

# Welcome to AP European History



Mr. Bayer

# Wednesday 1/8: Introduction – Day 1

## BW

- *Why did you decide to take AP European History?  
What do I need to know about you?*
- *What have you heard about this class?/Me?*

# Mr. Bayer's Background

## Teaching/Professional Experience

- 10<sup>th</sup> Year Teaching @ Batavia
- “Corporate Spy” before that...

## Education

- MA – Social Studies Education, Roosevelt University \*and still paying for it...\*
- BA – History, Monmouth College  
Phi Alpha Theta (Honorary \*Nerdy\* History Fraternity)

## Other

- Head Wrestling Coach
- Live in Batavia with wife and travel partner (Julie)
- Travelled to Europe 6 times (8 Countries)

\*you'll see vacation pictures throughout the semester whether you want to or not\*



# What is AP Euro?

A college level survey course covering the social, political, intellectual, cultural, economic and diplomatic history of Modern Europe

1450 – present

# What is AP?

- Advanced Placement
  - College Board
- College-level coursework in high school setting
- May earn college credit by taking and passing the AP Exam

# Important AP Test Info...

- **Friday, May 8, 2014**
  - Register/Pay for the test no later than **March 15<sup>th</sup>**
- **Opens 1/15**  
**(Mrs. Stern)**
  - BPS website
  - For Parents
  - RevTrac
- **Exam fees: \$95**
- **Review sessions**
- **Mandatory pre-administration sessions**
  - In the Spring

# What is the format of the test?

- Lasts 3 hours, 5 minutes
- Divided into 2 major sections
  - 80 multiple choice questions (55 minutes)
  - 3 ‘free response questions’ (130 minutes)
    - 2 are ‘thematic free-response questions’
      - “FRQ”
    - 1 is a ‘document based question’
      - “DBQ”

# How is the test scored?

- Scoring
  - MC portion is worth 50% of final grade
  - Free response portion is worth 50% of final grade
  - Tests are given a score of 1 to 5
    - 1 = No Recommendation
    - 2 = Possibly Qualified
    - 3 = Qualified
    - 4 = Well Qualified
    - 5 = Extremely Well Qualified

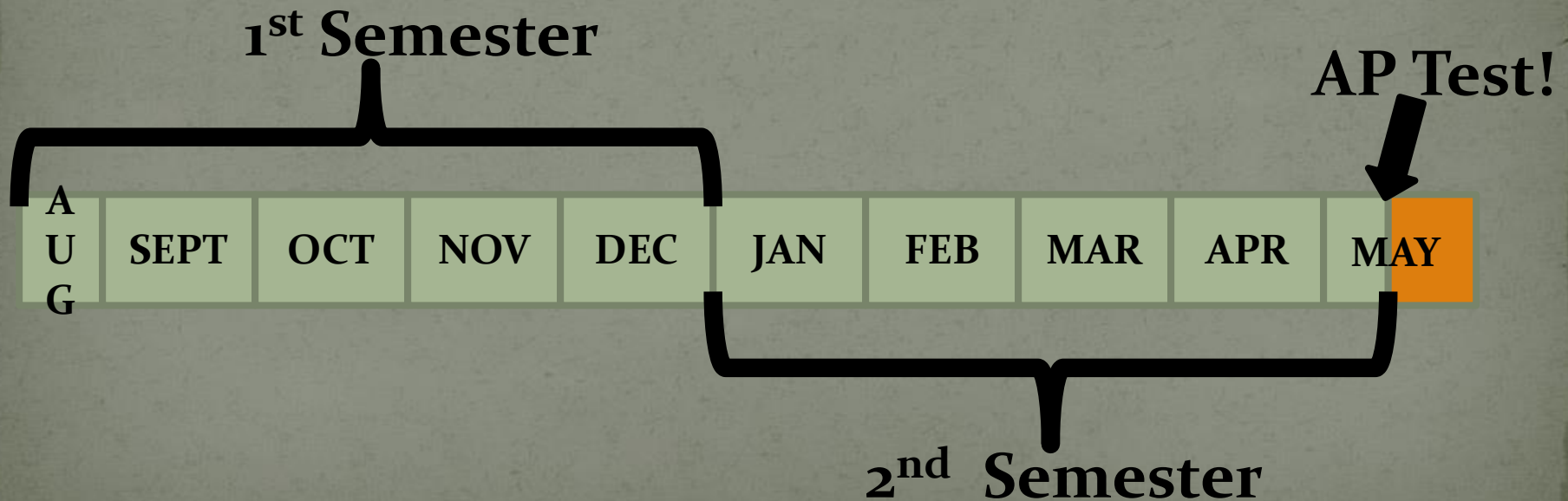


# What college credit could I receive?

- It varies from college to college
  - Some examples
    - Illinois State University: 3, 4, or 5
    - University of Illinois: 4 or 5
    - Northwestern University: 5

# Important to Know...

- AP European History at Batavia
  - 90-minute block schedule – has an impact on teaching
  - No prerequisite, sophomores w/ no experience in a history class
  - Content coverage in  $\frac{1}{2}$  the **calendar time** afforded to nearly all other AP Euro students.
    - Normal: 33 weeks to read 662 pages of our textbook, examine all supplementary readings and complete all assignments.
    - BHS: 18 weeks/17 weeks



# How much homework do students get?

- 1 + hours / night
- I WILL PROVIDE HOMEWORK ASSIGNMENTS IN ADVANCE

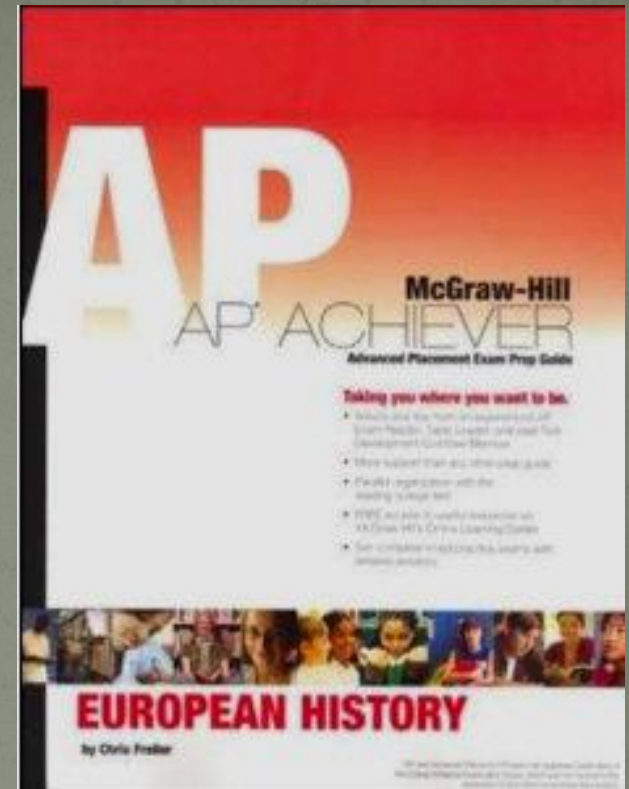
(WEEK-LONG/UNIT “CHUNKS” ARE TYPICAL)

- Should always have something to do
  - Reading for COMPREHENSION - notes
  - Written work
    - Essays, reading questions, notes from textbook
  - Review – make this a part of the nightly process

**What can YOU learn from students who have taken this class before you?**

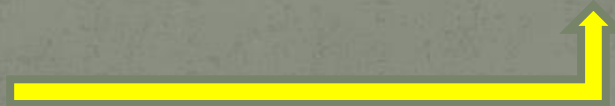
# Suggestions...

- Stay current with the reading/notes!!!!
- Stay organized!
- Re-Review notes!
- QUESTIONING TECHNIQUES
- Attendance is important
- Study groups
- Make an appointment
- AP Test? Review Guide!!!

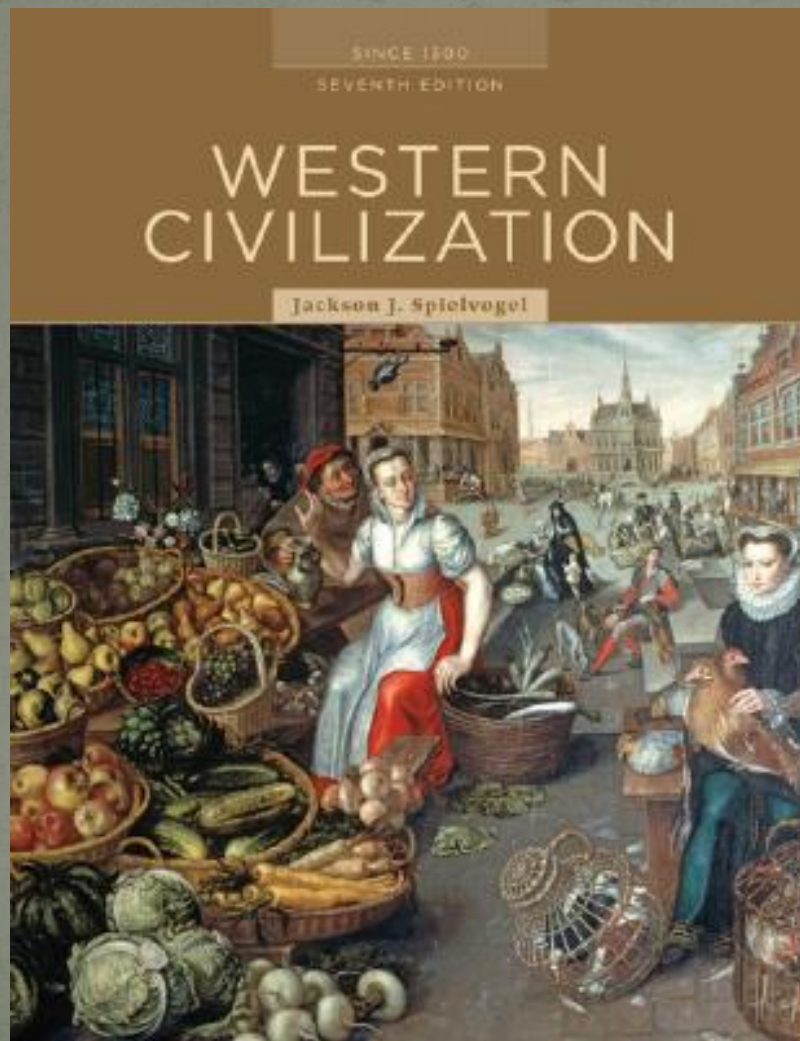


AP Achiever  
Chris Freiler

~\$20



# What textbook do we use?



Dr. Jackson Spielvogel  
Penn State

- Single engaging narrative
- Loads of primary source documents/examples

## CONTENTS

- Map
- Focus questions – 303
- Map – 305
- Primary Sources – 306
- Chart – 311
- Timeline – 334
- Footnotes – 334
- Glossary – 967
- Primary Documents – 983
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# What is the benefit to students?

- Opportunity to earn college credit – save \$\$\$\$
- Weighted GPA - shows colleges that they are a serious student who likes a challenge
- It will help them understand their own culture and society better
- Hopefully, the course will better prepare them for higher level courses they take here at BHS and later on at college
- It's not just history...it's art, it's philosophy, it's even music and literature

# What to Expect...

## ● **To Commit Yourself**

- I have to take for granted that you WANT to learn.
- To work harder in this course than any course you've had in school
- **Yeah, I know you're sophomores.** I get it. Now, grow up!
- 1-2 hours of homework per night – mostly reading – **STAY ORGANIZED!**
- Part of my job is to prepare you for a rigorous test.

## ● **A supportive, interactive academic environment**

- This is my fourth year teaching this class. I am reasonable. You will get through this! → 2014: 85%/85%
- I will **NEVER** give you busy work!

## ● **To learn A LOT!**

- Become a better student
- Gain appreciation of the historian's craft.
- Discover our society's foundations. - You will see a lot of "us" in this course.

## ● **A teacher that will pour EVERYTHING he has into your personal success and into the success of the class**

## ● **To have FUN!!!**

# Why Study History & Why the Last 500 Years of European History?

- Studying history is the only way we can learn about and analyze how societies function & you need to understand this to run your own life.
- The past causes the present, and so the future.
- Studying history contributes to a moral understanding and a sense of shared humanity.
- An understanding of history is an understanding of the forces that shape your identity and your society.
- Being a student of history fosters critical skills: critical reading, assessing evidence & conflicting interpretations, understanding societal change, analysis, writing, organization &

**It makes you a better citizen.**

- Modern European history in particular...



# Western Ideas

“All men are created equal”

“no taxation without representation”

“the people united can never be defeated”

Free press

Limited government

Innocence until proof of guilt

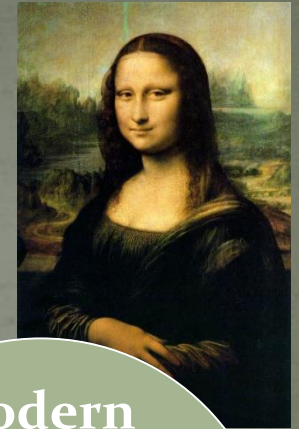
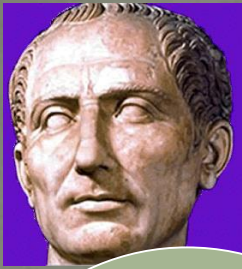
Judgment by a jury of peers

Religion as a choice

Change as a constant

Truth in the “new”

# Labels of Historical Periods



Ancient History  
(Classical Civilization  
Greece & Rome)

Medieval History  
“Middle Ages”

~ 500 to 1500 CE.

Modern History  
Renaissance  
“Rebirth”  
Classical Ideas

800 BC

1<sup>st</sup> Greek City States

to

400s CE

Visigoths (Alaric) Sack Rome (410 A.D.)

Odoacer deposes Romulus Augustus (476 A.D.)

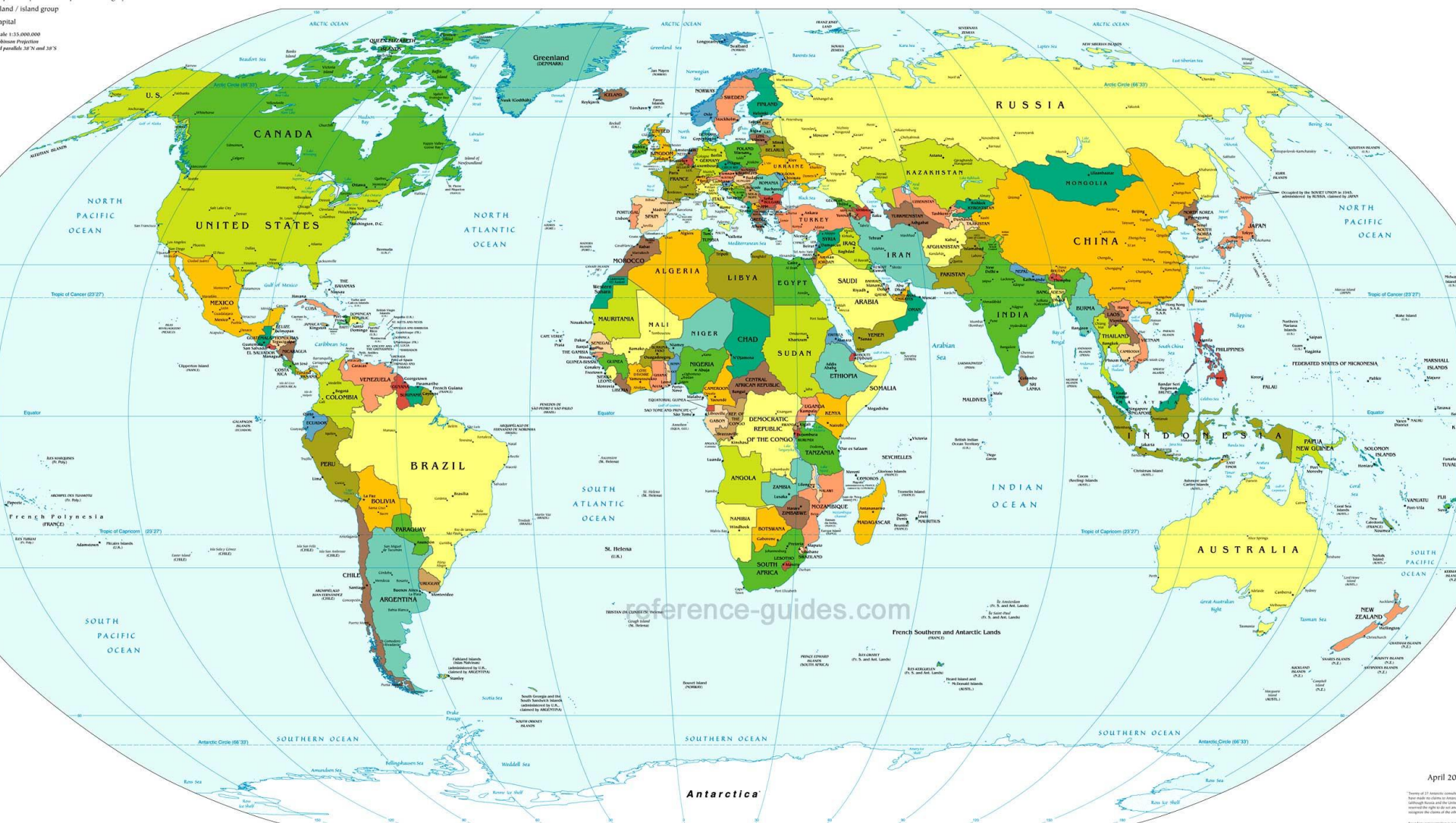
1500 CE

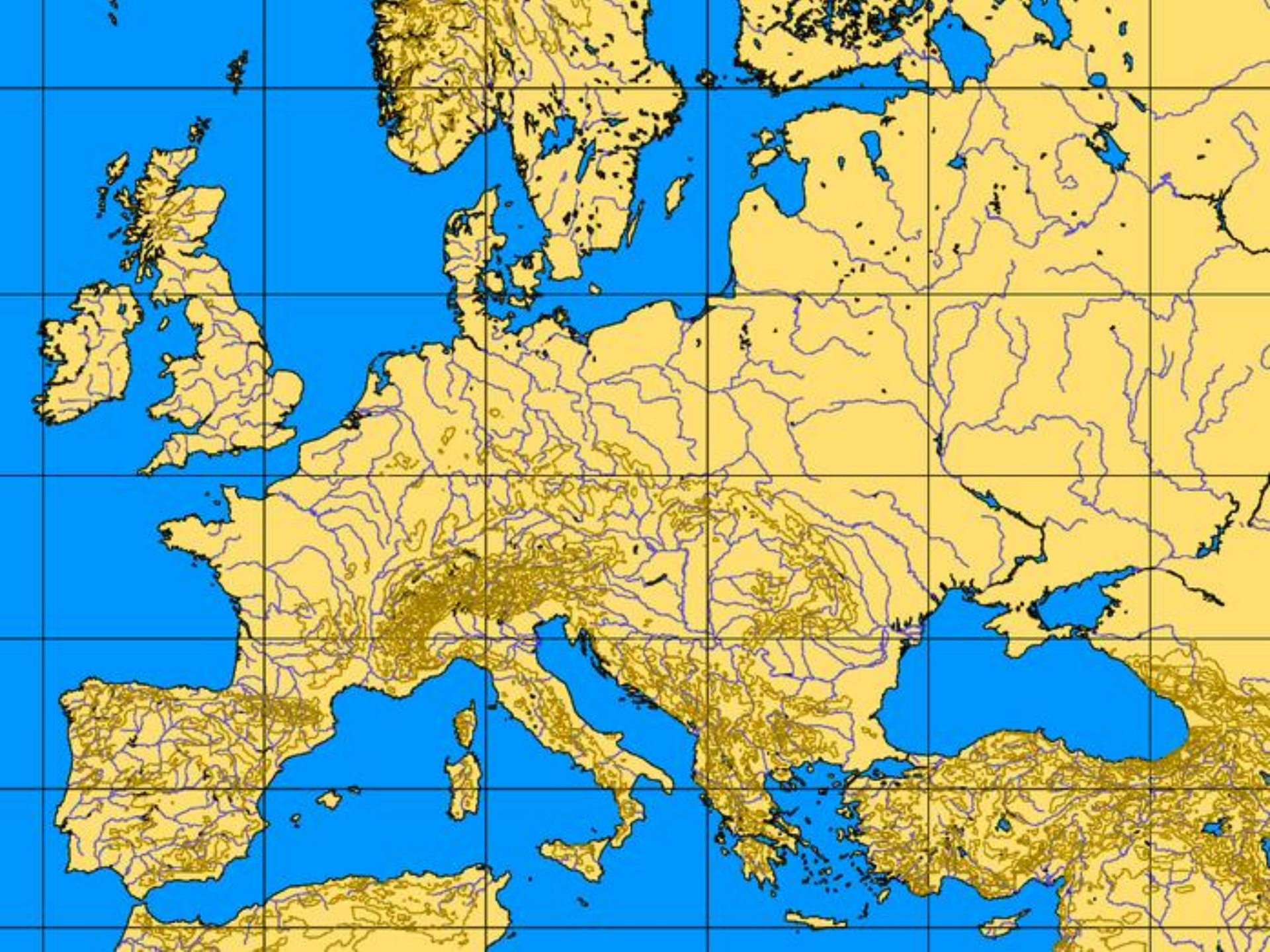
Reformation &  
Rise of European  
Trade & Exploration

to

Present

# HOW DO WE DEFINE EUROPE GEOGRAPHICALLY?





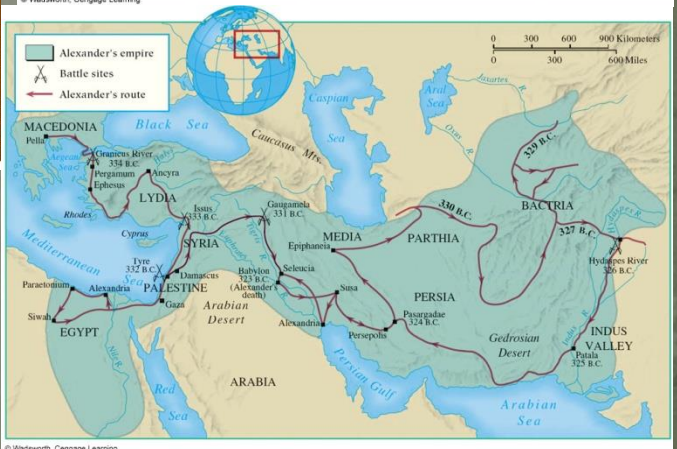
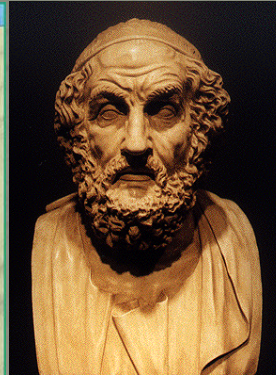
1. Palmer writes, “...whatever their backgrounds and willingly or not, all peoples in the contemporary world have been caught up in processes of “modernization” or “development,” which usually turns out to mean acquiring or adapting some of the technical skills and powers first exhibited by Europeans.” What does this mean and why is this an important idea to consider?

# Ancient Times ~ 3000 BCE



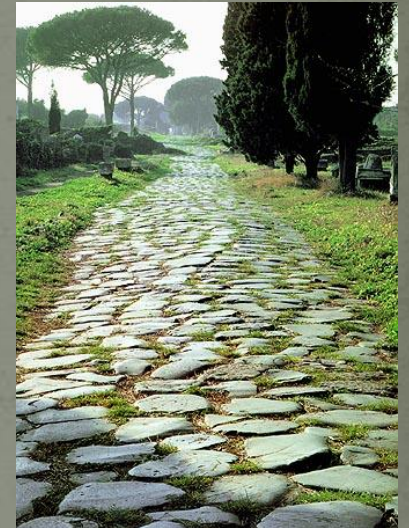
2. Describe the status of civilization in Europe as compared to civilizations in the Middle East, Egypt and Asia Minor (Aegean Sea) before 2000 B.C.

# The Greek World ~ 1900 – 146 BCE



3. Why might it be said that Western Civilization was “born in Greece”? Indicate some foundational contributions made by the Ancient Greeks.

# The Roman World



4. Identify and describe several the important legacies left by ancient Roman government.







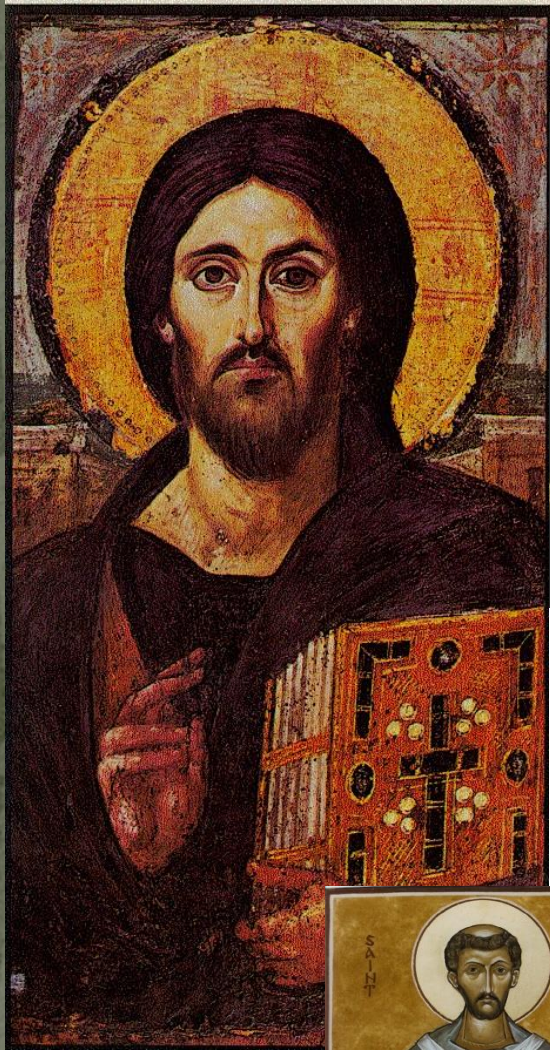
history...  
fun...

How did I get  
stuck going on  
vacation  
with this  
goon?!



# Trade in the Roman Empire

# Christianity

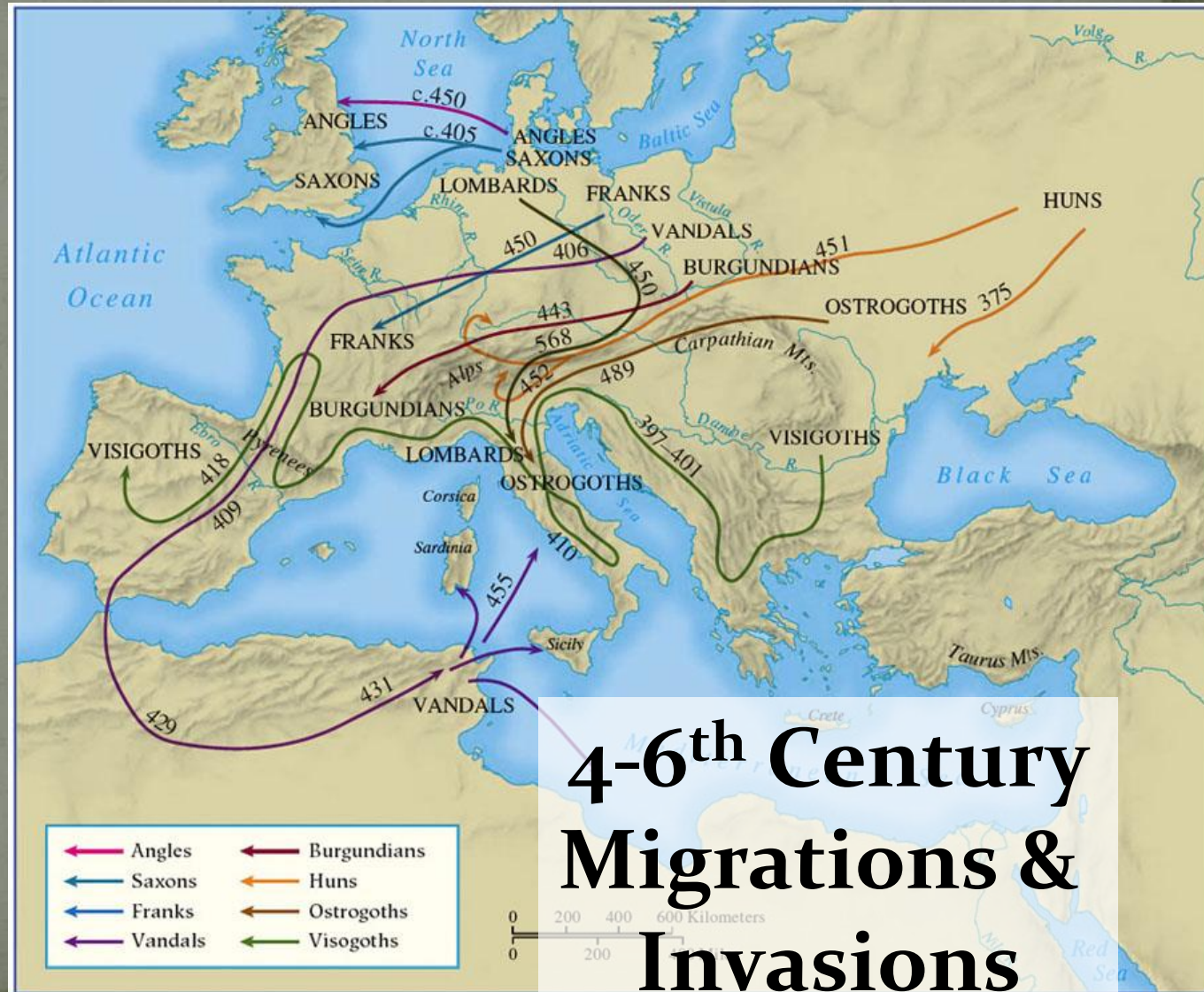


5. In what ways did the Christian movement and its eventual adoption represent a challenge to Ancient Rome culturally and politically?



# Decline/Transformation of the Roman Empire

- Invasion/Assimilation
- Movement of Capitol (330)
- Unstable Leadership
  - 3<sup>rd</sup> C./5<sup>th</sup> C.
- Invasion/Destruction
- 4<sup>th</sup>-5<sup>th</sup> Cs
- Trade disrupted, over-taxation, inflation, crumbling infrastructure, limited loyalty to central authority

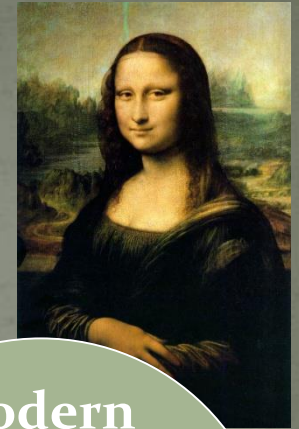
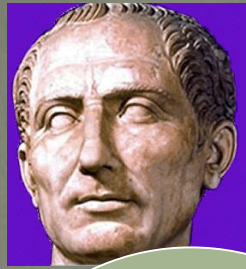


## 4-6<sup>th</sup> Century Migrations & Invasions

# Changes after the Fall of the Roman Empire

- Disruption of Trade – lawlessness; economic centers abandoned
- Downfall of Cities – no longer centers of trade/political influence/ideas
  - Roman Empire – replaced by small kingdoms
  - People identify with local area/loyalty to local chieftain vs. loyal citizen of an empire
- Decline in Writing/Learning/Common Language
  - Germanic tribes – not literate (oral tradition)
  - Latin mixes with Germanic languages
  - Catholic Church – monasteries retain literacy/Latin

# Labels of Historical Periods



Ancient History  
(Classical Civilization  
Greece & Rome)

Late Antiquity/  
Early Middle Ages

High Middle Ages

Late Middle Ages

Medieval History  
"Middle Ages"

Modern History  
Renaissance  
"Rebirth"  
Classical Ideas

~ 500 to 1500 CE.

800 BC

1<sup>st</sup> Greek City States

to

400s CE

Visigoths (Alaric) Sack Rome (410 A.D.)

Odoacer deposes Romulus Augustus (476 A.D.)

1500 CE

Reformation &  
Rise of European  
Trade & Exploration

to

Present

6. During and after the decline of the Roman Empire (after ~500 A.D.), how did Germanic political order differ from the political order of the Roman Empire?

A:

- Breakdown in central authority → localized/tribal authority
- Culturally: warlike, heroic valor, loyalty/kinship, self-governing, no sense of state/rule of law, trial by ordeal (hot/cold water, cross, ingestion)/battle
- Peasant communities brought under control of warring chieftains -- new class distinctions emerge
  - Fighters vs. Laborers



7. Describe the role of the early Church and the Carolingian ruler, Charlemagne in bringing about relative order in the West.

King of Kent  
SE England  
Converted (597)

Legend for Christianization periods:

- Dark Green: Christian areas, c. 300
- Light Green: Areas Christianized, 300-600
- Orange: Areas Christianized, 600-800
- Black square: Centers of Christian diffusion

Dates indicate period of conversion to Christianity

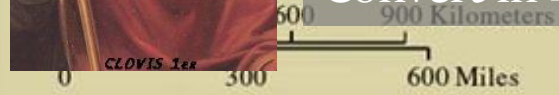
Battle of Tours  
Lays foundation  
for Frankish  
Rule (732)



# The Spread of Christianity



Clovis/Franks  
Convert in 496



St. Patrick  
(Ireland) – mid  
400s

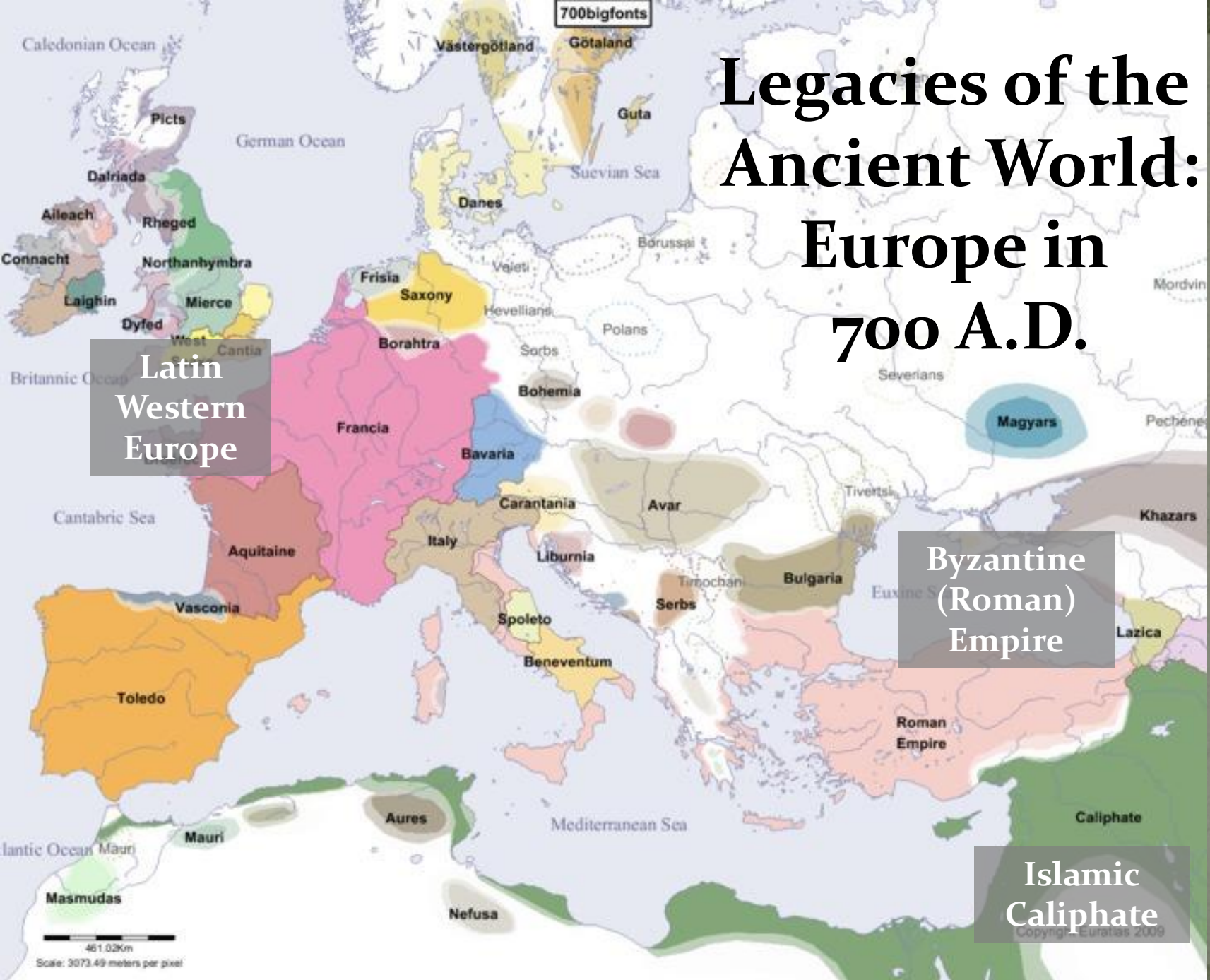


# Legacies of the Ancient World: Europe in 700 A.D.

Latin  
Western  
Europe

Byzantine  
(Roman)  
Empire

Islamic  
Caliphate



# Europe in 800 A.D.

- Charlemagne Crowned HRE in 800
- Consolidated Power
- Control over bishoprics in HRE – Legitimized papal rule in Rome
- Fractured Empire in 2 generations



# Localized vs. Centralized Power

Centralized  
Rule

Localized  
Rule

Some Centralization:  
Papacy, Holy Roman Empire  
(Eventually degenerates  
into 192 kingdoms)



400 A.D.

Roman  
Empire  
(Antiquity)



Constantine III

500-600 A.D.

Tribal Rule /  
Church gaining  
Secular Power



Clovis I

800 A.D.

Holy Roman  
Empire



Charlemagne

# Invasions of the 9<sup>th</sup> – 11<sup>th</sup> Centuries



1000bigfonts

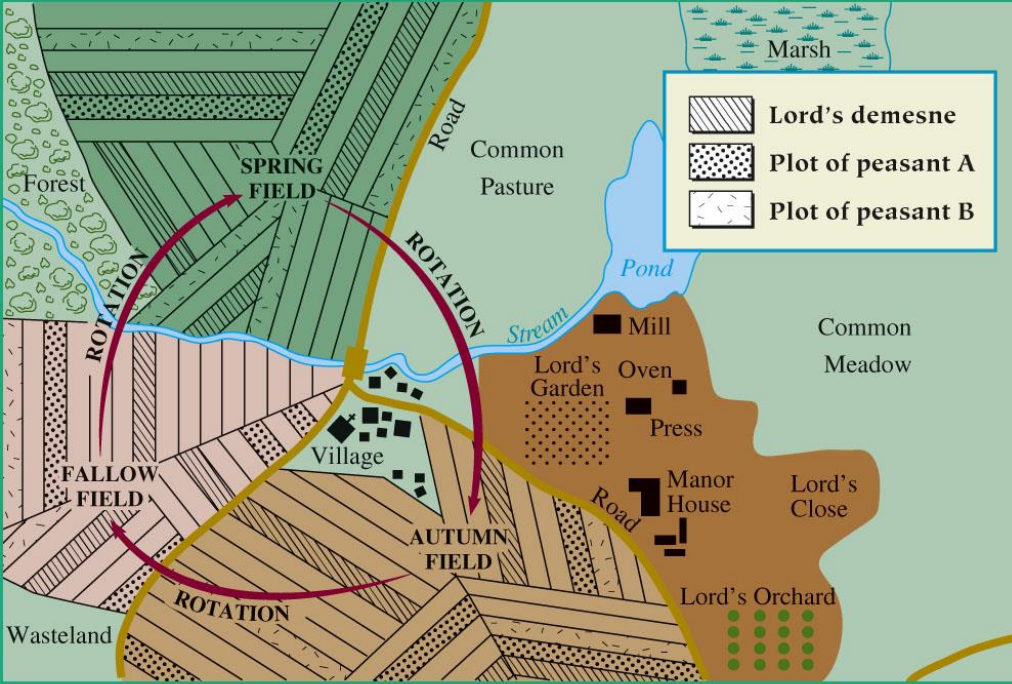
# Europe in 1000 A.D.



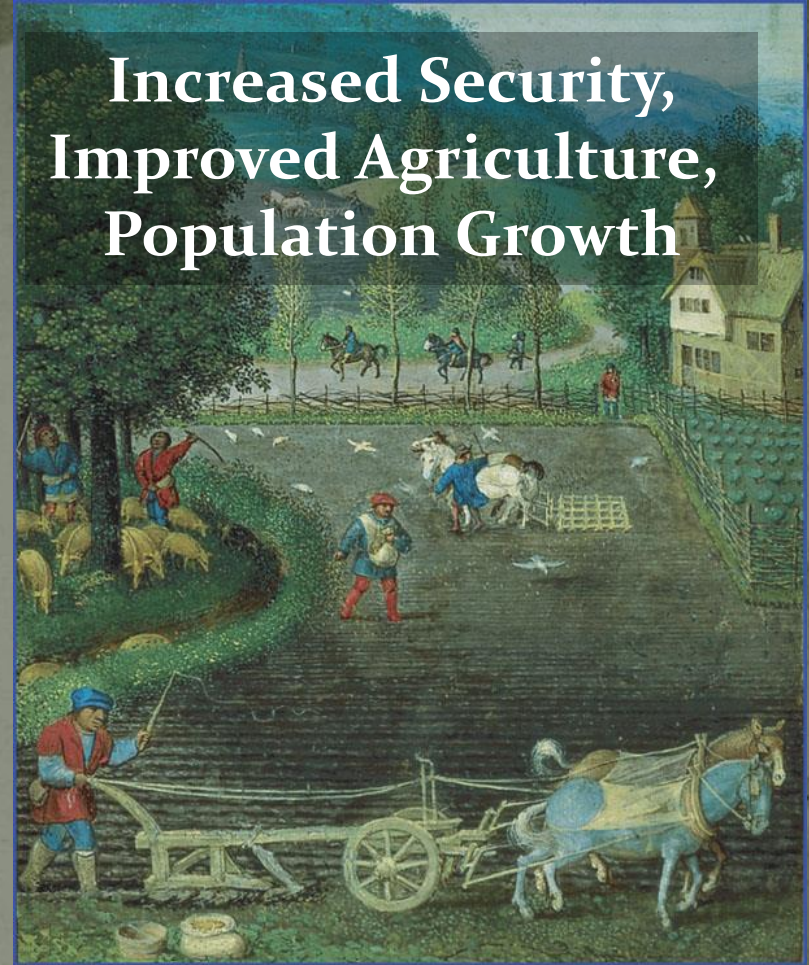
## 8. Why was the period between 1050-1200 A.D. described as “dynamic”?

- 650-1000 – sparse growth
- 1000-1300 – population doubles (to 50-100 M...not until 1600 would Europe see this population)
  - 1000 (life exp: 25) --- 1300 (life exp: 30)
  - “Brakes taken off” vs. “Accelerators”
- Brakes taken off:
  - **Bubonic Plague** disappears – 1<sup>st</sup> half of the 8<sup>th</sup> C.
  - **Invasions** – subside (military victories/less to steal)
  - **Slavery** (6<sup>th</sup>-7<sup>th</sup> C.) to Serfdom (6<sup>th</sup> – 10<sup>th</sup> C.)
- Accelerators:
  - **Climatic change** – study of peat bogs (preservation of cheeses, people, pollen grains!) – 800-1200 “little optimum” – warmer than it was today
  - **Grain yields increased** (4 to 1 by 1300)– technological changes
- 1300-1500 – population stagnation/decline (by ½ )





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© Wadsworth, Cengage Learning

# Increased Security, Improved Agriculture, Population Growth

- Invasions stopped
- Climate improved
- Heavier iron plowshares
- Horses v. Oxen /Collar v. Yoke /Horses in tandem
- Windmills in Low Countries
- We see a search for technological innovation
- Communications improved: bridges, wilderness settled
- Three-field system
- **Most pre-industrial towns: 1050-1200**

**TABLE 9.1 Population Estimates (in millions),  
1000 and 1340**

<b>Area</b>	<b>1000</b>	<b>1340</b>
<i>Mediterranean</i>		
Greece and Balkans	5	6
Italy	5	10
Iberia	7	9
Total	17	25
<i>Western and Central Europe</i>		
France and Low Countries	6	19
British Isles	2	5
Germany and Scandinavia	4	11.5
Total	12	35.5
<i>Eastern Europe</i>		
Russia	6	8
Poland	2	3
Hungary	1.5	2
Total	9.5	13
<b>Grand Total</b>	<b>38.5</b>	<b>73.5</b>

9. Describe feudalism.

# Feudal Orders:



## “Those Who Fight” – The Nobility

- Barons: Counts, Dukes
- Castellans
- Knights
- Illiterate
- Associated with rights/privileges
  - Beheading
  - Tax exemptions (fighting)
  - Collect payments
  - Render Justice
- Patronymics/Patraliny
- Violence

## “Those Who Pray” – The Clergy



- Bishops
- Abbots
- Parish Priests

## “Those Who Work/Toil” – The Peasantry – The Townspeople



- Peasantry/Serfdom
  - Free/Unfree
- Paternalism: part of lord’s family, Christian responsibility, whippings, restrictions on movement
- Obligations: unpaid labor, arbitrary justice, taxation  
Tallage (Arbitrary), Banalities (Lord’s monopoly),  
Other (daughter marries, inheritance, house burns,  
public adultery)

# MEDIEVAL LIFE

Cooperation and Mutual Obligations

KING



Fief and Peasants

Loyalty

LORDS (VASSALS TO KING)

Military Aid



Food

Protection

Shelter

Homage  
KNIGHTS (VASSALS TO LORDS)



Food

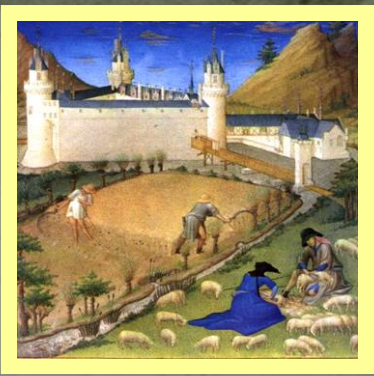
Protection

Shelter

Farm the Land

PEASANTS (SERFS)

Pay Rent



MANORIALISM:  
ECONOMIC SYSTEM

FEUDALISM:  
POLITICAL SYSTEM

- Decentralized, local government
- Dependent upon the relationship between members of the nobility
- Lord and his vassals administered justice and were the highest authority in their land
- Oath of homage/fealty

- Fief -- agriculture = wealth
- Self Sufficiency
- Peasants (serfs) worked the land and paid rent In exchange for protection
- Barter the usual form of exchange

- + stable
- Advantage to vassals (eviction, scutage)
- Multiplicity of homage (liege homage)

10. What forces caused the growth of towns around 1100 A.D.? How did the growth of towns and the town class or middle class introduce instability into the stable feudal society?

### **Urban life in 1000**

Cities in Italy: 10-20,000 inhabitants

Paris – 4,000

Compared to Islamic world – these towns are miniscule

### **Urban life in 1300**

Northern Italy – towns 100-200,000 people

North of the Alps – Germany, France, Spain – 40-80,000 inhabitants

New Agricultural Surpluses



Mobile/empowered /wage earning peasantry



+ Trade/+population in cities (increased interest from outside)



Life in Cities

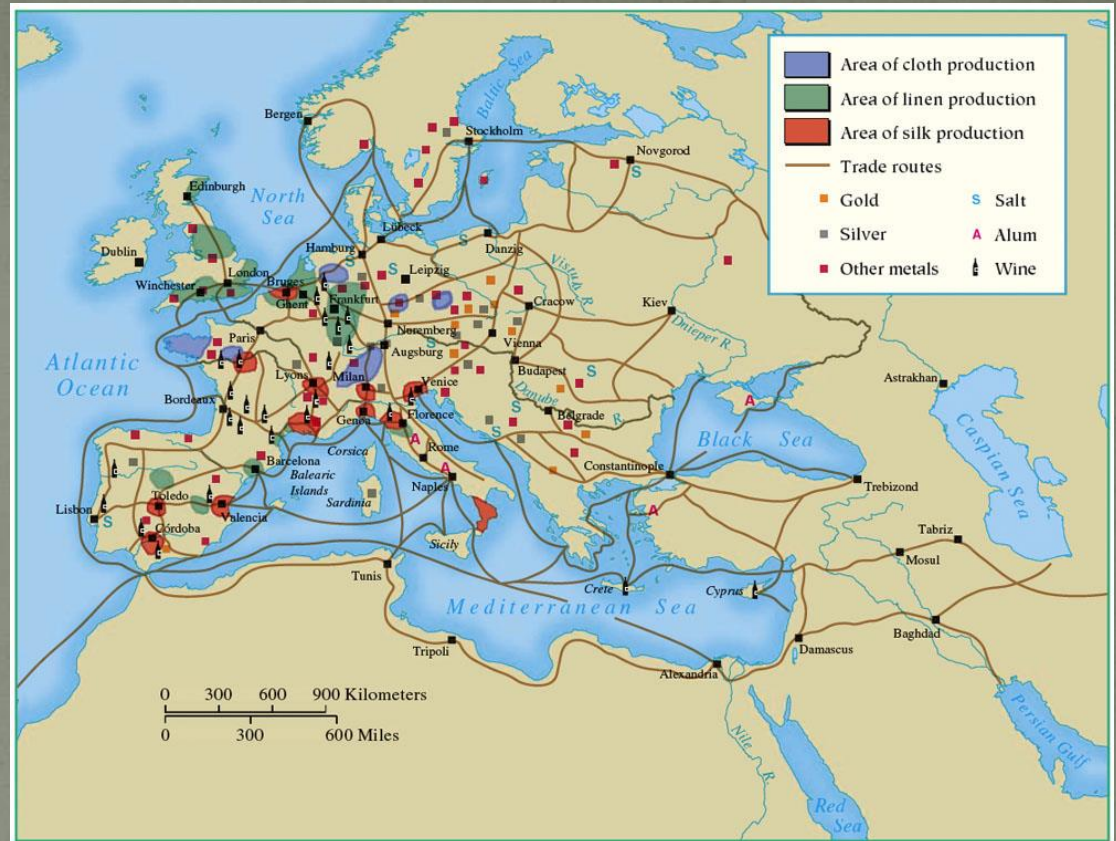
- Craftsman's guilds,
- Universities
- Small middle/burgher class (merchants, artisans, masons, etc.)



New Middle class → more economic stake → more vocal/stubborn



Towns/Cities independent of rural feudal obligation ...free peasantry



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Especially imperial free cities in HRE – Suppressed by stronger centralized monarchies - Trading leagues in N. Europe



Towns grow and require more food



REPEAT CYCLE!!!



Beginning of the End of Serfdom Largely disappears by 15<sup>th</sup> C. in W. Europe

# Medieval Towns



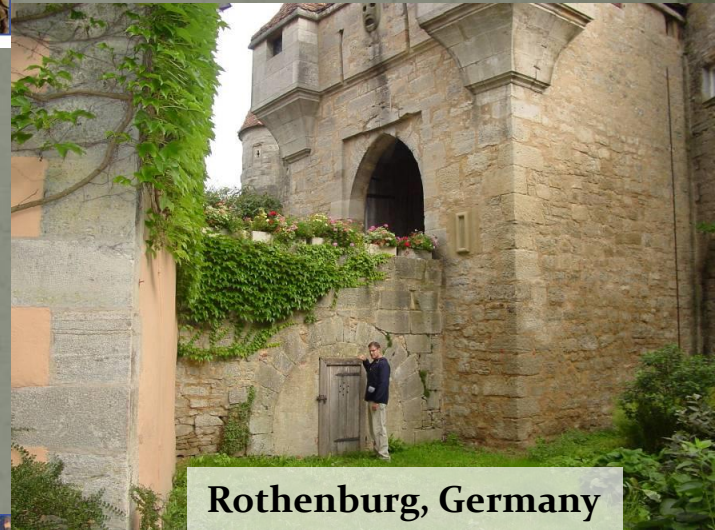
## Medieval Towns

Prominent where there was weak central authority

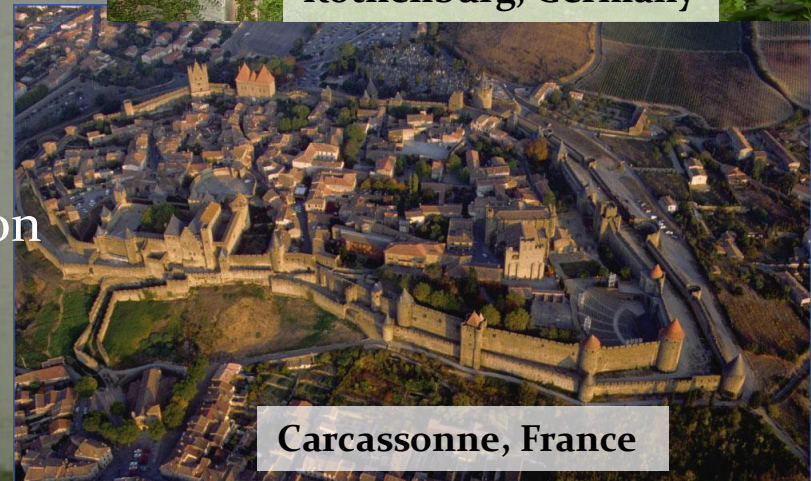
Walled – “commune”

Protected Economies

- Only local peasants could sell goods in town
- Forbidden trades, tariffs to protect town craftsmen, advertising forbidden
- Coined own money
- Guilds established – regulated quality, education, supply, wages, prices, competition
- Profit discouraged BUT
- Criticized for greed
- bourgeoisie – “introduced instability into a stable world”



Rothenburg, Germany



Carcassonne, France





**Mr. Bayer's mother must have fed him better than children were fed in the 1300s...**

# Medieval Towns

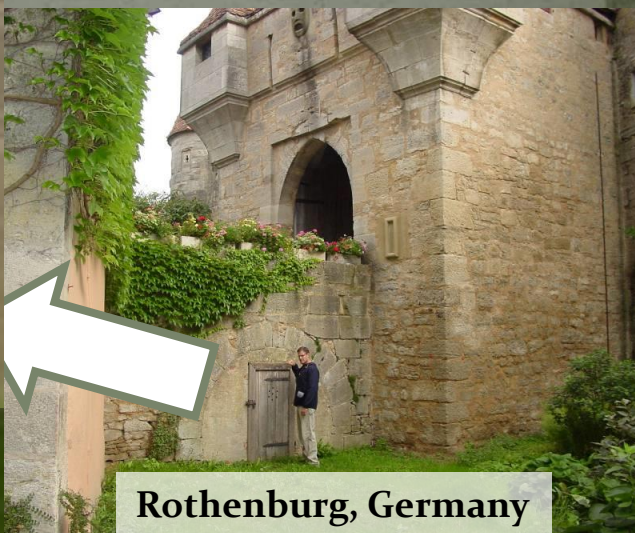
## Medieval Towns

Prominent where there was authority

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Protected Economies

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**Rothenburg, Germany**



**Carcassonne, France**

# Rothenburg



Primary Readings...

11. What forces were causing the centralization of monarchical rule in the 13<sup>th</sup> Century? What sorts of practices and institutions developed?

# Growth of National Monarchies



# Growth of National Monarchies

Consolidation as the Trend in W. Europe  
(England, France, Kingdoms of Spain)

- Monarchy – hereditary (orderly -easier expansion)
- 987 AD – Capetian Dynasty (France)
- 1066 - England
- Use of royal dispatches (bailiffs/officers/sheriffs)
- Royal courts – property disputes → jury system
- Centralized taxation – regular war = regular consultation with nobility – regular parliaments
- New taxes met w/ resistance



AN EARLY ENGLISH PARLIAMENT

# Magna Carta - 1215



- England – nobles require King John I to Guarantee historic liberties
  - King is supposed to act in council w/ vassals
- 12<sup>th</sup> – 13<sup>th</sup> C - Eventually wealthy burghers included in political life
- Parliaments “hatch” out of this “egg” all over Europe (Spain – “cortes”; Germany – “diets”; France – Estates General)
- Parliaments did not represent “nation” or people, but landed interests of the Estates
  - 1<sup>st</sup> Estate - Clergy
  - 2<sup>nd</sup> Estate - Nobility
  - 3<sup>rd</sup> Estate – the rest...

# Modern Parliamentary Buildings



**British Parliament**



**US Capitol Building**



**German Reichstag**



**French Parliament**



# Modern Parliamentary Buildings

## High Middle Ages – extraordinary advances – laid foundations for order/freedom

- End of slavery
- Beginning of the end for serfdom
- Growth of free/chartered towns
- Use of juries in some places
- Use of parliaments everywhere
- Became a foundation for political systems in most of the modern world



German Reichstag



French Parliament

## In 15<sup>th</sup> C. France/Spain/England...

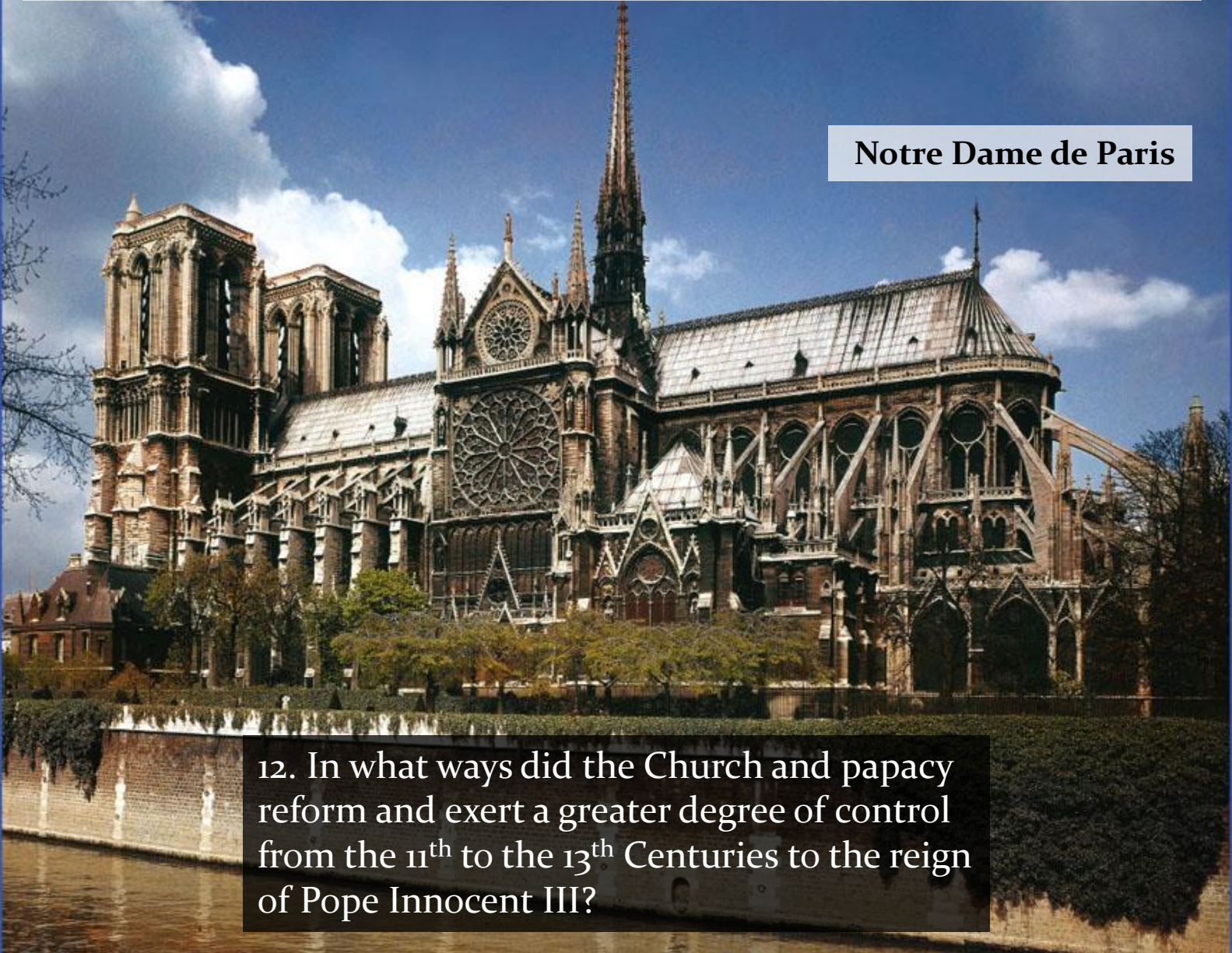
- France – after The Hundred Years' War – foundations for national army/system of finance in place, French identity
- Spain – marriage of Ferdinand (Aragone) & Isabella (Castile) – expansion into Americas/Mediterranean
- England – After The War of the Roses – Henry VII – peace/order

## What about “Germany” and “Italy”?

- Italy – Rival ambitions of cities/principalities/popes
- Germany – Holy Roman Emperor – elected only if he agreed not to enforce his authority
- These factors prevented unity in these future states  
Wait 400 years!!!

# The Church in the High Middle Ages

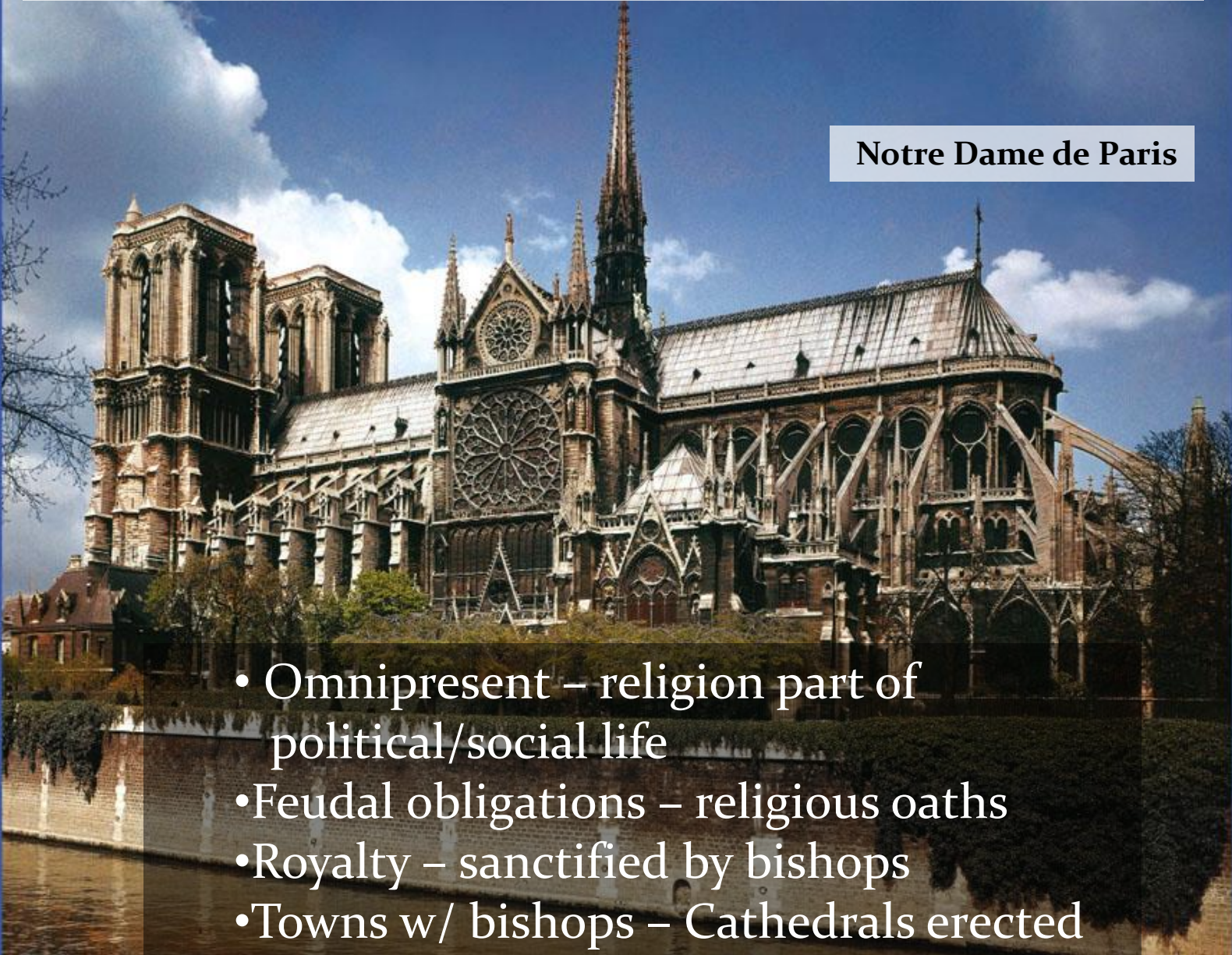
Notre Dame de Paris



12. In what ways did the Church and papacy reform and exert a greater degree of control from the 11<sup>th</sup> to the 13<sup>th</sup> Centuries to the reign of Pope Innocent III?

# The Church in the High Middle Ages

Notre Dame de Paris

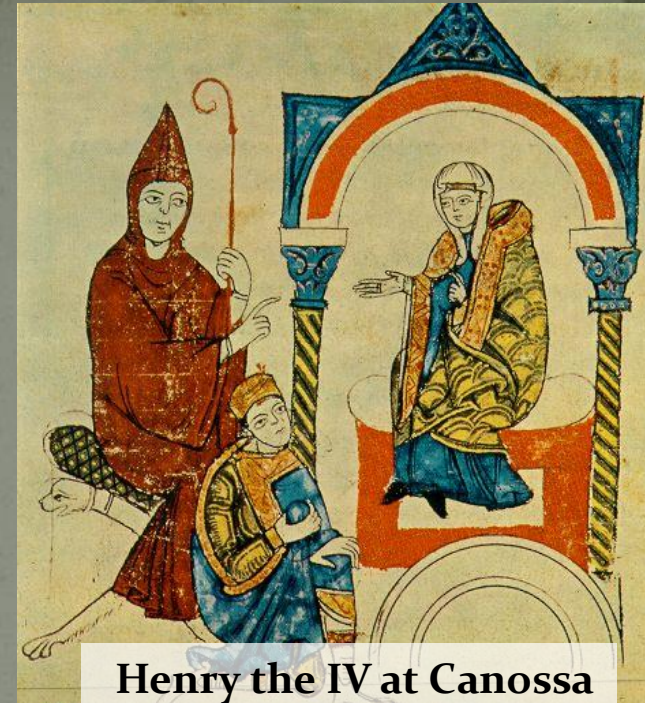
- 
- Omnipresent – religion part of political/social life
  - Feudal obligations – religious oaths
  - Royalty – sanctified by bishops
  - Towns w/ bishops – Cathedrals erected

## Medieval Church and Papacy – Before 1000

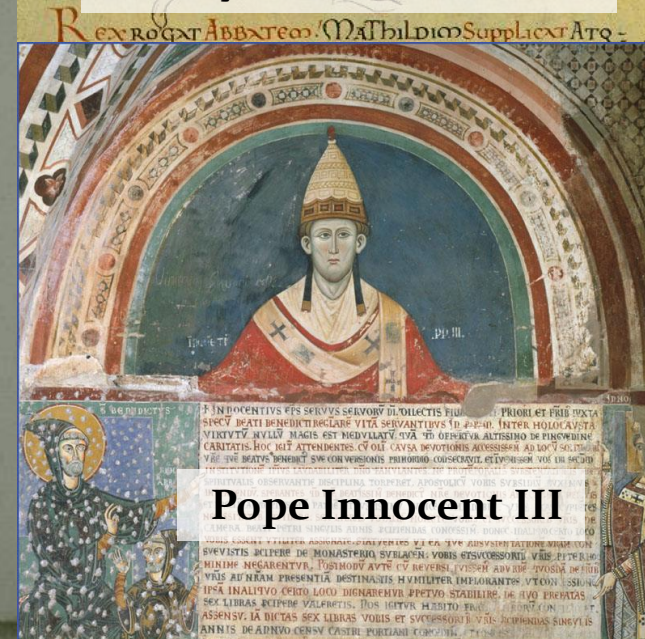
- Fragmented/localized
- Clergy only literate class – many could not read/write
- Beliefs – mix of pagan and superstition  
– limited knowledge of theology
- Priests - concubines and wives and children - inheritance
- Pope – seen as remote
- Reform efforts – purify, remove corruption, political pressures

# Growth of Papal Authority after 1000

- Reform – election of pope by cardinals – removed from Italian/German politics
- Gregory VII – papal supremacy over secular rulers – Henry IV at Canossa  
(appointment of bishops/taxing the church)
- Innocent III (1198-1216) – Height of Papacy – monarchical marriages, archbishop appointments



Henry the IV at Canossa



Pope Innocent III



Theology

Reconciliation between faith and reason - certain premises must be accepted

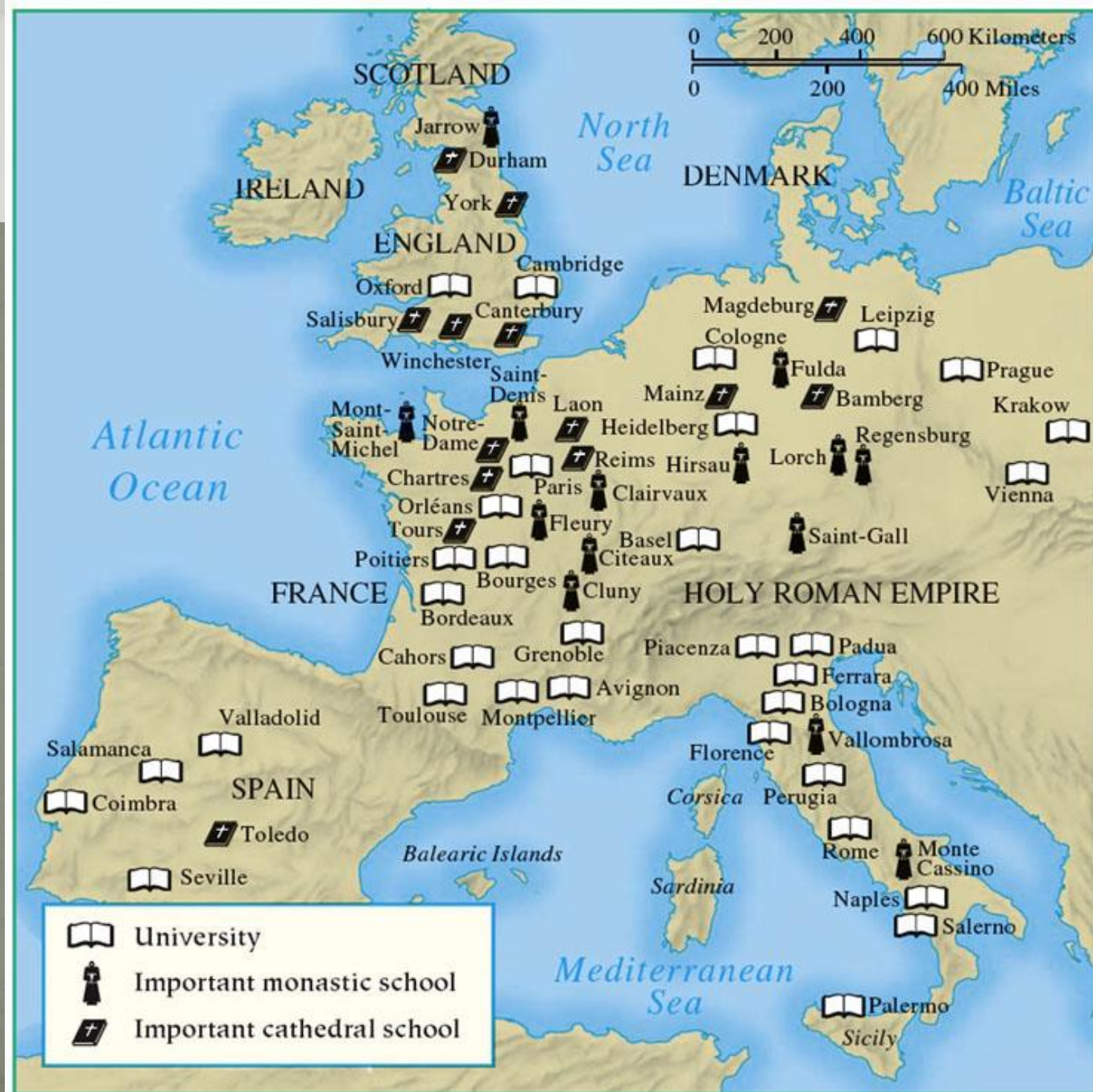
- Thomas Aquinas - *Summa Theologica*



# Founding of Universities (1100S – 1400S)

1<sup>st</sup> Universities:  
Salerno, Bologna,  
Paris, Oxford,  
Cambridge

1300 – 12  
1400 – almost 100  
- Corporate identity  
w/charter, control over  
affairs, schools of law,  
theology, medicine,  
capable of holding  
property, taking  
donations, free from  
outside control  
(Feudal)





**Summa Theologica  
- Thomas Aquinas**



© Wadsworth, Cengage Learning **Depiction of a Medieval University**

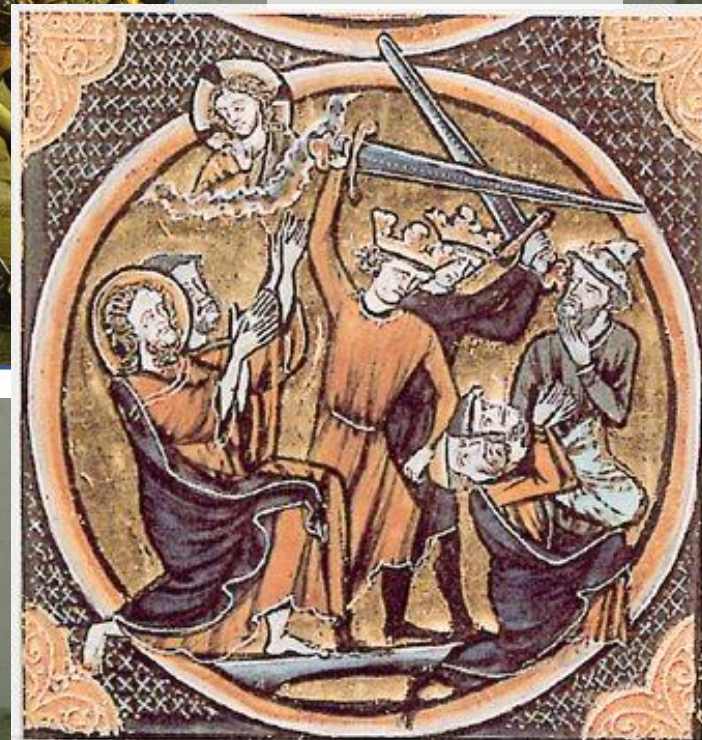


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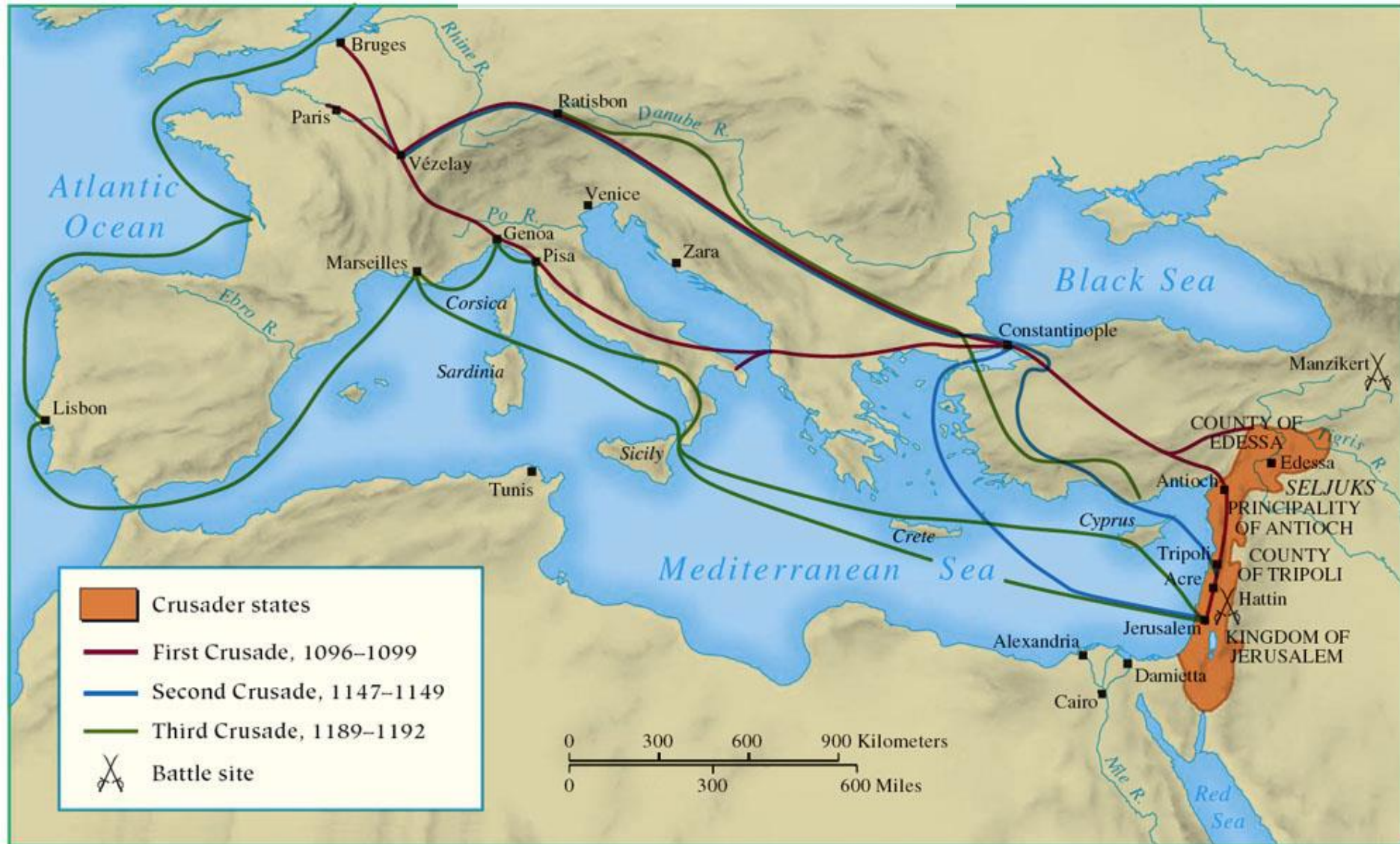
## The First Crusade 1095

13. What were the results of the Crusades of the 11<sup>th</sup> to the 13<sup>th</sup> Centuries?

Persecution of European Jews



# The Crusades



# The Reconquista



# Persecution of Heresies

Ties to urbanization

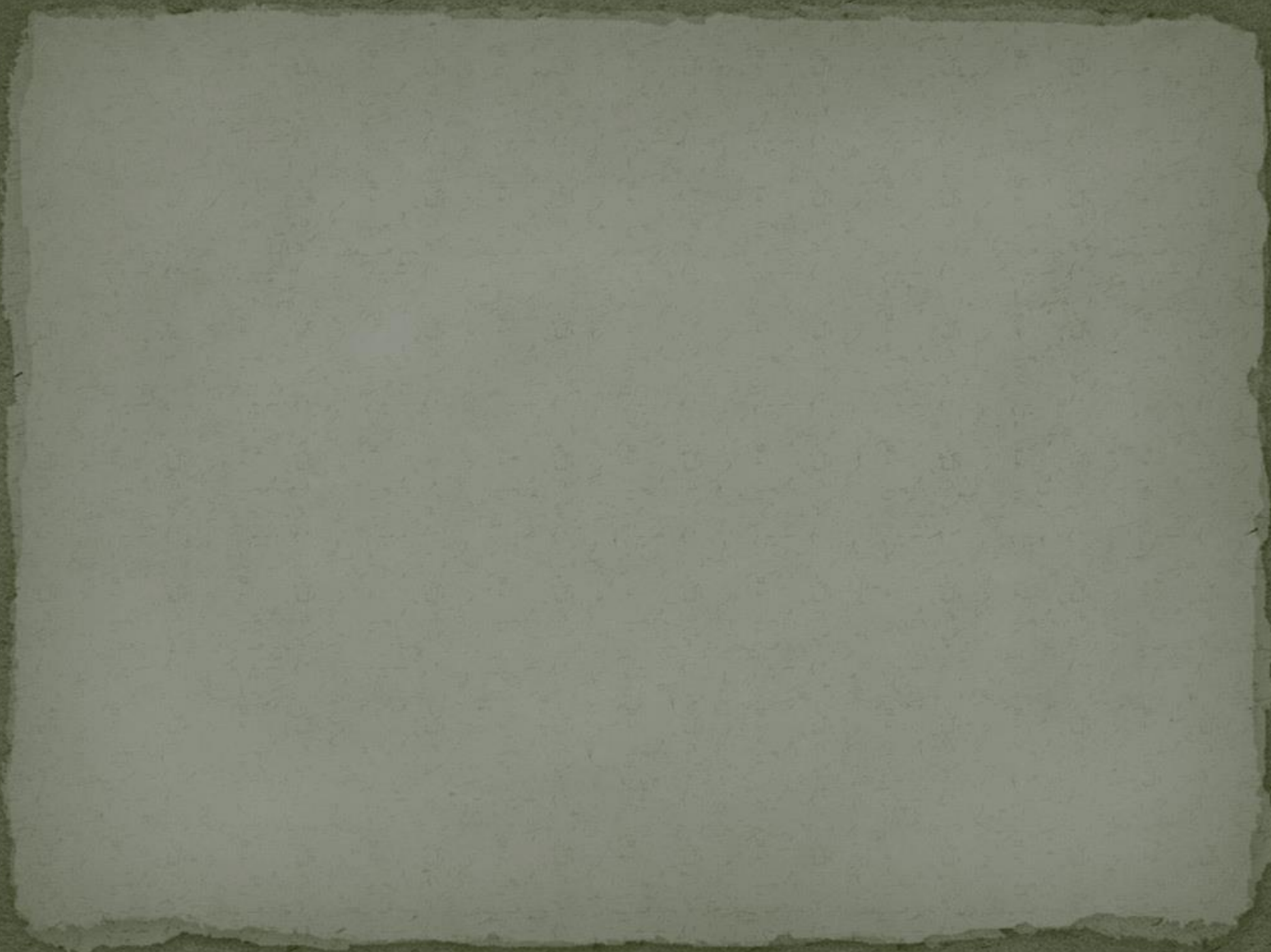
10<sup>th</sup>- 13<sup>th</sup> C. - - Bogomils – Albania  
Dualists – God creator of the  
Spiritual World  
The Devil – creator of the  
material world

12<sup>th</sup> C. - - Waldensians –  
S. France/N. Italy  
Insisted on reading the Bible &  
Literal interpretations  
Condemned clergy  
Sacraments: useless

Expulsion of the Cathars  
(Dualists) from Carcassonne  
in 1209 during  
the Albigensian Crusade

Papal Inquisition  
13<sup>th</sup> C.  
S. France, Spain  
Drove Heresies Underground

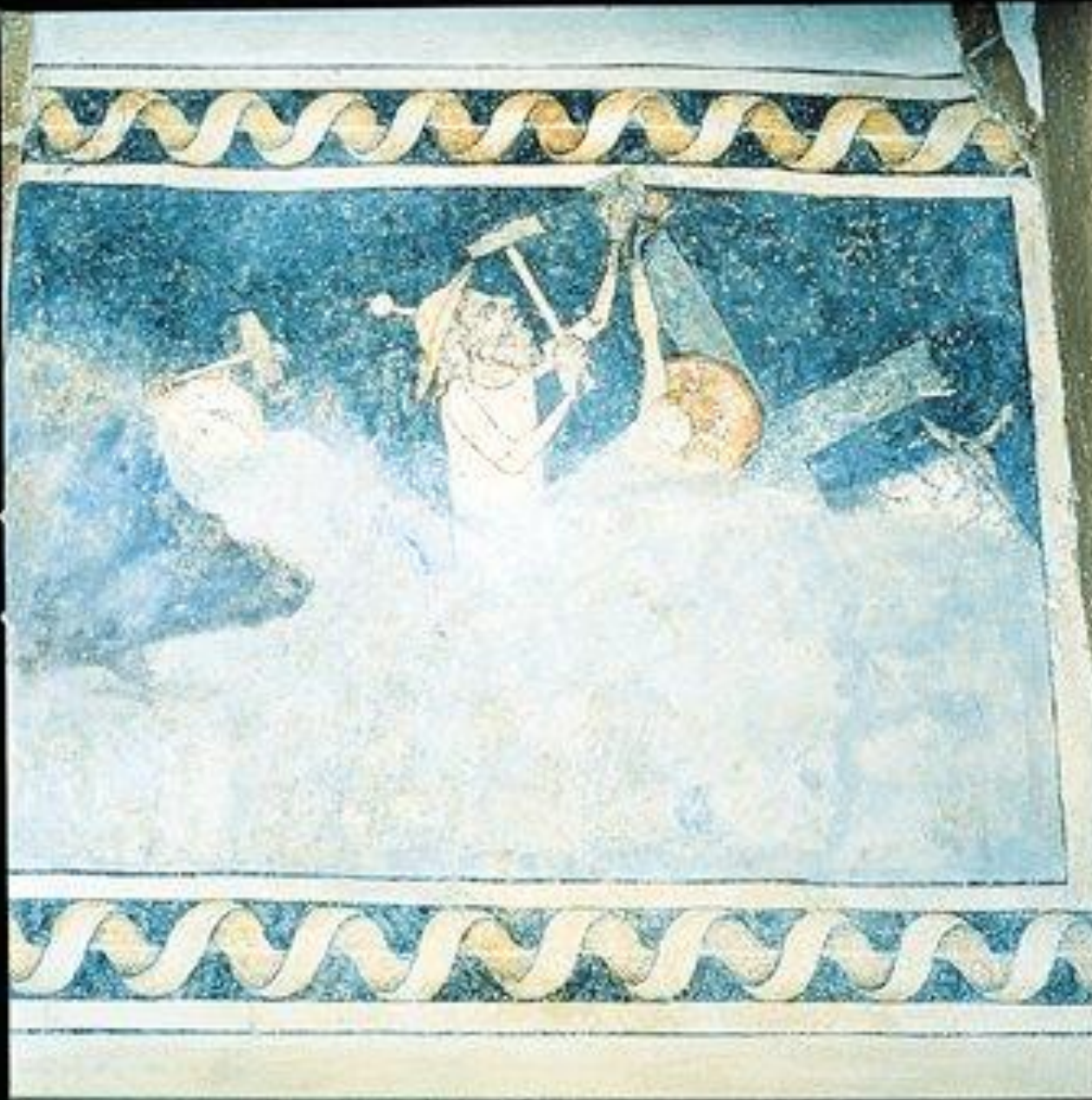




## Anti-Semitic Propaganda

**Jews, and not the Romans, are shown to have nailed Jesus to the cross.**

St. Catherine's Chapel, Landau, Germany 15th century.





## Anti-Semitic Propaganda



Although Pontius Pilate, the man who condemned Jesus to death, was the Roman governor, he is identified in this 13th century Belgian psalm book as a Jew washing his hands of the crime.

The Liege Psalm book, Belgium, 13th century.



## Anti-Semitic Propaganda

A Biblical scene in a German church: Judas is counting money - his reward for betraying Jesus. He is portrayed as a medieval Jew wearing the obligatory pointed hat.

Church of Naumburg,  
Germany, 13th century

## Myths about Jews



Panels from a woodcut showing the alleged desecration of the Host by Jews in Passau, Bavaria: a) Jews (with badges) carry a box containing the host into the synagogue. b) Blood flows from the Host when pierced by a Jew. c) The Jews are arrested ... d) ... and burned.

German woodcut,  
1478



Jews are seen burning in hell in a medieval German manuscript. The devil is on the right. The inscription on the cauldron reads "Juda" ("Jews").

From the Hortus Deliciarum, 1175.



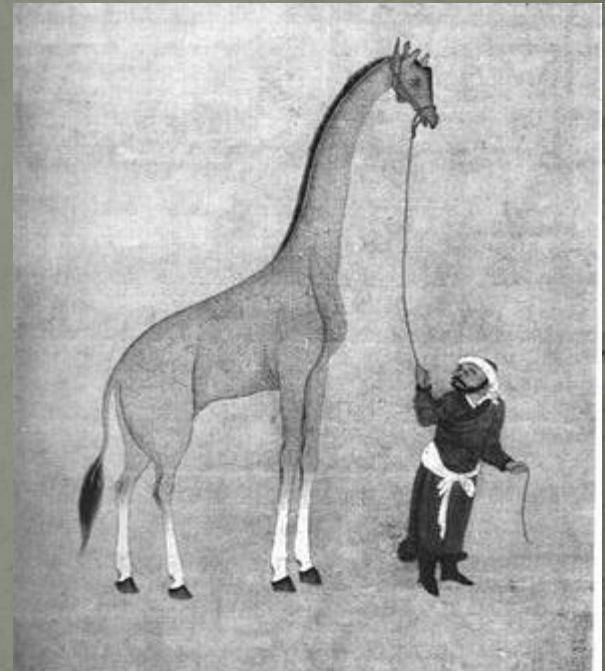
**King Philip Augustus drives the Jews (with yellow badges on their dress) out of France. The almost total expulsion of Jews from France took place in 1306.**

Miniature from a French Chronicle, 1321

Documented expulsions of Jews from many Western European nations including: England (16,000 in 1290), France (above), and Germany (1,380 Jews expelled from Frankfurt in 1614)



# Europe in 1300



# 15<sup>th</sup> C. Ming Dynasty Exploration



# Bruges, Belgium



# The 15<sup>th</sup> Century vs.

## Europe in the 15<sup>th</sup> Century



# Today

## Contemporary Europe







Europe in 1400



# The 15<sup>th</sup> Century vs. Today

<u>Europe in the 15<sup>th</sup> Century</u>	<u>Contemporary Europe</u>
Fractionalized/Weak Central Authority	Strong National Authority/ International (EU) Affiliation
Comparatively less advanced than most of the “known” world (Asia) (intellectually / technologically / militarily)	One of the most prosperous and most developed regions of the world
Relatively isolated group of peninsulas and islands on the Eurasian landmass w/ localized agrarian economic systems < 5% urban – Constantinople, Paris, Naples, Venice, London, Berlin	Western countries (those that are culturally European) now make up 2/3 of the Earth’s landmass – leaders in a global world
Highly stratified population – rigid class system – Small landed hereditary aristocracy, relatively small % clergy and middle class w/ the vast majority of the population comprised of peasant farmers who lived in abject poverty and squalor – with ubiquitous illness, death, and illiteracy	Population is comprised of a vibrant middle class with access top-quality, government-provided social services with a safety net to prevent wide-spread poverty (minimum wage, health, elderly-care, education, pension systems)

# The 15<sup>th</sup> Century vs. Today

## Europe in the 15<sup>th</sup> Century

Life expectancy  
Low-mid 30s (est.)

Child mortality: 20% by age 1...10% by age 10

Irrational/Superstitious /  
Universal Catholic theocracy

Political authority rests in the hands of the  
Christian nobility and clergy – people are  
subjects to the  
king/count/barron/earl/duke

Women – subservient/domestic  
Serfs (agricultural laborers bound to land)  
comprise a significant portion of the  
population

## Contemporary Europe

Life expectancy in France  
81.9 (2010)

Secular – Religiously Plural/Tolerant –  
Firm Separations between Church/State

Universal adult suffrage - governments  
exist to do the will of the people

Women – nearly equal to men  
(full suffrage w/ professional  
opportunities)

All Europeans have equal rights before the  
law

# Questions...

- How did the decentralized agrarian princedoms of medieval Europe become great industrial nation-states?
- How was the power of disease and superstition dealt a blow by Western science and technology?
- How/why did absolutism yield to democratic liberalism?
- How can the same culture be responsible for creating/sustaining race-based slavery and the concept of inalienable human rights?
- How and why did Europe produce two opposite economic systems?
- How/why did Westerners conquer the world and then lose it?
- To what extent have Europeans come together to work toward the modern good / to what extent do they remain divided by history/culture
- Do human societies trend toward democracy?
- Influence on the world – positive/negative?

# AP European History Themes

- Evolution of Christianity: Catholic Universalism vs. Protestant Fundamentalism vs. Secularism
- Emancipation/Democratization vs. Authoritarianism
- Individualism
- Logic & Reason
- Regional & National Tensions to European Cooperation
- Development of the Modern Nation State through War
- Class struggle – ruling elite, aristocratic nobility, clergy, peasantry, capitalist class, bourgeoisie (middle class), proletariat (working poor), etc.
- Expansionism – religious, economic, political, military
- Dominion
- Progress vs. Conservatism

**Contradictions?** – Emancipation (slavery, women's status); Individualism (Totalitarianism); Logic & Reason/Progress (Anti-modern movements); Secularism/Logic & Reason (Christianity)