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THE ULTIMATE GUIDE TO

AP[®] EUROPEAN HISTORY

EVERYTHING YOU NEED TO KNOW
TO EARN COLLEGE CREDIT

2018-2019

Ultimate Guide to AP[®] European History

Throughout the last 500 years, Europeans dominated the world through culture, ideology, and imperialism. In this course, you'll follow the changes in Europe from 1450 to today and how these shifts affected the world both directly and indirectly. #apeuro

55 multiple choice, 3 short-answers, 1 long-essay, & 1 document-based question

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Quick Look

Exam Breakdown

- **Multiple Choice** —
55 Questions | 55 mins | 40% of Exam
- **Short Answer** —
3 Questions | 40 mins | 20% of Exam
- **Document Based** —
1 Question | 60 mins | 25% of Exam
- **Long Essay** —
1 Question | 40 mins | 15% of Exam

Content Breakdown

1. Period 1 (1450-1648) = ~25%
2. Period 2 (1648-1815) = ~25%
3. Period 3 (1815-1914) = ~25%
4. Period 4 (1914-present) = ~25%

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Understand the Exam

Multiple Choice (MC)

1. There are 55 questions to answer in 55 minutes.
2. Every question is weighted equally and there is no penalty for guessing. You get a point for every question you answer correctly and you don't get a point if you are wrong. Points are never lost.
3. Multiple choice questions will appear in sets of 2-5 with a stimulus attached. The stimulus can be a text, image, map, chart, or any other primary or secondary source document that the set of questions will refer to.

Short Answer (SAQ)

1. There are 3 SAQs to be completed in 40 minutes.
2. Question 1 and 2 are required and will be based on content from 1600-2001.
3. You can then choose either Question 3 (periods 1-2) or Question 4 (periods 3-4).
4. SAQs may or may not include stimuli, similar to the multiple-choice. If there is a source attached, responses should refer specifically to the document in their response.
5. Each SAQ is worth 3 points, for a total of 9 points in this section.
6. Points are only awarded, not taken away, so there is no penalty for guessing.
7. SAQ answers are constricted to one box on one page, so they must be concise.

Document-Based Question (DBQ)

1. There is one DBQ to be written in 60 minutes.
2. The question will refer to content from 1600-2001 and there is no choice with the prompt.
3. The DBQ includes a set of 7 documents that must be used to develop an argument.
4. DBQs are graded on a scale of 7 points using the following rubric:
 - a. Thesis/Claim (1 pt): Responds to the prompt with a historically defensible claim
 - b. Contextualization (1 pt): Describes a broader historical context relevant to the prompt
 - c. Evidence from the documents (2 pts): Uses content of three docs for 1 pt, six docs for 2 pts
 - d. Evidence beyond the documents (1 pt): Uses at least one piece of evidence not in the docs
 - e. Sourcing (1 pt): Explains point-of-view, purpose, context, or audience for at 3 three docs
 - f. Complexity (1 pt): Demonstrates a complex understanding of the development

Long Essay (LEQ)

1. There is one LEQ to be written in 40 minutes.
2. Students can choose between 3 prompts. Option 1 refers to period 1, option 2 refers to periods 2-3, and option 3 refers to periods 3-4. All options will have the same theme and skill.
3. LEQs have three different skills - comparison, continuity and change over time (CCOT), causation.
4. LEQs are graded on a scale of 6 points using the following rubric:
 - a. Thesis/Claim (1 pt): Responds to the prompt with a historically defensible claim
 - b. Contextualization (1 pt): Describes a broader historical context relevant to the prompt
 - c. Evidence (2 pts): Provides specific historical examples to support an argument
 - d. Historical Reasoning (1 pt): Uses comparison, causation, or CCOT to address prompt
 - e. Complexity (1 pt): Demonstrates a complex understanding of the development

Content Overview

*The following outline was adapted from the AP® European History Course Description as published by College Board in 2017 found [here](#). This outline reflects the most recent revisions to the course.

Period 1: Renaissance, Reformation, and Exploration (1450-1648)

KEY CONCEPTS.....

1.1. Works from Ancient Greece & Rome influenced Europeans' view of their world.

- I. Revival of classical texts led to new methods and values in society and religion.
 - A. Italian Renaissance humanists promoted revival (Petrarch, Valla, Ficino, Mirandola)
 - B. Spread of ideas by the printing press shifted education from theology to classic texts.
 - C. Secular models developed because of influence of Greek & Roman politics.
- II. Printing aided the dissemination of new ideas.
 - A. Printing press helped spread Renaissance ideas beyond Italy.
 - B. Also used by Protestant reformers to spread ideas (Martin Luther).
- III. Visual arts prompted personal, political, and religious goals of Renaissance.
 - A. Italian Renaissance artists commissioned to incorporate classical styles.
 - B. Northern Renaissance was more religious, led to more human-centered naturalism.
 - C. Mannerist & Baroque artists used distortion, drama, and illusion.
- IV. New scientific ideas challenged classical views.
 - A. Innovations in astronomy led to heliocentrism (Copernicus, Galileo, Newton).
 - B. Medical and anatomical discoveries challenged Galen (William Harvey).
 - C. New methods in mathematics promoted experimentation (Bacon, Descartes).
 - D. Natural philosophers continued to hold traditional views (Paracelsus, Cardano).

1.2. Religious Pluralism in Europe

- I. Protest and Catholic Reformations dramatically changed Europe.
 - A. Christian humanism (Erasmus) used Renaissance ideas to reform religion (More).
 - B. Martin Luther and John Calvin criticized Catholic abuses.
 - C. Some Protestants viewed wealth as sign of God's favor (Calvinists).
 - D. Catholic Reformation revived the church but cemented divisions in Christianity.
- II. Religious reform increased state control of religious institutions and justified challenging authority.
 - A. Some monarchs initiated religious reform from top down (Henry VIII).
 - B. Some Protestants refused to recognize the subordination of the church (Calvin).
 - C. Religious conflicts caused by groups challenging the monarch's control (Huguenots).
- III. Conflicts between religious groups overlapped with competition within and among states.
 - A. Religious reform made conflicts between the monarchy and nobility worse.
 - B. Habsburg rulers attempted to restore Catholic unity across Europe in the face of Ottoman expansion (Charles I, Charles V).
 - C. States exploited religious conflicts to promote state interests.
 - D. Some states allowed religious pluralism to keep the peace (Poland, Netherlands).

1.3. Age of Exploration

- I. Europeans were motivated by commercial and religious reasons to explore.
 - A. European states wanted direct access to gold, spices, and luxury goods.
 - B. Mercantilist policies promoted commercial development of overseas colonies.
 - C. Christianity motivated explorers and justified oppression.
- II. New technologies allowed Europeans to establish overseas colonies.
 - A. Navigation (compass, sternpost rudder) and military tech (horses, guns).

- III. Europeans used coercion and negotiation to establish overseas colonies.
 - A. Portuguese established colonies along African coast, Asia, and South America.
 - B. Spanish became dominant with colonies in Americas, Caribbean, and Pacific.
 - C. France, England, and the Netherlands established colonies in North America.
 - D. Competition for trade led to conflict (Seven Years' War, Treaty of Tordesillas).
- IV. Global exchanges resulted in a shift toward European dominance.
 - A. Center of Europe shifted from Mediterranean to Atlantic states.
 - B. Columbian Exchange resulted in population increase in Europe and destruction of populations in the Americas.
 - C. African slave trade expanded to support plantation economies in Americas.

1.4. Capitalism shaped European society and everyday life.

- I. Although social hierarchies remained, new social patterns appeared.
 - A. Cities became centers of finance because of innovations in banking.
 - B. Growth of commerce created new elites (Gentry in England, Nobles in France).
 - C. Social status continued to be defined by class, religion, and gender.
- II. Agriculture continued to be the center of livelihood for Europeans.
 - A. Most Europeans practiced subsistence agriculture.
 - B. Agriculture became commercialized after the price revolution (enclosures).
 - C. Western Europe adopted free peasantry, while serfdom remained in the East.
 - D. Peasants revolted when landlords attempted to abolish traditional rights.
- III. Cities expanded as populations increased.
 - A. Prices of goods increased more than wages, which lowered living standards.
 - B. Migrants to cities challenged urban elites.
 - C. City governments regulated public morals (secular laws, codes).
- IV. Family structures shifted, but remained the primary social and economic centers.
 - A. Men and women worked on separate, but complementary tasks.
 - B. The Renaissance & Reformation triggered debates about roles of women.
 - C. Economic and environmental crises delayed marriage and childbearing.
- V. Popular culture and leisure activities became more common.
 - A. Activities for leisure were communal and organized by religious and agricultural calendars.
 - B. Rituals of public humiliation remained popular to enforce communal norms.
 - C. Accusations of witchcraft peaked between 1580 and 1650.

1.5. Political centralization and the struggle for sovereignty

- I. New political institutions were created as ideas of sovereignty and secularism spread.
 - A. New centralized monarchies monopolized taxes, military force, and justice.
 - B. The Peace of Westphalia accelerated the decline of the Holy Roman Empire.
 - C. Commercial and professional groups gained economic and political power.
 - D. Secular political theorists developed new concepts of state (Machiavelli).
- II. Competitive states created new patterns of diplomacy and forms of warfare.
 - A. The balance of power came into question as religion declined as a cause for war.
 - B. Military technologies defined the balance of power and changed warfare.
- III. Government authority was affected by competition between monarchs and minority groups.
 - A. English Civil War was fought between monarchy and parliament.
 - B. Monarchies sought more power and faced challenges from nobles.
 - C. Competition between minority and dominant national groups (Celtic, Czech).

PERIOD 1 EVENTS, PEOPLE, & CONCEPTS.....

- 95 Theses
- Act of Supremacy
- Age of Exploration
- Anabaptist
- Andreas Vesalius
- Atlantic Slave Trade
- balance of power
- British East India Company
- bureaucracy
- Catherine de Medici
- Catholic Reformation
- centralization
- Charles I of England
- Charles V of the Holy Roman Empire
- Christian Humanism
- Columbian Exchange
- Commercial Revolution
- constitutional monarchy
- Council of Trent
- crop rotation
- Divine Right of Kings
- Dutch East India Company
- Edict of Nantes
- Elizabeth I of England
- Enclosure Movement
- English Civil War
- Erasmus
- Ferdinand & Isabella
- Francis Bacon
- French Wars of Religion
- Galileo Galilei
- Gentry
- Glorious Revolution
- God, Glory, and Gold
- Gustavus Adolphus
- Hanseatic League
- Henry IV of France
- Henry VIII of England
- Henry VII of England
- Huguenots
- humanism
- individualism
- Isaac Newton
- James I of England
- Jan Van Eyck
- Jesuits
- John Calvin
- joint-stock companies
- Leonardo da Vinci
- Little Ice Age
- Martin Luther
- mercantilism
- military revolution
- nepotism
- Niccolo Machiavelli
- Nicolaus Copernicus
- Northern Renaissance
- Oliver Cromwell
- Peace of Augsburg
- Peace of Westphalia
- Petrarch
- Philip II of Spain
- Price Revolution
- printing press
- Protestant Revolution
- Puritans
- putting-out system
- Renaissance
- Rene Descartes
- Roman Inquisition
- Scientific Revolution
- secularism
- serfdom
- Sir Thomas More
- social dislocation
- Spanish Armada
- Spanish Inquisition
- St. Bartholomew's Day Massacre
- The Fronde
- Thirty Years' War
- Triangular Trade
- Ursulines
- vernacular language
- War of Three Henries
- William Harvey

Period 2: Absolutism, Enlightenment, & Revolution (1648-1815)

KEY CONCEPTS.....

2.1. Shifting models of political sovereignty

- I. Absolute monarchy was established in the 17th and 18th centuries
 - A. Absolute monarchs (James I, Peter the Great, Philip II, III, and IV)
 - B. Power over France extended by Louis XIV and his finance minister Colbert.
 - C. Enlightened absolutism appeared in central Europe (Frederick II, Joseph II).
 - D. Poland was partitioned because they could not consolidate authority.
 - E. Peter the Great westernized Russia, Catherine the Great continued process.
- II. Challenges to absolutism led to alternative systems.
 - A. English Civil War and Glorious Revolution asserted the rights of Parliament.
 - B. The Dutch Republic established an oligarchy of urban gentry.
- III. War was common because of expanding colonial empires.
 - A. Prussia rose to power and the Habsburgs shifted their empire eastward.
 - B. Ottoman expansion west ceased after defeat by Austria at Battle of Vienna.
 - C. Louis XIV almost always at war - Dutch War, 9 Years' War, War of Spanish Succession
 - D. Britain and France rivalry resulted in world wars - 7 Years' War, American Revolution
- IV. The French Revolution challenged Europe's existing political and social orders.
 - A. Causes of the French Rev. = peasant & bourgeois grievances, bread shortage, Enlightenment ideas, and the French involvement in the American Revolution.
 - B. First phase established constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges.
 - C. Second phase was dominated by the Reign of Terror, led by Robespierre.
 - D. Revolutionary ideas spread from France to the rest of Europe.
 - E. Women were a major part of the revolution (March on Versailles, Olympe de Gouges)
 - F. Revolutionary ideas spread to Haiti, led by l'Ouverture.
 - G. Many were inspired by emphasis on equality and human rights, but others were upset by violence and disregard for traditional authority.
- V. Napoleon imposed French control over Europe, which sparked nationalistic reactions.
 - A. As emperor, Napoleon initiated domestic reforms and curtailed other rights.
 - B. New military tactics allowed him to expand control over much of Europe.
 - C. Nationalistic responses to Napoleon included student protests in Germany, Russian scorched earth policy, and guerilla war in Spain.
 - D. Napoleon was defeated by a coalition of states and the balance of power was restored through the Congress of Vienna.

2.2. Global economy expanded through European commerce.

- I. The market economy was developed in early modern Europe.
 - A. Labor and trade became more free.
 - B. Agricultural Revolution increased productivity and supply.
 - C. Putting-out system increased number of laborers.
 - D. Development of the market economy led to new financial practices.
- II. Europeans dominated the global economy.
 - A. Mercantilist policies drove states to find new resources and new markets.
 - B. Transatlantic slave trade expanded as the demand for American products increased.
 - C. Consumer culture developed in Europe because of overseas products
 - D. Food supply in Europe increased because of trade with the Americas.
 - E. Raw materials, laborers, and markets abroad influenced European enterprises.
- III. Commercial rivalries influenced diplomacy and warfare between states.
 - A. Sea powers vied for influence in the Atlantic.

- B. The British dominated control of India and the Dutch controlled of the East Indies.

2.3. Scientific Revolution & Enlightenment

- I. Enlightenment thought challenged traditional norms.
 - A. Intellectuals applied principles of Scientific Rev to society (Voltaire, Diderot).
 - B. Locke & Rousseau developed new political models based on natural rights.
 - C. Women were still excluded from political life.
- II. Enlightenment ideas were popularized through public venues and print media.
 - A. Salons, coffeehouses, and academies were centers of public discourse.
 - B. Expansion of literacy and printed materials, despite censorship, spread ideas.
 - C. Europeans were increasingly exposed to cultures of peoples outside of Europe.
- III. Absolutism and mercantilism were challenged by new theories.
 - A. John Locke argued that the state was driven by consent of the governed.
 - B. Adam Smith argued for free trade and a free market.
- IV. Religious practices were challenged by rationalism and toleration.
 - A. Voltaire and Diderot developed new philosophies of deism, skepticism, and atheism.
 - B. Religion became more private rather than public.
 - C. Religious toleration of all Christians and, sometimes Jews, became common.
- V. Art shifted to emphasize private life rather than religious themes.
 - A. Baroque art promoted religious feelings until about 1750.
 - B. Neoclassicism expressed Enlightenment ideas.
- VI. Public expression of emotions and feeling challenged Enlightenment ideas.
 - A. Rousseau questioned reliance on reason and emphasized moral improvements.
 - B. Romanticism challenged rationality.
 - C. Religious revival occurred in Europe including movements such as Methodism.
 - D. The power of mass politics and nationalism were embodied in rebellion.

2.4. Everyday life was shaped by innovation.

- I. Agricultural Revolution stabilized population growth.
 - A. Food supply increased because of improved productivity and transportation.
 - B. Innovations in disease control limited plagues and epidemic diseases.
- II. Consumer Revolution encouraged purchases and created new venues for leisure.
 - A. New concerns for privacy, new goods for homes, new leisure venues
- III. Commercial Revolution affected family and private life.
 - A. Birth rates stabilized because of new marriage patterns and birth control.
 - B. Infant and child mortality rates declined, which led to more emphasis on childhood.
- IV. Cities attracted migrants because of opportunities.
 - A. More food could be produced using fewer people, so many migrated to the cities.
 - B. Growth of cities created new issues in sanitation and health.
 - C. Poor communities in cities led to greater awareness of poverty, crime, and prostitution, which expanded the efforts of policing.

PERIOD 2 EVENTS, PEOPLE, & CONCEPTS.....

- absolute monarchy
- Adam Smith
- Agricultural Revolution
- American Revolution
- Atheism
- Baron de Montesquieu
- Baroque nationalism
- Battle of Vienna
- Catherine the Great
- chattel slavery
- classical liberalism
- Concordat of 1801
- Congress of Vienna
- consumer culture
- Consumer Revolution
- cottage industry
- Declaration of the Rights of Man and Citizen
- Deism
- Denis Diderot
- Empiricism
- English Bill of Rights
- Enlightened Absolutism
- Enlightenment
- Frederick II of Prussia
- Frederick William I of Prussia
- free trade
- French Revolution
- Georges Danton
- Glorious Revolution
- Haitian Revolution
- Immanuel Kant
- Industrial Revolution
- inoculation
- Jacobin Republic
- Jean-Baptiste Colbert
- Jean-Jacques Rousseau
- John Locke
- laissez faire
- Levee en Masse
- Louis XVI of France
- March on Versailles
- market economy
- Maximilien Robespierre
- Middle Passage
- Napoleon Bonaparte
- Napoleonic Code
- nationalism
- natural rights
- neoclassicism
- Nine Years' War
- Olympe de Gouges
- Partition of Poland
- Peter the Great of Russia
- plantation economy
- Reign of Terror
- religious toleration
- Revolutionary Army
- Rococo
- Romanticism
- salons
- Seven Years' War
- Skepticism
- social contract
- Toussaint l'Ouverture
- Tycho Brahe
- Voltaire

Period 3: Industrialization, Nationalism, & Imperialism (1815-1914)

KEY CONCEPTS.....

3.1. The Industrial Revolution

- I. Great Britain established the first industrial dominance.
 - A. Britain had a natural supply of coal, iron ore, and other raw materials.
 - B. British private initiative led the process of industrialization.
 - C. Britain's parliament promoted industrial interests.
- II. Industrialization spread throughout continental Europe.
 - A. France industrialized gradually, with government support.
 - B. Prussia industrialized rapidly under government sponsorship.
 - C. Eastern and Southern Europe lagged in industrial development because of serfdom, inadequate government support, and lack of natural resources.
- III. Second Industrial Revolution sparked activity across Europe.
 - A. Mechanization and the factory system became predominant.
 - B. New technologies (electricity, mass production), new transportation (railroads), and better communication (radio, telegraph, telephones) contributed to a more integrated economy and increased urbanization.
 - C. Corporations and governments managed the market through monopolies, banking practices, and tariffs.

3.2. Everyday life was shaped by industrialization

- I. New social classes developed in industrial regions.
 - A. Socioeconomic changes created divisions of labor (middle class).
 - B. In less industrialized areas, agricultural elites continued to dominate.
 - C. Social associations and trade unions reinforced class identity.
- II. Rapid population growth and urbanization affected social classes.
 - A. Population increased because of longer life expectancy, lower infant mortality, and increased production of food.
 - B. Cities experienced overcrowding while rural areas suffered from the decline of labor.
- III. Industrialization altered the family structure and class relations.
 - A. Bourgeois families focused on the nuclear family and cult of domesticity.
 - B. Quality of life for the working class was improved by higher wages, restrictions to child labor, social welfare programs, improved diet, and access to birth control.
 - C. Motivation for marriage shifted from economic to companionship.
 - D. Leisure time centered on activities for family (parks, beaches, theaters).
- IV. Second Industrial Revolution increased consumerism.
 - A. Consumerism was increased because of mass marketing and industrial production for consumer goods.
 - B. Better transportation created new industries, improved distribution of goods, and enhanced the quality of life (steamships, railroads, refrigerated rail cars, cars).
- V. Less industrialized areas of Europe faced famine, debt, and land shortages.
 - A. Hungry '40s, Irish potato famine, Russian serfdom

3.3. Political revolutions and the effects of industrialization triggered a range of responses.

- I. New ideologies developed in response to revolution and industrialization.
 - A. Liberals emphasized popular sovereignty and individual rights, but debated which groups in society should actively participate (Bentham, Mill).
 - B. Activists demanded universal male suffrage and some argued for female suffrage.
 - C. Conservatives supported traditional political and religious authorities based on the

- idea that human nature was not perfectible (Metternich).
- D. Socialists argued that resources and wealth should be redistributed (Marxism).
- E. Anarchists asserted that all forms of government were unnecessary.
- F. Nationalists encouraged loyalty to a nation in a variety of ways.
- G. Zionism (Jewish nationalism) developed in response to growing anti-semitism.
- II. Governments responded to the problems created by industrialization.
 - A. Liberalism shifted from laissez-faire to interventionist economic policies.
 - B. Cities were transformed by modernizing infrastructure.
 - C. Public education was promoted to advance nationalism and economic growth.
- III. Political movements and social organizations responded to industrialization.
 - A. Political parties emerged to promote reforms.
 - B. Workers established labor unions to promote reforms.
 - C. Feminists promoted legal, economic, and political rights for women.
 - D. Religious movements assisted the poor and worked to abolish slavery and serfdom.

3.4. An Age of Nationalism and Revolution

- I. Concert of Europe sought to maintain the status quo.
 - A. Metternich used the Concert of Europe to suppress nationalist & liberal revolutions.
 - B. Conservatives re-established control and suppressed movements for change.
 - C. Revolutionaries attempted to destroy the status quo (Decembrist revolt).
 - D. Revolutions of 1848 triggered by economic hardship and political discontent.
- II. Breakdown of the Concert of Europe opened the door for nationalism and liberal reforms.
 - A. Crimean War created the conditions in which Italy and Germany could be unified.
 - B. Conservative leaders used popular nationalism to strengthen state (Bismarck).
 - C. Austria-Hungary developed a dual monarchy to stabilize the state.
 - D. Russian leaders reformed & modernized, which gave way to the Russian Rev. of 1905.
- III. Unification of Italy & Germany transformed the European balance of power.
 - A. Italy was unified through Cavour's diplomacy and Garibaldi's military campaigns.
 - B. Germany was unified through Bismarck's *Realpolitik* strategies.
 - C. Bismarck created a complex system of alliances directed at isolating France.
 - D. International tensions were heightened in 1890 after Bismarck's dismissal.
 - E. Tensions in the Balkans pulled the Great Powers into crises leading up to WWI.

3.5. Nationalism and imperialism increased tensions between the Great Powers.

- I. Asia and Africa became increasingly colonized by European states.
 - A. National rivalries and strategic concerns led to imperial expansion and competition.
 - B. Search for materials & markets motivated Europeans to colonize Africa & Asia.
 - C. Europeans used theories of cultural and racial superiority to justify imperialism.
- II. Europeans strengthened control of global empires with new technologies.
 - A. Advanced weaponry ensured a military advantage for Europeans abroad.
 - B. Communication and transportation technologies facilitated expansion.
 - C. Medicinal advancements enabled European survival in Asia and Africa.
- III. Imperialism affected society and culture in Europe, while also creating resistance abroad.
 - A. Imperialism created diplomatic tensions (Berlin Conference).
 - B. Works of art and literature provoked debate over imperialism.
 - C. Non-Europeans educated in western values challenged imperialism through nationalist movements and modernizing economies (India, China, Japan).

3.6. European ideas and culture showcased tensions between realism and expressionism.

- I. Romanticism placed more emphasis on emotion.
 - A. Romantic artists emphasized emotion, nature, and national histories.

- B. Romantic writers expressed similar themes and responded to current events.
- II. The Revolutions of 1848 prompted a wave of realist and materialist worldviews.
 - A. Positivism emphasized rational and scientific analyses.
 - B. Darwin provided evidence for biological change that was used to justify racism.
 - C. Marx provided a critique of capitalism and historical evolution.
 - D. Realist and materialist attitudes were depicted through the lives of ordinary people.
- III. Modernism in intellectual and cultural life reflected a loss of confidence in objectivity.
 - A. Philosophy emphasized irrationality and impulse (Nietzsche).
 - B. Freud emphasized the struggle between the conscious and subconscious.
 - C. Scientists developed new theories - quantum mechanics and the theory of relativity.
 - D. Impressionism and Cubism focused on abstract and expressive art forms.

PERIOD 3 EVENTS, PEOPLE, & CONCEPTS.....

- | | | |
|-----------------------------------|-------------------------------|--------------------------------|
| • abolition | Wars | • nationalism |
| • Albert Einstein | • First Industrial Revolution | • nuclear family |
| • Alexander II of Russia | • Friedrich Engels | • Otto von Bismarck |
| • anarchism | • Friedrich Nietzsche | • Pablo Picasso |
| • Anti-Corn Law League | • German Unification | • Polish Revolt |
| • Anti-imperialism | • Giuseppe Garibaldi | • popular sovereignty |
| • anti-Semitism | • Giuseppe Mazzini | • positivism |
| • Berlin Conference 1884 | • Great Powers | • proletariat |
| • Bessemer process | • Greek War of Independence | • realism |
| • Bismarckian System of Alliances | • imperialism | • Realpolitik |
| • bourgeoisie | • Impressionism | • relativism |
| • Boxer Rebellion | • Indian Congress Party | • Revolutions of 1848 |
| • British Labour Party | • Irish Potato Famine | • Robert Owen |
| • Cavour | • Italian Unification | • romanticism |
| • Charles Darwin | • Jeremy Bentham | • scientific realism |
| • Charles Dickens | • John Stuart Mill | • scientific socialism |
| • Chartists | • Jules Verne | • Second Industrial Revolution |
| • Claude Monet | • July Revolution | • Sepoy Mutiny |
| • Concert of Europe | • Karl Marx | • Sergei Witte |
| • Congress of Berlin | • Law League | • Sigmund Freud |
| • Congress System | • liberalism | • social darwinism |
| • conservatism | • Marie Curie | • socialism |
| • consumerism | • Marxism | • suffrage |
| • Crimean War | • mass marketing | • Temperance Movement |
| • Crystal Palace | • mass production | • Ten Hours Act |
| • Cubism | • materialism | • textiles |
| • cult of domesticity | • Max Planck | • Theodor Herzl |
| • Decembrist Revolt | • Meiji Restoration | • Thomas Malthus |
| • Dreyfus Affair | • Metternich | • trade unions |
| • Dual Monarchy | • Metternich | • trade unions |
| • economic liberalism | • Conservatism | • Triple Alliance |
| • Emmeline Pankhurst | • middle class | • urbanization |
| • Factory Act | • Mines Act | • Vincent Van Gogh |
| • factory system | • monopolies | • zionism |
| • feminism | • Napoleon III | |
| • First & Second Balkan | | |

Period 4: Total War, Cold War, & Realignment (1914-present)

KEY CONCEPTS.....

4.1. Political evolution of the 20th century

- I. World War I was caused by complex factors and resulted in immense losses.
 - A. Causes for WWI included militarism, webs of alliances, nationalism, and imperialism.
 - B. New military technologies led to trench warfare and massive casualties (machine gun, barbed wire, submarine, airplane, poison gas, tanks).
 - C. Prolonged stalemate, national mobilization, & total war led to protest & insurrection.
 - D. WWI in Europe spread to non-European theaters (Armenian Genocide).
 - E. European global power shifted after WWI with the emergence of the US as a world power and the collapse of European empires.
- II. Post-WWI negotiations attempted to balance global peace with desire for retribution.
 - A. Idealism and revenge clashed at Versailles.
 - B. The League of Nations was created to prevent future wars, but was weak.
 - C. Treaty of Versailles assigned guilt and heavy reparations to Germany
- III. Between the wars, fascism, nationalism, and racism resulted in WWII.
 - A. Fascist states rearmed and expanded as they exploited deep distrust between nations, American isolationism, fears of another war.
 - B. The Axis powers had early victories with Germany's *blitzkrieg* and Japan's attacks.
 - C. The Allies were eventually victorious through innovation, cooperation, strong leadership, and resistance of civilians.
 - D. Nazi Germany attempts to establish a "new racial order" culminated in the Holocaust.
- IV. The Cold War between the democratic West and communist East lasted from 1945-1991.
 - A. Europe was divided by the "iron curtain".
 - B. The Cold War involved propaganda, proxy wars, covert actions.
 - C. The US exerted strong influences in western Europe leading to the creation of global economic and political systems (NATO, IMF, World Bank, WTO, GATT).
 - D. Countries in the east came under domination of the Soviet Union.
 - E. The Cold War ended when the Soviet Union collapsed in 1991 and capitalist economies were established across Eastern Europe.
- V. Europe has been relatively peaceful since WWI with some exceptions.
 - A. Nationalist violence (Ireland, Chechnya), separatist movements (Basque, Flemish), and ethnic cleansing (Bosnian Muslims).
- VI. Decolonization through diplomacy and military action ended European rule globally.
 - A. Principles of self-determination after WWI influenced non-Europeans.
 - B. German and Ottoman colonies in the Middle East were distributed to France and Great Britain through the Mandate System, which had lasting consequences.
 - C. Many territories remained under European control until the mid-20th century despite nationalist movements (India, Vietnam, Indonesia).

4.2. Conflicts within European states

- I. The Russian Revolution
 - A. WWI exacerbated long-term problems in Russia, which created support for change.
 - B. Lenin's Bolshevik Revolution established a communist state.
 - C. Civil War broke out between communist and non-communist forces.
 - D. Lenin established a communist economy with some free-market principles, but Stalin's program of rapid economic modernization had severe repercussions.
 - E. Stalin established an oppressive political system with a devastating famine.
- II. Rise of Fascism & Dictatorships
 - A. Dictators used technology and charismatic propaganda to promote and glorify war.

- B. Mussolini and Hitler came to power by manipulating democracy, state terror, and exploiting post-war frustrations with political and economic instability.
 - C. Franco came to power through Civil War and strong alliances with Mussolini & Hitler.
 - D. Authoritarian dictatorships took power in central and eastern Europe.
- III. The Great Depression weakened international trade and undermined western democracy.
 - A. Economies worldwide were weakened by debt, tariffs, inflation, and overproduction.
 - B. Dependence on American investment backfired when the US stock market crashed.
 - C. Western democracies failed to overcome the depression through liberal policies.
- IV. After WWII, the welfare state expanded.
 - A. The Marshall Plan financed the rebuilding of Western and Central Europe after WWII.
 - B. Social welfare programs expanded after WWII, but became a contentious issue.
- V. Eastern European states were repressed until after the fall of the Soviet Union.
 - A. The populations of the Soviet bloc experienced central planning, suppression of freedoms, and constraints of emigration.
 - B. Revolts around Eastern Europe in the 1950s and 1960s strengthened repressive totalitarian regimes.
 - C. Gorbachev attempted to save the Soviet Union with political and economic reforms in the 1980s, but they failed to prevent its collapse.
 - D. Most countries in the Soviet bloc experienced peaceful revolution in the 1980s and 1990s, with the exception of war and genocide in the Balkans.

4.3. Intellectual and cultural movements of the 20th century

- I. Effects of anxiety after WWI
 - A. Europeans were confident in their science and technologies before WWI.
 - B. Effects of WWI and depression undermined confidence leading to postmodernism.
- II. Science and technology had impressive benefits and disastrous consequences.
 - A. Scientists challenged norms in every field, leading to nuclear power.
 - B. Medicinal advancements extended life, but posed social and moral questions.
 - C. Military technologies made total war, genocide, and the risk of nuclear war possible.
- III. Organized religion continued to play a role, despite modern secularism.
 - A. Christian churches responded in different ways to totalitarianism and communism.
 - B. Reform in the Catholic Church redefined the church's doctrine and relations with other religious communities.
 - C. Increased immigration to Europe changed its religious makeup.

4.4. European society during the 20th Century

- I. The 20th century was characterized by large-scale suffering and tremendous improvements.
 - A. The Lost Generation after WWI fostered disillusionment and cynicism.
 - B. WWII decimated an entire generation of Russian and German Men, destroyed European Jewry, and resulted in the mass murder of others targeted by the Nazis.
 - C. Consumer culture improved standards of living on the back of mass production.
 - D. New communication and transportation led to globalized culture (Internet).
- II. Women in the 20th Century
 - A. During the world wars, women became more involved in military, politics, and the labor force.
 - B. Women finally gained suffrage and greater educational access.
 - C. Economic recovery after WWII triggered the baby boom.
 - D. Women had more options because of rights in marriage, divorce, and reproduction.
 - E. Some women reached high political office and representation in legislative bodies.
- III. New voices in political, intellectual, and social discourse.
 - A. Green parties encouraged sustainable development to protect the environment.

- B. Social movements for women, gay liberation, and others worked for civil rights.
- C. Students reacted against materialism and authority through revolts.
- D. Anti-immigration policies spread as more people migrated to Europe after WWII.
- IV. Transnational unions grew in size in the second half of the 20th century.
 - A. Europe became more integrated economically through the EEC then the EU.
 - B. EU members continue to question sovereignty with economic union.

PERIOD 4 EVENTS, PEOPLE, & CONCEPTS.....

- | | | |
|-------------------------------|-------------------------|------------------------------|
| • Abstract Expressionism | • Five Year Plan | • Palestine |
| • Adolf Hitler | • Francisco Franco | • Paris Peace Conference |
| • alliance system | • Franz Kafka | • perestroika |
| • Americanization | • Futurism | • pop art |
| • appeasement | • genocide | • Pope John Paul II |
| • arms race | • German Reunification | • Popular Front (France) |
| • Auschwitz | • glasnost | • postmodernism |
| • authoritarianism | • globalization | • proxy wars |
| • baby boom | • Great Depression | • purges |
| • Balkan Genocide | • Great Purge | • Russian Revolution of 1905 |
| • Bauhaus modernism | • Green Parties | • Schlieffen Plan |
| • Benito Mussolini | • guest workers | • Second Vatican Council |
| • blitzkrieg | • Gulags | • self-determination |
| • Bolshevik Revolution | • Ho Chi Minh | • separatist movements |
| • Civil Rights Movements | • Holocaust | • social welfare |
| • Cold War | • Hungarian Revolution | • Soviets |
| • COMECON | • IMF | • Spanish Civil War |
| • communism | • Iron Curtain | • Stock Market Crash |
| • consumer culture | • John Maynard Keynes | • Surrealism |
| • Cubism | • Joseph Stalin | • totalitarianism |
| • Dadaism | • Korean War | • total war |
| • decolonization | • Kulaks | • Treaty of Versailles |
| • De-Stalinization | • League of Nations | • Ukrainian Famine |
| • economic central planning | • Lost Generation | • Vietnam War |
| • ethnic cleansing | • Mandate System | • Virginia Woolf |
| • eugenics | • Margaret Thatcher | • Vladimir Lenin |
| • European Economic Community | • Marshall Plan | • Wannsee Conference |
| • European Union | • mass production | • War Guilt Clause |
| • existentialism | • Mikhail Gorbachev | • Warsaw Pact |
| • fascism | • Munich Agreement | • Weimar Republic |
| • February/March Revolution | • NATO | • Wilsonian idealism |
| • feminism | • Nazi Germany | • World Bank |
| | • Nikita Khrushchev | • World War I |
| | • nuclear proliferation | |
| | • overproduction | |

Most Important Dates to Know

There will never be a question on the AP US History exam that specifically requires you to remember a date. However, you do need to know the timeline of events to place cause and effect. Plus, you can earn evidence points for knowing dates. The following are the most important dates to remember.

Period 1 (1450-1648)

1348-51 - The Black Death
 1453 - End of the Hundred Years' War
 1455 - Printing Press invented
 1492 - Columbus to New World
 1517 - Protestant Reformation begins
 1555 - Peace of Augsburg
 1588 - Defeat of Spanish Armada
 1598 - Edict of Nantes
 1600 - Dutch East India Company founded
 1618 - Defenestration of Prague
 1643-1715 - Reign of Louis XIV in France
 1648 - Treaty of Westphalia

Period 2 (1648-1815)

1651 - Hobbes' *Leviathan* published
 1687 - Newton publishes *Principia Mathematica*
 1688 - Glorious Revolution
 1688 - English Bill of Rights
 1689 - Locke publishes *Two Treatises on Government*
 1763 - Treaty of Paris ends Seven Years' War
 1776 - American Revolutionary War begins
 1776 - Adam Smith published *Wealth of Nations*
 1789-1799 - French Revolution
 1799 - Napoleon comes to power
 1815 - Congress of Vienna / Age of Metternich

Period 3 (1815-1914)

1830 - Revolutions in France, Belgium, & Greece
 1848 - Liberal Revolutions
 1848 - Marx & Engel publish *Communist Manifesto*
 1861 - Unification of Italy
 1861 - Emancipation of Serfs in Russia
 1871 - Unification of Germany
 1884 - Berlin Conference (Scramble for Africa)
 1900 - Freud publishes *Interpretation of Dreams*
 1905 - Russian Revolution

Period 4 (1914-present)

1914-1918 - World War I
 1917 - Russian Revolution
 1918 - Treaty of Versailles ends WWI
 1929 - Stock market crashes, Great Depression begins
 1939-1945 - World War II in Europe
 1945 - UN established
 1949 - NATO formed
 1957 - Sputnik launched
 1961 - Berlin Wall built
 1962 - Second Vatican Council
 1968 - Prague Spring
 1989 - Collapse of Berlin Wall
 1991 - Breakup of Soviet Union
 1992 - Maastricht Treaty created European Union
 1999 - European currency introduced (the Euro)
 2000 - Putin elected President of Russia

Past Essay Questions by Topic

*The AP European History exam was significantly revised in 2016, so any questions from before then are not representative of the current exam format. You can still use prior questions to practice, however DBQs will have more than 7 documents, the LEQ prompts are worded differently, and the rubrics are completely different. All prompts from 1999-2009 can be found [here](https://fiveable.me/ap-european-history/past-essay-questions/).

Period 1: 1450-1648

[2018 - SAQ 3: Protestant Reformation](#)
[2018 - DBQ: Thirty Years' War](#)
[2018 - LEQ 2: European colonies](#)
[2017 - SAQ 2: Printing press](#)
[2017 - SAQ 4: Scientific Revolution](#)
[2017 - LEQ 3: Waging War](#)
[2016 - SAQ 1: Scientific Revolution](#)
[2016 - LEQ 2: Women & the Reformation](#)
[2015 - LEQ 5: Market Economy in Europe](#)
[2015 - LEQ 6: Protestant & Catholic Reformations](#)
[2014 - LEQ 2: Protestant Church-State Relations](#)
[2013 - LEQ 2: Renaissance Art vs. Neoclassical Art](#)
[2012 - LEQ 2: Tech Developments & Expansion](#)
[2012 - LEQ 3: Religious Reform & Art](#)
[2011 - DBQ: Gender Roles & Elizabeth I](#)
[2011 - LEQ 2: Centralization of Spain & Frag. of Italy](#)
[2011B - LEQ 4: Florence vs. Geneva](#)
[2010 - LEQ 2: Art, science, & Power](#)
[2010 - LEQ 3: Protestant Church-State Views](#)
[2010 - LEQ 4: Atlantic Trade](#)
[2010B - LEQ 4: Italian Renaissance Art](#)

Period 2: 1648-1815

[2018 - SAQ 1: French Revolution](#)
[2018 - LEQ 3: Glorious vs. French Revolutions](#)
[2017 - DBQ: Glorious Revolution](#)
[2017 - LEQ 4: Government & Economy](#)
[2016 - SAQ 2: Dutch business](#)
[2016 - LEQ 2: Women & the Enlightenment](#)
[2015 - LEQ 2: Napoleon & the French Rev](#)
[2015 - LEQ 7: Religion & Science](#)
[2014 - LEQ 3: Absolute Monarchs](#)
[2014 - LEQ 4: Roles of Women & Enlightenment](#)
[2013 - DBQ: Religious Toleration](#)
[2013 - LEQ 4: Newtonian Physics](#)
[2012 - LEQ 4: French National Identity](#)
[2011 - LEQ 3: Enlightenment vs. Romanticism](#)
[2011 - LEQ 4: English Civil War vs. French Rev](#)
[2011B - LEQ 2: Challenges to Royal Authority](#)
[2011B - LEQ 3: Rise of Russia](#)
[2010B - LEQ 2: Russia vs. Netherlands](#)
[2010B - LEQ 3: Women & Reformation](#)
[2010B: LEQ 6: Locke & Newton](#)

Period 3: 1815-1914

[2018 - LEQ 2: European colonies](#)
[2017 - SAQ 1: European families](#)
[2017 - LEQ 3: Waging war](#)
[2016 - SAQ 3: Railroads](#)
[2016 - SAQ 4: French workforce](#)
[2016 - DBQ: Bismarckian Conservatism](#)
[2015 - LEQ 4: Colonial Empires](#)
[2014 - LEQ 5: Factors for Urbanization](#)
[2014 - LEQ 6: Balance of Power](#)
[2013 - LEQ 3: Colonial Expansion](#)
[2012 - DBQ: Improving Work Conditions](#)
[2012 - LEQ 5: Family & Gender Roles](#)
[2011 - LEQ 5: Consumer Culture](#)
[2011B - LEQ 5: Socialism & Marx](#)
[2011B - LEQ 6: Conservative Movements](#)
[2011B - LEQ 7: Science & Tech](#)
[2010 - LEQ 5: Keeping Empires Together](#)
[2010 - LEQ 6: Feminism, 1st vs. 2nd Wave](#)
[2010 - LEQ 7: Darwin vs. Freud](#)
[2010B - DBQ: Italian National Identity](#)
[2010B - LEQ 7: Development of Socialism](#)

Period 4: 1914-present

[2018 - SAQ 2: Treaty of Versailles](#)
[2018 - SAQ 4: Policies of Lenin & Stalin](#)
[2018 - LEQ 4: Europe & the US](#)
[2017 - SAQ 3: Welfare states](#)
[2017 - LEQ 4: Government & Economy](#)
[2016 - LEQ 3: Women in Europe](#)
[2015 - DBQ: French Identity Since 1960](#)
[2015 - LEQ 3: Soviet Union & Marxism](#)
[2014 - DBQ: Polish Workers' Movement](#)
[2014 - LEQ 6: Totalitarianism & Art](#)
[2013 - LEQ 5: Paid Women in the Workforce](#)
[2013 - LEQ 6: Welfare State in Western Europe](#)
[2013 - LEQ 7: Right-Wing Regimes](#)
[2012 - LEQ 6: Nazi Foreign Policy](#)
[2012 - LEQ 7: Decolonization](#)
[2011 - LEQ 7: European Integration](#)
[2011B - DBQ: Views on Immigration](#)
[2010 - DBQ: Weimar Republic](#)
[2010B: LEQ 5: Changing Population](#)

Recommended Resources

*Just a heads up, the following list of resources contains affiliate links, which means that if you click on one of the product links, Fiveable will receive a small commission. This helps support our content creation and allows us to continue to make resources like this. Thank you for the support!

Facebook group for AP Euro students

Join the Facebook group at <https://www.facebook.com/groups/apeurostudents>

Prep Books:

While you are reviewing, it is insanely helpful to have a prep book to guide you. These offer nice summaries of content, practice tests, and even graphic organizers to help you visualize the information.

Each prep book offers a different value to your review, so it really comes down to how you learn best and which style you prefer. You should definitely have one to help you out.

Barron's AP European History, 8th Edition - <https://amzn.to/2wqoslo>

Tough read, but lots and lots of great content. More like an alternative textbook.

Princeton Review's Cracking the AP European History Exam - <https://amzn.to/2MHAD7c>

Much easier read, great summaries.

5 Steps to a 5: AP European History - <https://amzn.to/2onUlq7>

Lots of practice exams, but they are pretty low quality.

Crash Course: AP European History - <https://amzn.to/2MH0Kv5>

Bulleted review, reads like AP US cliff notes. Really useful for last minute.

Prep Apps:

Romulus AP Euro Review - [iTunes App Store](#) & [Google Play](#)

Fiveable for AP European History

At Fiveable, Tom Richey hosts live AP European history reviews every week! You can tune in live to get your questions answered, listen to concept explanations, and practice essays. We're live all year because it takes time to learn and understand everything you need to pass this exam. During the month of May, we have even more live sessions including every night leading up to the exam. To get access to all live sessions, replays, and exclusive content, visit <http://fiveable.me/live>.

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