**AP EURO 2020 “BACKPACK”**

**This is a review chart containing all the “must know” items from the AP European History CED (course exam description) that was published in Fall 2019 for the Spring 2020 exam. It does not include illustrative examples.**

**If you know everything on this chart, you will be able to more easily:**

* determine which answers are “out of time period” or “out of place” or just flat out wrong on the MCQ portion of the test **(N/A now)**
* answer all parts of the three SAQs
* provide effective contextualization and evidence for your DBQ or LEQ

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|  | **DATES MENTIONED IN CED** | **PEOPLE/ORGANIZATIONS IN CED** | **EVENTS IN CED** |
| **UNIT 1 Renaissance and Exploration c. 1450 to c. 1648** | * 1450s invention of the printing press in Europe * Late 16th century on - Little Ice Age | * Italian Renaissance humanists * Petrarch * Erasmus * Henry VIII * Elizabeth I * “The Spanish” * “The Atlantic nations of France, England, and the Netherlands” * Guilds | * Revival in classical literature * Italian Renaissance * Northern Renaissance (more religious focus and human-centered naturalism; everyday life depicted) * Exploration and Expansion * Portuguese and Spanish dominance in the 16th century |
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| **IDEAS/OTHER**   |  |  | | --- | --- | | * Secularism * Individualism * Shift in education away from a primary focus on theological writings toward classical texts and new methods of scientific inquiry * “Naturalism” represented classical styles and geometric perspective * Christian humanism * Growth of vernacular literature would eventually contribute to the development of national cultures * New monarchies centralized states   + Monopolies on tax collection   + Dispensing justice   + Determining religion of their subjects * Commercial and professional groups gained in power and played a greater role in political affairs * Mercantilism * Subjugation of indigenous civilizations * Competition in 17th and 18th centuries for trade led to conflict and rivalries among European powers | * Columbian Exchange created economic opportunities for Europeans * Slave trade * Subjugation and destruction of indigeneous peoples * Plantation economy * Innovations in banking and finance * Urban financial centers and a money economy * Subsistence agriculture   + 3 field crop rotation in the North   + 2 field crop rotation in the Mediterranean * Price Revolution * Expansion of market economy * In 16th century, population recovery to pre- Plague level * New economic elites * Western Europe moved toward free peasantry and commercial agriculture while serfdom was codified in the East * Little Ice Age delays marriage and childbearing, restrains population growth, and eventually improves economic condition of families | | | |

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| **UNIT 2**  **Age of Reformation c. 1450 to c. 1648** | * 1648 (peace of Westphalia) marked the effective end of the medieval ideal of universal Christendom, accelerated the decline of the Holy Roman Empire by granting princes, bishops, and other local leaders control over religion. * 1580-1650 accusations of witchcraft peaked which reflected folk ideas and social and economic upheaval | * Martin Luther * John Calvin * Anabaptists * German peasants * Habsburg rulers * Jesuit Order * Mannerist and Baroque artists | * Protestant Reformation * Catholic Reformation * Edict of Nantes (1598) allows religious pluralism in order to maintain domestic peace * Council of Trent and Jesuit order revived the church but cemented division within Christianity |
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| IDEAS/OTHER   |  |  | | --- | --- | | * Use of printing press to disseminate ideas * Calvin and Anabaptists refuse to recognize the subordination of the church to the secular state * Commercial and agricultural capitalism * Expansion of cities * Political centralization * Concept of a sovereign state and secular systems of law * Some protestant groups sanctioned the notion that wealth accumulation was a sign of God’s favor and a reward for hard work (leads to Protestant work ethic) * City governments left with the task of regulating public morals | * Renaissance and Reformation raised debates about female education and women’s roles in the family, church and society (“Querelle des Femmes”) * Baroque and Mannerist art employed distortion, drama, and illusion * Public humiliation rituals continue to be used by local and church authorities in order to enforce communal norms * Monarchies, city-states, and the church commissioned Baroque and Mannerist art to promote their own stature and power | | | |

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| **UNIT 3 Absolutism and Constitutionalism c. 1648 to c. 1815** | * After 1648, dynastic and state interests, along with Europe’s expanding colonial empires, influenced the diplomacy of European states and frequently led to war * 1683-Battle of Vienna * 17th and 18th centuries- transatlantic slave-labor system expanded/absolute monarchy was established * In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. | * Louis XIV * Jean Baptiste-Colbert * Peter the Great * Catherine the Great * Gentry | * The English Civil War - a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure * The Glorious Revolution - protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament * Agricultural Revolution * Population increase due to new crops from Americas (Columbian Exchange) * Transatlantic slave-labor system * The Dutch Republic and Golden Age - established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights * Partition of Poland by Russia, Prussia and Austria * Austrian defeat of Turks (1683) causes cessation of Ottoman expansion West * Wars of Louis XIV |
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| IDEAS/OTHER   |  |  | | --- | --- | | * Political centralization * Absolute Monarchies * Constitutional Monarchies (protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament) * Nobles versus Monarchies * New concept of sovereign state and secular systems * Economic Development and Mercantilism   + Development of market economy   + New financial practices * The putting-out system, or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners | * Consumer culture * Decline of Religion in importance * Balance of Power * Advances in military technology * French expansion of administrative, financial, military, and religious control of the central state and French population * Peter the Great’s “Westernization” of the Russian State and Society * Peter the Great and Catherine the great modernization   + Political   + Cultural   + Religious | | | |

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| **UNIT 4**  **Scientific, Philosophical, and Political Developments c. 1648 to c. 1815** | * 1750 - Baroque art and music, which promoted religious feeling and employed by monarchs to illustrate state power, is replaced with neoclassicism | * Copernicus * Galileo * Newton * William Harvey * Galen * Francis Bacon * René Descartes * Voltaire * Diderot * John Locke * Rousseau * Adam Smith | * Scientific Revolution * The Enlightenment * Application of the principles of the Scientific Revolution * New political and economical ideas/views * Population Growth due to agricultural productivity * Development of public opinion * Agricultural Revolution * Commercial revolution * The Consumer Revolution * Prussia’s rise to power * Rise of urbanization |
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| **IDEAS/OTHER**   |  |  | | --- | --- | | * Scientific Revolution as “new renaissance” * Enlightenment thought   + Empiricism   + Skepticism   + Human reason   + Rationalism * Alchemy and astrology continued in limited popularity among elites and lower classes * Natural Rights * Social Contract * Exclusion of women from politics * Individuals are driven by self-interest * Deism, skepticism and atheism * End of plague and increase of inoculation | * Population increase * Marriages happened later * Movement from rural to urban * Increase importance placed on idea of “childhood” and more attention given to children * Urbanization   + Poverty, crime, prostitution * Increase in literacy * Baroque replaced by neoclassicism * More emphasis placed on privacy and leisure activities outside the home * Enlightened absolutism * Some tolerance towards Jews | | | |

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| **UNIT 5 Conflict, Crisis, and Reaction in the Late 18th Century** | * 1804 French colony of Saint-Domingue became the independent nation of Haiti * 1815 Congress of Vienna | * Napoleon Bonaparte * Louis XVI * Jacobin republic * Robespierre * Toussaint L’Ouverture * Rousseau * John Wesley | * French Revolution   + Constitutional monarchy   + Increased popular participation   + Nationalization of Catholic Church   + Abolition of hereditary privileges * Reign of Terror   + Prices and wages fixed   + Policy of de-Christianization |
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| **IDEAS/OTHER**   |  |  | | --- | --- | | * French Revolution provoked nationalistic response in Prussia and Spain * Acceleration of worldwide economic network * Scientific Revolution and Enlightenment lead to increased emphasis on reason * Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies. * Britain supplanted France as the greatest European power. * Mass politics and nationalism * Mass conscription * Women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men. | * As first consul and emperor, Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions. * Napoleon’s new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe. * Romanticism emerged as a challenge to Enlightenment rationality * Religious revival   + Methodism | | | |

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| **UNIT 6**  **Industrialization and Its Effects c. 1815 – c. 1914** | * 1914 - by this date Mechanization and the factory system became the predominant modes of production . * 1870–1914 Second industrial revolution * Revolutions of 1848 * Russian Revolution of 1905 | * Metternich * Bourgeois and working-class families * Human capital (engineers, inventors, and capitalists) * Proletariat vs. bourgeoisie * Philanthropic, political, and social associations among the middle classes, * Mutual aid societies and trade unions among the working classes. | * Industrial Revolution * Second Industrial Revolution * Industrialization in Prussia under state sponsorship * Congress of Vienna creates Concert of Europe to maintain conservative order * Emancipation of serfs in Russia |
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| **IDEAS/OTHER**   |  |  | | --- | --- | | * Development of new classes * Rapid population growth and urbanization * Changes in family structure * Britain’s ready supplies of coal, iron ore * State sponsorship of industrialization because commercial interests had more of an influence in gov’t * Great Britain established industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems France industrialized more gradually * New tech, communication, and transportation cause a more fully integrated national economies and global economic network. * Eastern and southern Europe’s lag in industrial development   + geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship * Political movements and social organizations responded to problems of industrialization   + Mass-based political parties   + Labor unions   + Feminists   + Movements to end serfdom and slavery * Reformers promote compulsory public education | * Increased consumerism * Volatile business cycles led corporations and governments to try to manage the market   + monopolies, banking practices, and tariffs. * commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality * Industrialization and mass marketing increased both the production and demand for a new range of consumer goods— clothing, processed foods, and labor-saving devices—and created more leisure opportunities. * Class identity * Cult of domesticity in bourgeois families * Social welfare, labor protection, improved diet and birth control increase quality of life for working class * Ideologies of Change and Reform movements   + Liberals     - Shift from laissez-faire to interventionist economic and social policies   + Radicals   + Socialists   + Marx’s scientific socialism   + Anarchism * Reforms:   + modernize infrastructure, regulate public health, reform prisons, and establish modern police forces. | | | |

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| **UNIT 7**  **19th-Century Perspectives and Political Developments c. 1815 to c. 1914** | * 1848 Revolutions * 1871 Unification of Germany * 1890 Dismissal of Bismarck | * Napoleon III * Cavour * Bismarck * Garibaldi * Charles Darwin * Sigmund Freud   + Freudian psychology * Albert Einstein   + Theory of relativity | * Revolutions of 1848 * Unification of Italy * Unification of Germany * Second Industrial Revolution * Breakdown of Concert of Europe due to Crimean War * Creation of dual monarchy of Austria-Hungary * Crimean War * Tensions in Balkans |
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| IDEAS/OTHER   |  |  | | --- | --- | | * Nationalism * Liberal Reform * Realpolitik * Realism * anti-Semitism * Chauvinism * Zionism * Social Darwinism * Positivism * Modernism   + Movement away from rational interpretations of nature and human society to an emphasis on irrationality and impulse * Quantum mechanics * Movement away from Newtonian physics * Advances in medicine enabled European survival in Africa and Asia | * White Man’s Burden * Imperialism * Nationalist movements as a response to Imperialism (revolt or modernize - sometimes both) * Romanticism broke with Neoclassical and focused on   + Nature   + Individuality   + Intuition   + Supernatural   + National histories * Modern Art moved from objective to subjective   + Impressionism   + Post-impressionism   + Cubism | | | |

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| **UNIT in CED** | **DATES MENTIONED IN CED** | **PEOPLE/ORGANIZATIONS IN CED** | **EVENTS IN CED** |
| **UNIT 8 20th-Century Global Conflicts c. 1914 to present** | * 1929 stock market crash * 1936-mid 1970s - authoritarian rule in Spain | * Marxist-Leninists * Vladimir Lenin * Bolsheviks * Woodrow Wilson * Mussolini * Hitler * Franco * Stalin * Winston Churchill * Roma | * WWI * Russian Revolution * League of Nations   + Transfer of former German and Ottoman possessions to France and GB through the mandate system * Versailles settlement * The Great Depression * Weimar Republic * WWII * Cold War |
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| **IDEAS/OTHER**   |  |  | | --- | --- | | * Total War * NEP * Wilsonian idealism * “Lost Generation” * Fascism * Extreme Nationalism | * American isolationism * Appeasement * Blitzkrieg * Genocide * Holocaust | | | |

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