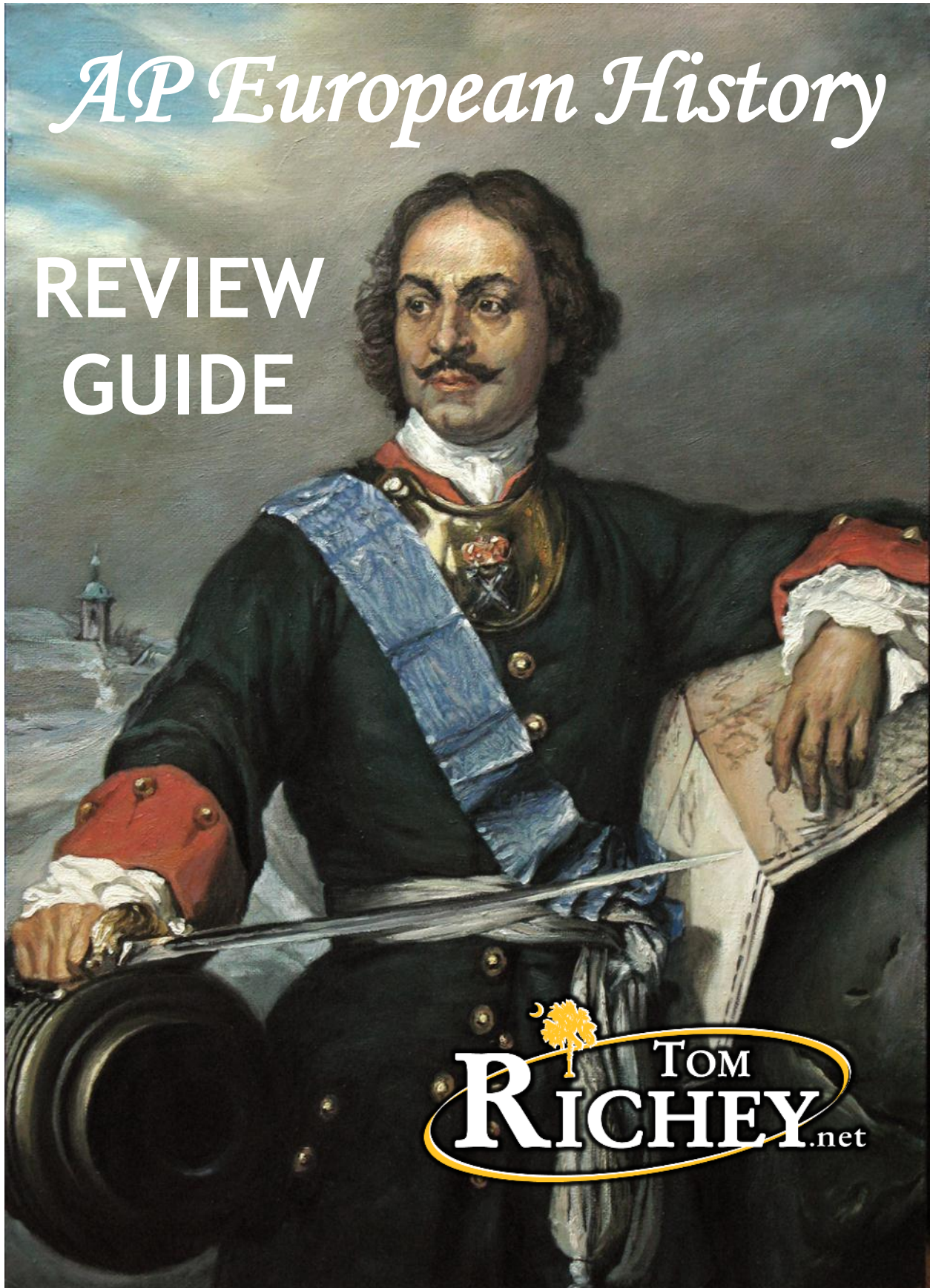


AP European History

REVIEW GUIDE




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AP EURO REVIEW SHEET #1:

European Wars

For each of the following wars, make simple notes of the following :

Causes, Course, Consequences, Conquerors, Conquered

Hundred Years' War (1337-1453)

Fall of Constantinople (1453)

Reconquista (Completed in 1492)

War of the Roses (1455-1485)

Ottoman-Hapsburg Wars (1526-1791)

Key Battles: Siege of Vienna (1529) ← Marked end of the Ottoman Empire's expansion into Europe

Defeat of the Spanish Armada (1588)

French Wars of Religion (1562-1598)

Thirty Years' War (1618-1648)

English Civil War (1641-1651)

War of Spanish Succession (1701-1714)

Great Northern War (1700-1721)

Key Battles: Narva, Poltava

Seven Years' War [a.k.a., French and Indian War] (1756-1763)

American Revolutionary War (1775-1783)

Napoleonic Wars (1803-1815)

Key Battles: Austerlitz, Waterloo

Crimean War (1853-1856)

Wars of German Unification

Austro-Prussian War (1866)

Franco-Prussian War (1870-1871)

World War I (1914-1918)

World War II (1939-1945)

Key Campaigns: Operation Torch, Battle of Britain, D-Day, Battle of the Bulge

AP EURO REVIEW SHEET #2: *Treaties and International Agreements*

Treaty of Tordesillas (1494)

Divided the “New World” between Spain and Portugal

Treaty of Westphalia (1648)

Ended the Thirty Years’ War and established international boundaries

Treaty of Utrecht (1713)

Ended the War of Spanish Succession (and Louis XIV’s Wars)

After fighting the British-led coalition to a stalemate in the War of Spanish Succession, it was agreed that Louis XIV’s grandson would be placed on the Spanish throne under the condition that the French and Spanish monarchies would never be united. The French and Spanish Bourbons each renounced any claims to the other throne.

Treaty of Versailles (1919)

Ended World War I

GOOD COP

Woodrow Wilson’s Fourteen Points

Freedom of the Seas, Open Treaty Negotiations,
Self-determination of Peoples, League of Nations,
etc.

BAD COP

Article 231 – German “War Guilt Clause”

Germany obligated to pay reparations to the victors

North Atlantic Treaty Organization (NATO) (1949)

Collective Defense Pact – Western Europe and North America

NATO still exists and now includes many former members of the Warsaw Pact (below).
France pulled out of the military structure of NATO in 1966.

The Warsaw Pact (1955)

Collective Defense Pact – Eastern Bloc (Communists)

Founded in response to NATO
The Warsaw Pact was disestablished in 1991.

Maastricht Treaty (1991)

Created the European Union

AP EURO REVIEW SHEET #3:

The Balance of Power

http://en.wikipedia.org/wiki/European_balance_of_power

Hapsburgs, Bourbons, and British (Seventeenth Century)

British: Keep any royal house from establishing a universal monarchy on the continent (a la Napoleon)

Hapsburgs: Two branches of this family held the crowns of Austria, Spain, and the Holy Roman Empire

Bourbons: New royal house of France with ambitions of expanding

In the late seventeenth/early eighteenth century, Louis XIV constituted the single greatest threat to the Balance of Power. The Treaty of Utrecht (1713) ended Louis' expansionism, but did place a Bourbon on the Spanish throne.

The "Great Powers" (Eighteenth Century)

France, Britain, Austria, Prussia, and Russia

Partitioning of Poland

Prussia, Russia, and Austria agree to partition Poland, a weak confederation of nobles with an elected king. Since all three nations participated, the Balance of Power was not threatened.

Concert of Europe (1815-1878)

Established at the Congress of Vienna

Post-Napoleonic effort to maintain cooperation amongst the Great Powers to stop revolutionary movements and prevent another Napoleon-type figure from disrupting the Balance of Power. There were no continent-wide wars between 1815 and 1914, so this arrangement was pretty successful. The arrangement showed signs of fragmentation in the late nineteenth century.

German Unification (1871)

German Unification was a major event that disrupted the Balance of Power in Europe through WWII.

League of Nations (1919-1939)

International Body Created by the Versailles Treaty

Goal: To prevent war through disarmament and collective defense... that worked out well! The United States never joined and the organization basically disintegrated during World War II.

The Cold War (1946-1991)

NATO vs. Warsaw Pact

This time, the alliance system worked! The Balance of Power was modified after World War II with the partitioning of Germany and the entry of the United States into active association with

The European Union (1991-Present)

AP EURO REVIEW SHEET #4:

Monarchs, Intellectuals, Religious and Political Leaders

I made this list using exclusively names that came to my head. These individuals are what I would consider the bare essentials for anyone claiming to be at least somewhat literate in European history.

The Renaissance

Italian Renaissance

Petrarch
Machiavelli
Lorenzo de Medici

Northern Renaissance

Thomas More
Desiderius Erasmus

The "New Monarchs"

England

Henry VII

Spain

Ferdinand and Isabella

The Age of Exploration

Prince Henry the Navigator
Vasco da Gama
Christopher Columbus

The Reformation

Johann Tetzel
Martin Luther
Pope Leo X
Charles V (HR Emperor)
John Calvin
Ulrich Zwingli
Henry VIII
Catherine of Aragon
Anne Boleyn
Edward VI
Elizabeth I
Mary I
Thomas Cranmer
John Knox
Ignatius Loyola
Theresa of Avila

Wars of Religion

Catherine de Medici
Ferdinand II (HR Emperor)
Cardinal Richelieu
Gustavus Adolphus
Henry IV of France

The Age of Absolutism

Louis XIV
Cardinal Mazarin
Jean-Baptiste Colbert

Peter the Great
Frederick, the Great Elector
Maria-Theresa (Austria)

English Constitutionalism

The Stuarts

James I
Charles I
Charles II
James II

Oliver Cromwell
John Locke
William III and Mary II
Queen Anne

Philosophers

Jacques Bossuet
Jean Bodin
Thomas Hobbes
John Locke

The Scientific Revolution

Copernicus
Galileo
Francis Bacon
Isaac Newton
Rene Descartes

The Enlightenment

Montesquieu
Voltaire
Denis Diderot
David Hume
Immanuel Kant
Jean-Jacques Rousseau

Enlightened Absolutism

Catherine the Great (Russia)
Frederick the Great (Prussia)
Joseph II (Austria)

The French Revolution and Napoleon

Louis XVI
Marie Antoinette
Edmund Burke (as a critic of)
Mary Wollstonecraft
Marquis de Lafayette
Abbe Sieyes
Jean-Paul Marat
Robespierre
Olympe de Gouges
Danton
Napoleon Bonaparte
Arthur Wellesley, Duke of Wellington

AP EURO REVIEW SHEET #4:

Monarchs, Intellectuals, Religious and Political Leaders

(Continued)

Early Nineteenth Century

Congress of Vienna/Conservatism

Klemens von Metternich

Alexander I of Russia

The Industrial Revolution

James Watt

Thomas Malthus

David Ricardo

Liberalism

Adam Smith

Frederic Bastiat

Socialism

Karl Marx

Romanticism

William Blake

Late Nineteenth Century

Queen Victoria

Benjamin Disraeli

William Gladstone

Sir Cecil Rhodes

Capt. Alfred Dreyfus

Theodor Herzl

Charles Darwin

Otto von Bismarck

Alexander II of Russia

Alexander III of Russia

World War I

Archduke Franz Ferdinand

Wilhelm II ("Kaiser Bill")

David Lloyd George

Georges Clemenceau

Woodrow Wilson

Russian Revolution

Nicholas II

Rasputin

Vladimir Lenin

Modernism

Sigmund Freud

Frederich Nietzsche

Totalitarian Dictators and WWII

Benito Mussolini

Joseph Stalin

Adolf Hitler

Neville Chamberlain

Winston Churchill

Franklin D. Roosevelt

Gen. Charles de Gaulle

Field Marshal Bernard Montgomery

Gen. Dwight D. Eisenhower

The Cold War

Harry Truman

Nikita Khrushchev

John F. Kennedy

Leonid Brezhnev

Mikhail Gorbachev

Ronald Reagan

Contemporary Europe

Simone de Beauvoir

Margaret Thatcher

Boris Yeltsin

Tony Blair

AP EURO REVIEW SHEET #5:

Understanding Women

(enough for the AP exam, at least!)

First off, the Roman Catholic Church has **NEVER** seriously considered ordaining women into the priesthood or relaxing restrictions on birth control. There will likely be a question on the exam about the Catholic Church and ordaining women will be a distractor.

<p>16th Century (1500s)</p>	<p>Although some women (e.g., Elizabeth I) reigned as monarchs and wielded a great deal of power, most women in Early Modern Europe had</p> <p>No Political or Property Rights Women expected to be subordinate to their husbands (if married) or fathers (if unmarried)</p> <p>Renaissance: Increased access to educational opportunities for upper-class women but they were expected to remain in the domestic sphere (some wealthy women [e.g., Isabella d'Este] patronized the arts).</p>
<p>17th Century (1600s)</p>	<p>The Influence of Protestantism</p> <ul style="list-style-type: none"> • Convents and Nunneries Abolished • Ministers Allowed to Marry • Women Encouraged to Learn to Read <ul style="list-style-type: none"> • To study the Bible (to become a better wife & mother) <div style="border: 1px solid black; padding: 5px; margin-left: 20px;"> <p><i>Mr. Prodan graciously contributed to this section.</i></p> </div>
<p>18th Century (1700s)</p>	<p>ENLIGHTENMENT: Wealthy women hosted salons, while some educated women published books and papers and participated in intellectual life.</p> <p>FRENCH REVOLUTION: Beginnings of feminist movement (Wollstonecraft)</p> <p>INDUSTRIAL REVOLUTION: Lower class women worked in textile mills</p>
<p>19th Century (1800s)</p>	<p>LIMITED PROPERTY RIGHTS: Late 18th / Early 19th Century</p> <p>DOMESTIC SERVANTS: 18th and 19th centuries</p> <p>CULT OF DOMESTICITY – Confined to domestic sphere in Victorian Era</p>
<p>20th Century (1900s)</p>	<p>Before the twentieth century, most secretaries were MEN. Women started doing secretarial work in the twentieth century.</p> <p>Before the twentieth century, it was <i>unusual</i> to see women in the “professions” (medicine, law, etc.)</p> <p>VOTING: During World War I, women worked in the armaments industry. Just like in the United States, several European nations recognized the rights of women to vote (suffrage) between 1915-1930.</p> <p>EQUAL PAY: No one really discussed this until after World War II</p>

AP EURO REVIEW SHEET #6: ***Timeline of Key Dates***

NOTE: THIS IS A WORK IN PROGRESS.

If you think something else should be included, please let me know! (tr@tomrichey.net)

1453	Fall of Constantinople
1490-1527	The “High Renaissance” (think 1500 as a generic peak)
1517	Martin Luther’s 95 Theses (Begin Reformation)
1648	Peace of Westphalia (END Thirty Years’ War)
1649	Charles I Beheaded (English Civil War)
1689	Glorious Revolution / English Bill of Rights
1789	Estates General (French Revolution Begins)
1815	Napoleon Defeated / Congress of Vienna
1848	Revolutions of 1848
1914-1918	World War I
1939-1945	World War II
1989	Fall of the Berlin Wall (End of Cold War)
1991	Fall of USSR / Maastricht Treaty (EU)

AP EUROPEAN HISTORY

UNIT 1 STUDY GUIDE:

The Renaissance



Humanism and the Italian Renaissance

[Video Lecture Available on YouTube](#)

The Values of the Renaissance:

1. _____
2. _____
3. _____

The Vehicles of the Renaissance:

4. _____
5. _____

Patronage:

What Florentine family was known for their generous patronage of the arts & philosophy? _____

Textual Criticism:

Renaissance humanists preferred to read ancient texts in the (original / vernacular) languages.

Humanism

Humanists have a fascination with the following types of literature:

1. _____
2. _____
3. Biblical

*These three types of literature (especially the first two) are known as **classical literature**.*

_____ was known as the “Father of Humanism” and was known for his poetry.

_____, a Roman writer, had a major impact on the development of the Renaissance – especially in the development of the humanist education curriculum.

Lorenzo _____ used textual criticism to expose the *Donation of Constantine* as a forgery.

Renaissance Art

[Video Lecture Available on YouTube](#)

Characteristics of Renaissance Art:

1. _____
2. _____
3. _____
4. _____

Renaissance Architecture (Key Characteristics):

Identify THREE works of Renaissance Art, citing the artist, the name, and the significance of the work:

1. _____

2. _____

3. _____

Civic Humanism

Renaissance education was designed to cultivate civic virtue in young men who were preparing to enter professional jobs and government service. **What is civic virtue?**

Civic Humanists:

Machiavelli

[Video Lecture Available on YouTube](#)

Castiglione

The Northern Renaissance

[Video Lecture Available on YouTube](#)

Students should be able to compare the Northern and Italian Renaissance and be familiar with the key figures of the Northern Renaissance and their major works.

Compared to the Italian Renaissance, the Northern Renaissance was...

- 1.
- 2.

What did the Italian and Northern Renaissance have in common?

Northern Renaissance Writers:

Thomas More

Erasmus

The New Monarchies

[Video Lecture Available on YouTube](#)

	SPAIN	ENGLAND
<i>New Monarchs</i>		
<i>Major Wars</i>		
<i>What methods did these monarchs use to consolidate power?</i>		

The New Monarchs, in general, increased the power of the monarchy as the power of the _____ and the _____ declined.

The Age of Exploration and Discovery

[Video Lecture Available on YouTube](#)

Three G's: G _____, G _____, and G _____

Motives:

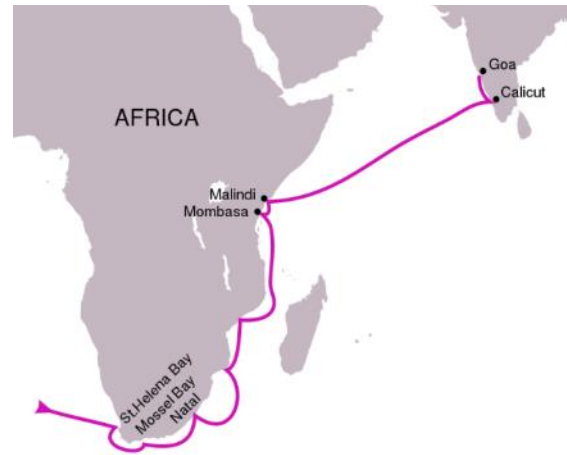
1. **Economic** – All water route
2. **Religious** – P _____ J _____

PORTUGAL

Prince Henry the Navigator

SPAIN

Vasco da Gama



Columbus

Magellan

RESULT of the Age of Exploration of Discovery:

How did this masive expansion of trade affect Europe and the World?

UNIT 2 STUDY GUIDE: *The Protestant Reformation(s)*



Problems in the Catholic Church (Sixteenth Century):

YouTube: [Causes of the Reformation](#)

Martin Luther's Reformation

YouTube: Martin Luther's Reformation
What is Purgatory?

Johann Tetzel

Martin Luther

95 Theses

Frederick of Saxony

Charles V

[Diet of Worms](#) (1521)

German Peasants' Revolt (1524-1525)

[Peace of Augsburg](#)
(1555)

cuius regio, eius religio (_____)

Choices: _____ or _____

Counter-Reformation

YouTube: [The Counter-Reformation](#)

Ignatius Loyola

Society of _____ (a.k.a., _____)

Teresa of Avila

Council of Trent (1545-1563)

What Changed?

What Didn't Change?

THE EUCHARIST

TRANSUBSTANTIATION
(Roman Catholic)



CONSUBSTANTIATION
(Luther/Calvin)

MEMORIAL
(Zwingli/Anabaptists)

YouTube: [Transubstantiation Explained](#)

PROTESTANT REFORMATION GRAPHIC ORGANIZER

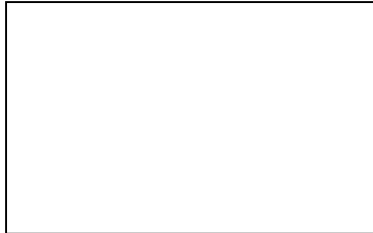
CATHOLICISM (The Status Quo)	ENGLAND (Conservative Reform)	LUTHER (Moderate Reform)	CALVINISM (Radical Reform)
<u>WATCH ON YOUTUBE</u>	<u>WATCH ON YOUTUBE</u>	<u>WATCH ON YOUTUBE</u>	<u>WATCH ON YOUTUBE</u>
<p><i>What are some Catholic doctrines with which Protestant reformers disagreed? Be sure to note which reformer in cases that are specific to one Protestant sect.</i></p>	<p>Henry VIII</p> <p><i>Defense of the _____ Sacraments</i></p> <p><i>Act of _____</i></p> <p>Abolished _____</p> <p>Pilgrimage of Grace</p> <p>Thomas Cranmer</p> <p>Archbishop of _____</p> <p><i>Book of _____</i></p> <p>_____ VI (r. 1547-1553)</p> <p>_____ I (r. 1553-1558)</p> <p>_____ I (r. 1558-1603)</p>	<p>_____ Theses</p> <p>OPPOSED the Sale of _____</p> <p><u>LUTHERAN DOCTRINES</u></p> <p><i>Sola</i> _____</p> <p><i>Sola</i> _____</p> <p>Justification by _____ alone</p> <p>GOOD WORKS</p> <p><i>Sola</i> _____</p> <p>Book of James:</p> <p>An "Epistle of _____"</p> <p>Priesthood of _____</p> <p>Support for Secular Authority</p> <p><i>What movement did Luther oppose in 1525?</i></p>	<p>_____ of God</p> <p>Pre-_____</p> <p>T _____</p> <p>U _____</p> <p>L _____</p> <p>I _____</p> <p>P _____</p> <p>Calvinists in</p> <p>England _____</p> <p>Scotland _____</p> <p><i>John</i> _____</p> <p>France _____</p>

Religious Wars

French Wars of Religion

YouTube: [French Wars of Religion](#)

Catholics vs. _____
(French Calvinists)



Thousands of Huguenots Killed



Henry IV

_____ of Navarre (Huguenot) _____ Dynasty

“Paris _____” (Converted)

Henry was a _____, a pragmatist who considered concerns of state to be more important than fighting over religion.

The **Edict of _____**, Henry proclaimed limited toleration for French Calvinists (*later rescinded by his grandson, Louis XIV*).

The Thirty Years' War (1618-_____)	PRIMARY BATTLEGROUND: _____	MASSIVE DESTRUCTION <i>Over 50% dead in some areas</i>
_____ Phase		
_____ Phase		
_____ Phase		
_____ Phase		
The Peace of _____ (1648)		

YouTube: [The Thirty Years' War](#)

UNIT 3 STUDY GUIDE:

Absolutism and Constitutionalism



<p>What is Absolutism?</p>	<p>Challenges to Absolutism <i>E-Lecture: Foundations of Absolutism</i></p> <p>Aspiring absolutists had to overcome challenges from five established <i>institutions</i>:</p> <ol style="list-style-type: none"> 1. N _____ 2. C _____ 3. R _____ Bodies 4. T _____ 5. U _____
<p>By contrast, What is Constitutionalism?</p> <p><i>E-Lecture: Absolutism vs. Constitutionalism</i></p>	

The Absolutists


<p>Louis XIV of France <i>E-Lecture Available on YouTube</i></p>	<p>Peter the Great of Russia <i>E-Lecture Available on YouTube</i></p>	<p>“The Fredericks” of Prussia <i>E-Lecture Available on YouTube</i></p>
<p>The “_____ King”</p> <p>"L'État, c'est moi"</p> <p>“Un roi, une loi, une foi.”</p> <p>Fronde</p> <p>Versailles</p> <p>Edict of Nantes</p> <p>Gallicanism</p> <p>J.B. Colbert and Mercantilism</p> <p>War of _____ Succession</p>	<p>_____ (Russian Nobles)</p> <p><i>Ivan the Terrible had already reduced the power of the boyars a century before, but Peter furthered this trend toward absolutism.</i></p> <p>Table of _____ <i>Everyone starts at the bottom, no matter how important their family background</i></p> <p>Russian Orthodox Church Reform</p> <p><u>Westernization</u></p> <p>Peter’s Wars:</p> <p>Purpose: _____ Ports</p>	<p>Prussia-Brandenburg</p> <p>“The _____ of the Holy Roman Empire</p> <p>Devastated by the Thirty Years’ War</p> <p>House of Hohenzollern</p> <p>Frederick William I “The Great Elector”</p> <p>Power to tax by decree</p> <p><u>Kings of Prussia</u> Frederick I Frederick William I Frederick II “the Great”</p> <p>Prussian Militarism <i>Prussia made up for its small size by maintaining a large, well-trained army.</i></p>

All absolute monarchs maintained large standing armies. Constitutional societies, such as England, were highly suspicious about peacetime standing armies for this reason.

The Development of English Constitutionalism

During the Stuart Dynasty

The death of Elizabeth I in 1603 brought an end to the Tudor dynasty. James VI of Scotland, of the Stuart dynasty, was invited to reign in England as James I.

<p>James I (r. 1603-1625)</p>		
<p>Charles I (r. 1625-1649)</p> 	<p>English Civil War (1641-1651)</p>	<p>Cavaliers vs. _____ (Puritans)</p>
<p>INTERREGNUM <i>a.k.a., Protectorate</i> (1649-1660)</p>	<p>Oliver Cromwell - _____</p>	
<p>Charles II (r. 1660-1685)</p>	<p>“Restless he rolls from whore to whore A _____ monarch, scandalous and poor.” -- <i>From a poem by the Earl of Rochester, Charles II’s friend</i></p>	
<p>James II (r. 1685-1688)</p>	<p>Abdicated</p>	
<p>GLORIOUS REVOLUTION (1688)</p>	<p>ENGLISH BILL OF RIGHTS</p>	
<p>William III (of Orange) and Mary II (Stuart) (r. 1689-1702)</p>	<p>John Locke publishes <i>Two Treatises on Government</i></p>	
<p>Anne (r. 1702-1714)</p>	<p>Queen during the War of Spanish Succession</p> <p>Childless END OF STUART DYNASTY</p>	<div style="border: 2px solid black; padding: 10px; text-align: center;"> <p><u>STUARTS GRAPHIC ORGANIZER</u></p> <p>-----INTERREGNUM-----</p> <p>-----GLORIOUS REVOLUTION-----</p> </div>

FACT:

The Stuarts were succeeded by the **House of Hanover**, a German noble house with blood ties to the House of Stuart:

Hanoverian Dynasty (1714-1901):

George I, II, III, and IV, William IV, Victoria

Philosophers of Absolutism and Constitutionalism

Jean Bodin and Jacques Bossuet (Divine Right Absolutism)



Bodin and Bossuet both argued that *sovereignty* resides in a monarch and Charles I receiving a crown from a hand above. James I and Charles I tried to put Divine Right theory into practice in England. Charles I paid for this with his life.

Louis XIV, on the other hand, ruled by this philosophy and lived to a ripe old age.

Thomas Hobbes

(Philosophical Absolutism)

Leviathan

[Job 24](#) (Description of the Leviathan)

BACKDROP:

English Civil War (Bloody)



John Locke

(Constitutionalism)

Two Treatises on Government

BACKDROP:

Glorious Revolution (Peaceful)

NATURAL RIGHTS:

L _____

L _____

P _____

Consent of the Governed / Right of Revolution

WHERE HOBBS AND LOCKE AGREE:

Hobbes and Locke both rejected “divine right” theory. Both wrote that the first people are born into a **state of nature**, in which there was no government. In this state of nature, people have no way of protecting themselves or their property. For this reason, people form governments.

The only way to keep people from destroying each other is to have an absolute ruler that is so powerful that no one could ever think of challenging him. **People choose a sovereign maintain order by governing absolutely.** People do not have a right to overthrow the sovereign, as that brings things back to the *state of war*.

People establish governments to protect their **natural rights** of **LIFE, LIBERTY, and PROPERTY**. Governments are agents of the people in this regard, and can only act with the **CONSENT OF THE GOVERNED**. **The people maintain their sovereignty** and may overthrow any government that fails to protect natural rights.

The Dutch Republic

MERCHANT OLIGARCHY

The Dutch Republic had a complex federal system of government dominated by a combination of wealthy merchants and hereditary nobles. For more information, see my e-lecture:

[What is a Stadtholder?](#) (YouTube)

COMMERCIAL GIANT IN 17th CENTURY

_____ was a natural port city and the center of trade for much of the 17th century.

The Dutch provided the cheapest shipping rates in Europe at the time and dominated European (and, thus, international) commerce during the seventeenth century.

They also established one of the first modern **stock exchanges**, which helped to raise capital for commercial ventures.

LIMITED RELIGIOUS TOLERATION

(any toleration was rare at this time in Europe)

The Dutch Republic was dominated by Calvinist merchants. While the Dutch Republic did not tend to allow religious minorities to express their faith publicly, many Jews and Catholics were able to practice their religion in private without harassment. This policy attracted Jews from other parts of Europe (where they were still being persecuted), who became active in the vibrant business community. The Dutch were some of the first people to figure out that **religious intolerance is not good for business**.

Here is an interesting article about religious toleration in the Dutch Republic:
<http://www1.umassd.edu/euro/2007papers/bikk.pdf>

Dutch Golden Age Painting

The massive influx of wealth during the Dutch Golden Age resulted in an unprecedented interest in commissioning paintings among the merchant class. While Dutch artists produced many different kinds of paintings, the most famous pieces of Dutch art tend to picture people in everyday situations, often at work. The individuals pictured often reflect the Calvinist simplicity that was a key element of Dutch Golden Age culture.

For more information on Dutch Golden Age painting, take a look at my [PowerPoint presentation](#) available on Slideshare.



Johannes Vermeer, *The Milkmaid* (c. 1658)

UNIT 4 STUDY GUIDE:

Scientific Revolution & Enlightenment



THE HELIOCENTRISM DEBATE:

Ptolemy (Ancient Roman)	Copernicus (Polish)	Kepler (German)	Galileo (Italian)
<u> </u> centric Theory	<u> </u> centric Theory		
<u>TRADITION</u>	<u>HYPOTHESIS</u>	<u>MATHEMATICAL PROOFS</u>	<u>EMPIRICISM</u>
Astrology (Superstition)	Astronomy (Science)		

E_____

The “natural philosophers” of the early modern period believed that true knowledge comes from experience. The *scientific method* was designed as a system for collecting empirical evidence.



**Experience
Experimentation
Evidence**

“Natural Philosophers” of the Scientific Revolution

Philosopher	Country of Origin	Contribution(s)
Descartes		REVIEW ON YOUTUBE
Bacon		
Newton		
Vesalius		
Pascal		

The Scientific Method and Scientific Reasoning



[CLICK TO REVIEW ON YOUTUBE](#)

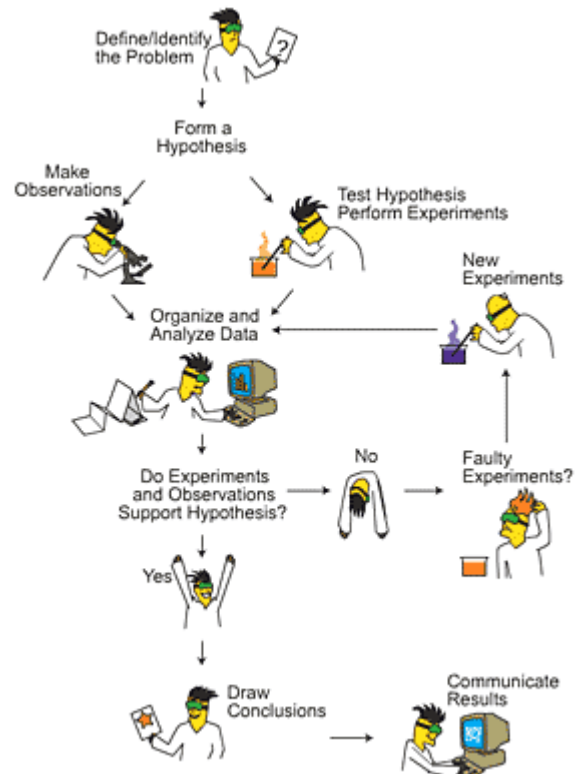


Image Credit: <http://scifiles.larc.nasa.gov>

Deductive Reasoning (Aristotle & Descartes)	Inductive Reasoning (Bacon)

Sir Francis _____ and Rene _____ were instrumental in formulating the *scientific method*, which created a fixed system of scientific inquiry that was accepted by natural philosophers throughout Europe.

_____ Academies

Absolute monarchs established Royal _____ in order to promote scientific inquiry. These monarchs were not interested in scientific advancement for its own sake, but in the possibilities scientific inquiry had to produce wealth (alchemy) and new military technologies.



The [British] Agricultural Revolution

[REVIEW ON YOUTUBE](#)

The application of _____ principles and _____ capitalism to agriculture

E _____	I _____	S _____ Breeding
Replaced the _____, where the whole community would plant crops and graze their livestock.	Jethro _____ The _____, which mechanized sowing, was Tull's most famous invention.	The process of breeding animals with desirable characteristics together to produce genetically superior livestock

The Enlightenment

[ENLIGHTENMENT RAP ON YOUTUBE](#)

VALUES OF THE ENLIGHTENMENT				
REASON	SCIENCE	PROGRESS	LIBERTY	TOLERATION

What is Enlightenment? Immanuel Kant, a German *philosophe*, defined “enlightenment” as an individual’s escape from _____ - a sort of self-imposed intellectual childhood. Enlightened individuals are capable of thinking for themselves.

According to Kant, the only thing necessary to escape from *nonage* is _____. Two institutions dominant in France at the time limited freedom of inquiry:

Freedom-limiting Institutions *in the eyes of the philosophes:*



Most *philosophes* were **anticlerical** (against the influence of a hierarchical, institutional Church organization – not necessarily against the general concept of religion) in their thinking.

“And his hand would plait the priest’s entrails, For want of a rope, to strangle kings.” -- Diderot



Natural Religion (e.g., _____)	Revealed Religion (e.g., _____)
Knowledge of God comes from:	Knowledge of God comes from:
REVIEW ON YOUTUBE	

The religion of *Deism*, which boasted such illustrious adherents as Voltaire, Thomas Paine, and Thomas Jefferson, was a natural religion. The metaphysics of Deism are fairly easily explained:

 <p>God exists. He created an orderly universe and made it possible for human beings to understand him through the use of observation and reason.</p>	<ul style="list-style-type: none"> • Sacred texts claiming to contain the revealed word of God • Religious dogmas derived from said texts • Miracles, prophecies and religious "mysteries" 	
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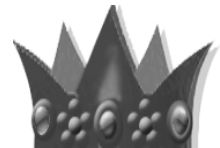


Although enlightened ideals spread throughout Europe, _____ was the epicenter of the Enlightenment.

The French “ <i>Philosophes</i> ”		
<i>Philosophe</i>	Notable Published Work(s)	Contribution(s) to Enlightened Thinking
Voltaire		
Diderot		
Montesquieu		
Rousseau		

Enlightened Absolutism

Absolute monarchs in Central and Eastern Europe took an interest in the ideals of the Enlightenment, seeing in them an opportunity to modernize and consolidate their states.



The Enlightened Despots

[REVIEW ON YOUTUBE](#)

(Prussia)	(Austria)	(Russia)
A ruler is the _____ of the state.	The _____ ambitious, but the _____ successful of the enlightened despots. Lifted restrictions on _____s. (Religious Group)	Raised to the throne after participating in a conspiracy to assassinate her husband Purchased _____’s library and paid him to be the librarian _____’s Rebellion

“Only one ruler in the world says: ‘Argue as much as you please, but obey!’” – Kant

Although the enlightened absolutists promoted religious toleration, education, and other benevolent reforms, they tended to promote these ideals only to the point to which the ideals furthered their goals. Ultimately, the enlightenment ideal of freedom would prove incompatible with absolute rule.

The Program of the Enlightened Absolutists:

- Religious Toleration
- Free Speech and Press
- Private Property Rights
- Patronage of the Arts and Sciences
- ~~Rebellion~~

UNIT 5 STUDY GUIDE:

French Revolution and Napoleon



The Old Regime

1 st Estate	2 nd Estate	3 rd Estate
_____ Classes		

THE PROBLEM: _____



By 1787, the French monarchy was nearly bankrupt, partially due to its inability to tax the privileged orders.



France's support for the _____ Revolution (Anti-British) brought the French treasury to the crisis point.

Major Events of the French Revolution:

17__ Louis XVI calls an Assembly of _____, requesting permission to tax the First and Second Estates. The privileged orders refuse to cooperate and insist that the Estates General be called.

The Liberal Phase (1789-1792)

Dominant Class: _____

17__ Louis XVI calls the _____, but according to old guidelines, with each of the *estates* receiving one third of the representatives and voting as a class.



Sieyes

What is the Third Estate? (Abbe _____)

What is the Third Estate? _____

What has it been in the political order? _____

What does it desire to be? _____

The Third Estate proposed two reforms in order to make their representation more equitable:

" _____ " the Third **2X** | Vote by _____



Louis agreed to double the amount of Third Estate delegates, but did not agree to vote by head, rendering the doubling useless. The Third Estate delegates eventually walked out of the Estates General.

The Third Estate delegates, along with some representatives of the clergy and nobility, formed the _____ . When they were locked out of their meeting room, they swore the _____ Oath, pledging not to adjourn until they provided France with a constitution.



The **National Assembly's** goal was to create a _____ along the model of the _____ government.

Also in 1789:

The **Declaration of the _____ of _____ and the Citizen** stated basic human rights (free speech, press, etc.) that belonged to all men.

The **Decrees of August 4th** abolished “ _____ ” and aristocratic privileges.

The _____ **March on Versailles**: An angry mob of women stormed Versailles and escorted the royal family to Paris, where they would remain.

17__ C _____ C _____ of the C _____

Subordinated the Roman Catholic Church to the State, requiring a loyalty oath from priests and bishops, who were to be elected by the people and paid with state funds.

WARS of the French Revolution (1792-1802)



The French faced military opposition from the monarchies of Austria and Prussia. Large French armies eventually triumphed over the smaller, more disciplined armies of the monarchies.

The Radical Phase (1793-1794)

Dominant Class: _____

THE REIGN OF _____

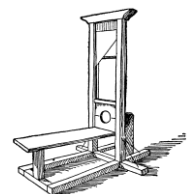
(1793-94)

Governing Bodies:

National _____

C _____ On

P _____ S _____



Dominant Figures: _____

The National Convention abolished the monarchy (Louis XVI and Marie Antoinette were both executed) and attempted to *de-Christianize* France. It instituted a new calendar (which was abolished by Napoleon) with a ten day week and new names for months based on natural occurrences (e.g., Germinal was a month in early spring when crops were planted).



The _____ Reaction (17__)

During the month of Thermidor (the hottest month), Robespierre was arrested and sent to the guillotine, **ENDING THE REIGN OF TERROR.**

The Directory

(1795-1799)

Dominant Class: _____

The Directory was a five man executive committee that governed France in the years between the Reign of Terror and Napoleon. The Directory, which was never popular, was overthrown in a *coup d'état* staged by Napoleon Bonaparte and his supporters.

NAPOLEON

The Consulate (1799-1804)

Concordat (1801)

Napoleonic Code (1804)

Expanded French Education System (Meritocracy)

The Empire (1804-1814)



1805 Battle of Austerlitz

The Continental System



1812 Napoleon invades _____

1814 Napoleon's First Exile

1815 Battle of _____

After his defeat at Waterloo, Napoleon spent the rest of his life in exile on the island of St. _____, in the middle of the Atlantic.

The _____ of _____ restored France to its pre-revolutionary borders.

UNIT 6 STUDY GUIDE:
Industry and “Isms” (1815-1850)

IN PROGRESS

SCROLL DOWN

(to view my graphic organizers for the 19th century “Isms”)

NINETEENTH CENTURY "ISMS" REVIEW

CONSERVATISM		LIBERALISM		ROMANTICISM	
Social Class:		Social Class:		Social Class:	
<u>Buzzwords</u>		<u>Buzzwords</u>		<u>Buzzwords</u>	
<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>	<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>	<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>
<u>Proponent(s)</u>		<u>Proponent(s)</u>		<u>Proponent(s)</u>	
<u>Document(s)</u>		<u>Document(s)</u>		<u>Document(s)</u>	

NATIONALISM		SOCIALISM		FEMINISM	
Social Class:		Social Class:		Social Class:	
<u>Buzzwords</u>		<u>Buzzwords</u>		<u>Buzzwords</u>	
<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>	<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>	<u>Mixes Well With</u>	<u>Doesn't Play Well With</u>
<u>Proponent(s)</u>		<u>Proponent(s)</u>		<u>Proponent(s)</u>	
<u>Document(s)</u>		<u>Document(s)</u>		<u>Document(s)</u>	

UNIT 7 STUDY GUIDE: The Late 19th Century (1850-1914)



The Crimean War (1853-1856)

_____ / _____ / _____
and the _____ Empire **VS.** _____



As the Ottoman Empire (the “_____ Man of Europe”) continued its decline in the late nineteenth century, Russia sought to project its influence into the **Crimean Peninsula** (*sound familiar?*). Britain and France sided with the Ottoman Empire in order to halt Russian expansion, seeing Russia as a threat to the **Balance of Power**.

Both sides suffered heavy casualties due to changes in military technology. The disastrous “**Charge of the _____ Brigade**,” memorialized by Lord Tennyson’s poem, was the result of a cavalry charge at well-defended Russian artillery positions ordered by aristocratic officers who didn’t know any better.



Half a million deaths later, the Allies defeated _____, halting Russian expansion and preserving the Balance of Power.

After the Crimean War, the British **modernized** their military command structure, ending the age-old practice of _____ military commissions.

The Second Industrial Revolution (1850-1914)

	1 st Industrial Revolution	2 nd Industrial Revolution
Time Frame		
Methods of Production		
Mass Production		
Power Sources		
New Engines		
Inventions		
Standard of Living for working class		

For assistance with this graphic organizer, visit my [PowerPoints](#) page or view my YouTube video on the subject.

Italian Unification (1815-1871)

I still need to do a bit of research on this subject, but for now, here's what I've gotten from some other AP Euro teachers:

Important Individuals:

Mazzini – The Heart

Cavour – The Brains

Garibaldi – The Sword

Victor Emmanuel II – The Face

(*"Victor E" Get it???*)

- Early Italian Unification movement influenced heavily by romanticism
- The weakening of France and Austria facilitated Italian Unification
- Comparisons between Cavour and Bismarck
 - While Bismarck used Prussia's Great Power status to give strength to the German Unification movement, Cavour used diplomacy to forge alliances between Sardinia and Great Powers.

German Unification (1815-1871)

The Unification of Germany was the most important political event of the late nineteenth century, fundamentally altering the **Balance of Power** in Europe and setting the stage for the World Wars.

Since the Middle Ages, Germany had been politically fragmented. The **Holy Roman Empire**, a loose association of hundreds of German principalities that had come to be meaningless (Voltaire claimed that it was "Neither Holy, nor Roman, nor an Empire."), was abolished by **Napoleon** in 1806. The **Congress of Vienna** established the **German Confederation**, an association of 39 politically sovereign states.

The two most powerful states in the German Confederation: _____ & _____

"Those who speak the same _____ are joined to each other by a multitude of invisible bonds by nature herself." – Johann Gottlieb Fichte

The Congress of Vienna established (Prussia / Austria) as the most powerful German state, but Prussia would eclipse Austria by embracing militarism and modern industry. Prussia and Austria would compete for supremacy in the Unification movement.

Two Models for Unification

BIG GERMANY (GROSSDEUTSCHLAND)	Small Germany (Kleindeutschland)
_____ Austria	_____ Austria

What was the **Zollverein**? _____

The _____ **Assembly** attempted unsuccessfully to unite Germany on the basis of liberalism.

Otto von _____ would unite Germany using _____, a school of political thought that rejects ideology, instead opting for the projection of **POWER** (think Machiavelli). Although a conservative at heart, Bismarck would selectively use nationalism, liberalism, and even socialism in order to unify Germany under Prussian dominance.



In order to silence socialists, Bismarck banned the Social Democratic Party, but instituted the first social welfare programs (accident insurance, health insurance mandates, old age pensions) introduced in Europe. In order to appease Liberals, he instituted anti-Catholic policies and supported industrialization.

"Not through speeches and majority decisions will the great questions of the day be decided... but by IRON and BLOOD." – Otto von Bismarck

The Wars of German Unification

BLOOD & _____ <i>Bismarck's Strategy for unifying Germany</i>	_____ Wars	<i>Asserted German dominance over areas with German-speaking populations</i>
	_____-Prussian War (aka, "Seven Weeks War")	<i>Established _____ as the dominant German state. Excluded Austria from a united Germany.</i>
	_____-Prussian War	

Germany's annexation of the French territory of _____ - _____ would cause lasting divisions between France and Germany in the years leading to World War I.

The Paris Commune (March-May, 1871)

When **Louis Napoleon III** was captured by the Prussians, his government collapsed and Parisians and a Republic was proclaimed. The movement within Paris became increasingly radicalized and the local government was taken over by a **communist**-dominated alliance.



During **Bloody Week**, the French Army (having regrouped from the war) attacked Paris and put down the Commune. Between 6,000 and 20,000 Parisians were killed in the fighting.

The Dreyfus Affair (1894-1906)

Alfred Dreyfus, a Jewish officer in the French military, was charged with spying for the Germans. He was court martialed and found guilty based on questionable evidence. Dreyfus was publicly humiliated and sentenced to life imprisonment on Devil's Island, a penal colony in the Caribbean.



The Humiliation of Dreyfus

When military leaders discovered evidence of Dreyfus' innocence, they covered it up in order to avoid embarrassment. **Émile Zola**, a well-known French writer, published an open letter to the President of France in a newspaper, accusing the government and the military of anti-Semitism. Zola wrote,

"These, Sir, are the facts that explain how this miscarriage of justice came about... [Dreyfus] is the victim of the lurid imagination of Major du Paty de Clam, the religious circles surrounding him, and the 'dirty Jew' obsession that is the scourge of our time."

The French population was sharply divided between the liberal and progressive "Dreyfusards," who believed in Dreyfus' innocence, and the more conservative, religious anti-Dreyfusards, who believed he was guilty. Public rallies and protests were staged throughout France, highlighting the polarization of French society (which still continues to be polarized today).

Dreyfus was given a re-trial in 1899. He was found guilty again, but pardoned. In 1906, Dreyfus was formally cleared of all charges and his military commission was re-instated. Dreyfus went on to serve in World War I and retired honorably from the military.

The Zionist Movement & Jewish Nationalism (1895-1948)

The Dreyfus Affair is often cited as a major influence on the **Zionist Movement**, which started with **Theodor Herzl's** publication of *Der Judenstaat* (*The Jewish State*). Herzl and the Jews who joined his movement gave up on the idea of integrating into European society, believing that anti-Semitism was bound to arise anywhere in Europe where Jews went to escape anti-Semitism elsewhere. Herzl wrote in *Der Judenstaat*,

"The Jewish question persists wherever Jews live in appreciable numbers... This is the case, and will inevitably be so, everywhere, even in highly civilised countries... so long as the Jewish question is not solved on the political level."



The Zionists' advocacy for a Jewish State was in accord the spirit of **nationalism** that spread through Europe in the nineteenth century, resulting in the unifications of Germany and Italy. Initially, Zionists did not receive a warm reception from Europe's political class. It would take the Holocaust for European elites to finally support the establishment of a Jewish State.

The New Imperialism

TECHNOLOGY GAP

Never before or never again would European technology be so superior in comparison to the rest of the world.

When?

Where?

Periods of European Imperialism	
"Old Imperialism"	"New Imperialism"
1450-1750	

The Scramble for Africa (1870-1913)

In 1870, European powers governed 10% of Africa. **By 1914, they governed 90% of Africa.**

TWO COUNTRIES REMAINED INDEPENDENT:

_____ & _____

Important Individuals:



Sir Cecil Rhodes
(Britain)



Leopold II
(Belgium)

It is very important that students be able to visually identify each European power's empire's colonial holdings in Africa.

[LINK TO MAP](#)

Map Credit: Eric Gaba (Wikipedia)

Motivations for European Imperialism

1. Expansion of _____ for Goods
2. Natural _____
3. Military (esp. _____) Bases
4. National Rivalries
5. Scientific Racism (Social _____)
6. _____ Mission
(See Kipling, "[The White Man's Burden](#)")

Wars of Imperialism

Anglo-Zulu War	_____ Wars	_____ Wars	Russo-Japanese War
_____ vs. Zulu Tribe	Britain vs. Afrikaners	Britain and France vs. China	_____ vs. _____
British Supremacy in South Africa	<i>Britain vs. original Dutch-descended European settlers</i>	Control of Trade Spheres of Influence in China (British get Hong Kong)	<i>Competing Imperial Claims (Manchuria and Korea)</i>
<i>Britain vs. a local African tribe</i>			<i>First victory of a non-Western nation over a Western nation</i>

Anti-Imperialist Movement

J.A. _____ and **Vladimir** _____ both criticized imperialist policies in the early 20th century. Both writers shared a distaste for unregulated _____ (economic system).



Decolonization

_____ & _____ both resulted in the decolonization of Africa and Asia.

PENDING TOPICS FOR THE LATE 19TH CENTURY:

Emigration

Science, Public Health, and Education

The Working Class (and Religion)

Darwinism

Impressionism