman's point of view. To a historian, history is not a collection of static facts, but is an exciting, dynamic puzzle that must be interpreted and analyzed.

7) Think about Causation – Historical events always have effects on later happenings, and so it is important to analyze and evaluate the interaction of multiple causes and/or effects. A good historian understands which events are related and which are not, and so distinguishing among coincidence, causation, and correlation are important skills to apply. A correlation exists when a change in one event or pattern coincides with a change in the other. Correlations are an indication that causality *may* be present; they do not necessarily indicate causation. Historical researchers seek to identify the causal link among events and patterns by collecting and analyzing data. Historians are interested in both short term and long term effects of events. For example, a short term effect of the French Revolution was the beheading of King Louis XVI. A long-term effect was to upset the balance of power in Europe and pave the way for new forms of government that transformed the continent.

8) Think about Contextualization – Historical thinking requires the connection of historical events and processes to both specific circumstances of time and place and to broader processes. Whereas the broad context for world history is the world, the broad context for European history is Europe. However, these contexts often intertwine, since events in all contexts are often intertwined. For example, Europe's involvement in the two 20th century world wars cannot be understood without considering the wars within the context of world history. Likewise, regional movements within Europe must always be considered within the context of the continent as a whole.

A WORD ABOUT GEOGRAPHY AND THE PHYSICAL ENVIRONMENT

Have you ever looked through an historical atlas of Europe to study changes in kingdoms, principalities, and countries? If you have, you know that change is the rule rather than the exception. Europe in 300 B.C.E. looked very similar physically to the continent today. If you pick out the familiar land and water shapes you realize that geological history moves at a much slower pace than political history. On the other hand, try to trace any European nation in existence today, and while some are older than others, you don't have to go very far back in history to find its origins. Yet no matter what time period you choose over the past 2000 years or so, the political imprint of human beings is there, and political change occurs much more rapidly than geological change.

Study the map on the opposite page by concentrating on the physical features of Europe that it reveals. Notice the land shapes and the lakes, seas, and oceans. Larger scale maps of different regions would of

course show many more physical features that are very similar to those that our ancestors in much earlier times were familiar with. Before people began transforming the landscape with their cultural imprints, physical geography shaped and limited their activities. These alterations became apparent first as people settled into agricultural communities and grew more profound with the growth of cities and eventually industry. In even the earliest civilizations, people devised and used maps that not only represented physical geography but their cultural transformations (such as cities and roads) as well. Today geography still shapes European countries, setting limitations and promoting the direction of their growth.



Physical Map of Europe

THE AP EUROPEAN HISTORY EXAM

The College Board administers AP exams each May during a two-week period. The AP European History Exam is offered during this time, with a total testing time of 3 hours and 15 minutes. Starting in May 2016, significant changes were made to the exam, not only in thematic emphases, but also in question styles. Some minor changes occurred in 2017 to be implemented in the 2018 exam. The questions are based on the themes identified in this book, and will require you to make use of historical thinking skills. The exam consists of four parts, organized into two sections:

Section 1:

Part A: Multiple-choice questions (55 questions, 55 minutes); 40%

Part B: Short answer questions (3 questions, 40 minutes); 20% (choice of two for question 3)

Section 2:

Part A: Document-based question (1 question, 60 minutes); 25%

Part B: Long-essay question (1 question, 40 minutes); 15%

The questions cover all periods in approximately these percentages: 25% for the period from 1450 to 1648; 25% for the period from 1648 to 1815; 25% for the period from 1815 to 1914; and 25% for the period since 1914.

Section I: Part A: Multiple-Choice Questions

The 55 multiple-choice questions test student knowledge of European history from 1450 to the present. Starting in May 2016, the questions will have only four answer-choices, as compared to five choices in previous years. A number of questions may be cross-chronological or may combine themes, and only a few questions cover the period since 1980. All areas of history are included: political, social, cultural, intellectual, economic, and diplomatic. The questions are challenging. Some points to keep in mind about the multiple-choice section are:

- On the exam, the College Board no longer subtracts one-fourth of the number of questions answered incorrectly from the number of questions answered correctly. Since there is no penalty for guessing, it is advisable to answer all questions the best that you can.
- The questions are organized into sets of two to five questions that ask students to respond to a primary or secondary source. These sources may be quotations, cartoons, or charts. While a set may focus on a particular time period, the questions may ask students to make connections to other time periods.

The multiple-choice questions require you to draw upon knowledge within the bounds of the curriculum framework, and each question will address one of the thematic learning objectives of the course. Most questions focus on one particular period of European history, but some ask you to make connections to the same thematic topic from another period. The questions assess your ability to interpret the stimulus material, but they also require outside knowledge of the historical issue at hand. This book provides many multiple-choice questions throughout that will help prepare you for Section I of the exam.

Section I, Part B: Short-answer questions

Part B consists of three short-answer questions that must be answered in 40 minutes. Questions 1 and 2 are required, but you will have a choice between questions 3 and 4. Question 3 is based on periods 1 and 2, and question 4 is based on periods 3 and 4. Short-answer questions are based on the thematic learning objectives for the course, but they do not require a thesis statement. Some questions have internal choices, but others do not. Many short-answer questions ask you to respond to a primary source, a historian's argument, or secondary sources such as data or maps. You must identify and analyze examples of historical evidence relevant to the question.

Section II: Free-Response Questions

Section II consists of 2 free-response questions that must be answered in 100 minutes. Since you can allocate your time in any way you wish during this part of the exam, it is important to not get bogged down too long in either one of the questions. Otherwise, you will not have enough time to properly answer both questions. Part A is a document-based question (DBQ) that includes a period for reading the documents and a period for writing the essay (a total of 60 minutes). In Part B, you will answer a thematic question in 40 minutes. The question asks you to use historical thinking skills to explain and analyze significant issues in European history. Both questions require the development of a thesis or argument supported by relevant, specific historical evidence.

Part A: The Document-based Question (DBQ)

The DBQ is designed to test your content knowledge, and also to measure your skills as an historian. The question is presented first, and is followed by a set of primary documents that must be read before the

question can be answered. Depending on the topic and focus, the question may or may not require you to discuss change over time. For example, look ahead to see the DBQ for Unit One. The question reads, “Analyze the motivations for the European voyages of discovery during the time period between the mid-15th and the mid-17th centuries.” Since you haven’t read Unit One yet, don’t worry if you can’t answer the question, but look at how it is worded. The question is followed by eight documents, each written by an individual from the time period. Some DBQs may include photographs, paintings, charts, maps, or graphs about the particular topic. Your task is to come up with a thesis, and then back it with your existing knowledge about the topic and with specific evidence from the documents. Imagine that you are a historian deeply involved in seeking the truth. Documents shed light on the truth, but each is only a small piece of the answer. How can you put them all together to come up with a solid thesis that provides insightful answers to the mysteries of the past? The DBQ exercise is meant to simulate the historian’s methods for interpreting the past.

Your response will be assessed according to a rubric with these basic guidelines:

- 1) **Thesis** – Answer the question, don’t just repeat it. A good thesis requires some judgment and interpretation of the evidence, and it must be squarely focused on the question. For example, in the Unit One DBQ, you should not just state that there were a number of motivations of the European voyages of discovery, but instead you should briefly describe what some of the main motivations were.
- 2) **Contextualization and additional evidence** – You must include a substantial amount of outside factual information that supports your thesis, so you need to organize your existing knowledge of the topic before you start writing and using the documents. You must demonstrate specific outside knowledge – information not included in the documents – in order to score well on the DBQ. The argument must be framed within a broad historical context that is immediately relevant to the question.
- 3) **Evidence** – You must make use of the documents in your response. You may refer to each document in any way you like, but it must be clear to the reader which one you are addressing. For example, you may refer to documents by number (Document 1), by author, or by a brief description. You must demonstrate understanding of the documents, and the documents must be used to support the thesis. You may use a particular quote from the document, or simply describe which part of the document you are using to support your thesis. Do not quote extensively from the documents because it is too time consuming; just make sure that your references are clear. You will receive either 1 or 2 points for your supporting evidence – you earn 2 points for making use of at least six documents, or you earn 1 point for making use of at least three documents.
- 4) **Analysis and Reasoning** – These are the heart of the historian’s necessary skills. Look carefully at who wrote the document and when it was written, and critically evaluate how objective the author might be. Clearly, all writers have their own points of view, so what they write will always be affected, even though what they have to say is usually still important to consider. Historians often look for evidence from different points of view to be sure that their analysis approximates what actually happened. Remember, you are seeking the truth, and documents should be evaluated for their reliability. On the exam, you will receive 1 point for explaining why the point of view of the author is relevant to your argument in at least three of the documents. For 2 points, you must demonstrate a complex understanding of the topic that is the focus of the question.

A Note about Grouping Documents – Don’t just list the documents and comment on each. You must group them in whatever ways make sense to you based on the question asked. Generally, there is no one formula for grouping. Instead, there is a range of possibilities. You may group chronologically, or you may group by region or culture or by theme. You may also group by authors that agree with one another. There is no one way to organize groups, but it is important that your groups are clearly identified. Again, imagine an historian separating documents into piles according to their point of view, or according to what aspect

DBQ RUBRIC		
A. THESIS (1 point)	The essay states a thesis that directly addresses all parts of the question.	The thesis must do more than restate the question and must consist of one or more sentences all in the same place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (1 point)	The essay must relate the topic to broader historical events, developments or processes.	The essay must clearly frame the topic within the context of the history surrounding it. A phrase or reference is not enough to earn the point.
C. EVIDENCE (0-3 points)	<p style="text-align: center;">Evidence from the documents</p> <p>1 point Uses the content of at least three documents to address the topic of the prompt.</p> <p>2 points Supports an argument in response to the prompt using at least six documents.</p> <p style="text-align: center;">Evidence beyond the documents</p> <p>1 point The essay uses at least one additional piece of specific historical evidence beyond that found in the documents that supports an argument about the prompt.</p>	<p>For one point, the essay must accurately describe (not simply quote) the content from at least three of the documents.</p> <p>For two points, the essay must accurately describe (not simply quote) the content from at least six documents. The essay must also use the content of the documents to support an argument in response to the prompt.</p> <p>For one point, the essay must describe the evidence, using more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>
D. ANALYSIS AND REASONING (0-2 points)	<p>1 point For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.</p> <p>1 point Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to support an argument that addresses the question.</p>	<p>The essay must explain how or why the document’s point of view, purpose, historical situation, or audience is relevant to an argument for each of the three documents cited.</p> <p>A complex understanding may be demonstrated in a number of ways, such as:</p> <ul style="list-style-type: none"> • Analyzing multiple variables that affect the issue addressed in the prompt • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple cases, or explaining both cause and effect • Explaining relevant connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence.

of the issue they are commenting on. For the DBQ, you must group in several ways, depending on the question.

PART B: Long Essay Question (35 Minutes)

For the long essay question, you will have a choice of three questions that explain and analyze significant issues in European history as defined by the thematic learning objectives. The question choices will focus on the same theme and skill but will focus on a different range of time periods.

- Option 1 – Period 1
- Option 2 – Periods 2-3
- Option 3 – Periods 3-4

Each question will target one of the following thinking skills:

- Continuity and Change Over Time
- Comparison
- Causation

Make your choices carefully based on the time period(s) you feel most comfortable writing about, and be sure that each essay meets the following criteria:

- **A relevant thesis** – It doesn't have to be complex, but the thesis must answer the question directly, and must not simply repeat the question.
- **Thorough answer** – Don't neglect to answer any part of the question. This means that it is important to read the question thoroughly, and in your planning outline, be sure to have a section for each part of the question.
- **Specific evidence** – You may choose to use any evidence that comes to mind, but it must directly substantiate your thesis and make your arguments more convincing. Clear, specific examples are usually helpful in coming up with successful arguments.
- **Clear, consistent, supportive organization** – A well-organized essay states a thesis clearly, and organizes supporting evidence clearly so that the reader can easily follow the main arguments. This criterion is best met if you outline your essay carefully before you actually begin to write.

For all the free-response questions, it is important to plan your answers carefully and to be sure that you answer ALL parts of the question. Once you know what to expect on the exam, the best preparation for the exam is to know your stuff. The questions do require reading and writing skills, but the surer you are of the material, the more likely you are to answer the questions correctly. This book provides the concepts and information, as well as plenty of practice questions that will prepare you for the exam.

LONG ESSAY QUESTION RUBRIC (6 points)		
A. THESIS (0-1 point)	The essay states a thesis that directly addresses all parts of the question.	The thesis must do more than restate the question and must consist of one or more sentences all in the same place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (0-1 point)	The essay describes a broader historical context relevant to the question.	The essay must clearly frame the topic within the context of the history surrounding it. A phrase or reference is not enough to earn the point.
C. EVIDENCE (0-2 points)	<p>1 point OR 2 points</p> <p>The essay provides examples of evidence relevant to the topic of the question.</p> <p>The essay supports an argument in response to the question using specific and relevant examples of evidence.</p>	<p>For one point, the essay must identify specific historical examples of evidence relevant to the topic of the question.</p> <p>For two points, the essay must use specific historical evidence to support an argument in response to the question.</p>
D. ANALYSIS AND REASONING (0-2 points)	<p>1 point OR 2 points</p> <p>The essay uses historical thinking skills (comparison, causation, change over time) to frame an argument that addresses the question.</p> <p>The essay demonstrates a complex understanding of the historical development of the question. The evidence provided must support an argument that addresses the question.</p>	<p>For one point, the essay must demonstrate the use of historical reasoning to frame an argument, although the reasoning might be uneven or incomplete.</p> <p>For two points, the essay must demonstrate a complex understanding of the topic.</p> <p>A complex understanding may be demonstrated in a number of ways, such as:</p> <ul style="list-style-type: none"> • Analyzing multiple variables that affect the issue addressed in the prompt • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple cases, or explaining both cause and effect • Explaining relevant connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence.

THE ORGANIZATION OF THE BOOK

This book is organized to help you to learn historical thinking skills and to understand important themes that run throughout modern European history. It begins with a chapter on medieval European History, which won't be tested on the College Board Exam, but it gives a background to the important changes that began to happen about 1450. The rest of the book is organized by these four time periods:

- c.1450 - c.1648
- c.1648 - c.1815
- c.1815 - c.1914
- c.1914 to the Present

Throughout the book, the historical thinking skills are highlighted in these features:

HISTORICAL THINKING SKILLS	
	Continuity and Change Over Time
	Comparison
	Examining the Evidence
	Marker Event
	Original Document
	Perspectives

In addition, periodization is addressed with "Big Picture" features that highlight major concepts that distinguish one time period from another.



Throughout the book, the thematic learning objectives are highlighted in these features:

THEMATIC LEARNING OBJECTIVES

	Interaction of Europe and the World
	Poverty and Prosperity
	Objective Knowledge and Subjective Visions
	States and Other Institutions of Power
	Individual and Society
	National and European Identity

These themes and tools for learning will help you to understand the broad “story” of Europe as well as the sub-plots that in turn help make sense of the facts that support the overall story. Hopefully, your study of the past will prove Alphonse de Lamartine to be right when he said, “History teaches everything including the future.”