New Monarchs

European monarchs of the late fifteenth and early sixteenth centuries are often referred to as the “New Monarchs.” What was “new” about them? Do their actions warrant this label?

Using examples from at least three (3) different states, analyze the key features of the “new monarchies” and the factors responsible for their rise in the period 1450 to 1550.

Renaissance

Explain the ways in which Italian Renaissance humanism transformed ideas about the individual’s role in society.

To what extent and in what ways did women participate in the Renaissance?

Analyze the influences of humanism on the visual arts in the Italian Renaissance. Use at least THREE specific works to support your analysis.

Evaluate the changes and continuities in women’s public roles during the Renaissance. [2009/B]

Reformation & Wars of Religion

Explain whether it is correct to say a “religious revolution” had taken place in Europe by 1560.

“Luther was both a revolutionary and a conservative.” Evaluate this statement with respect to Luther’s responses to the political and social questions of his day.

Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.

Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century. Refer to at least two social groups in your assessment. [1996]

What were the responses of the Catholic authorities in the sixteenth century to the challenges posed by the Lutheran Reformation?

Compare and contrast the religious policies of TWO of the following:
- Elizabeth I of England
- Catherine de Médici of France
- Isabella I of Spain

Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.

How and to what extent did the methods and ideals of Renaissance humanism contribute to the Protestant Reformation. [06/B]
Analyze the various Protestant views of the relationship between church and state in the period circa 1500-1700. [2010]

Evaluate the impacts of the Protestant Reformation and the Catholic Reformation (Counter Reformation) on the social order of sixteenth-century Europe. [2009/B]

Analyze the aims, methods, and degree of success of the Catholic Reformation (Counter-Reformation) in the sixteenth century. [06]

Evaluate the influence of Renaissance humanism on Catholic reforms and the Protestant Reformation. [07/B]

Describe and analyze the ways in which the development of printing altered both the culture and the religion of Europe during the period 1450-1600.

“The Reformation was a rejection of the secular spirit of the Italian Renaissance.” Defend or refute this statement using specific examples from sixteenth-century Europe.

Compare and contrast the motives and actions of Martin Luther in the German states and King Henry VIII in England in bringing about religious change during the Reformation.

Explain how in the age of religious upheaval, from the beginnings of the Protestant Reformation to 1648, religious issues blended with political, constitutional, economic or social questions.

Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years’ War.

Analyze various ways in which the Thirty Years’ War (1618-48) represented a turning point in European History. [09]

Analyze the reasons for the decline of the Holy Roman Empire as a force in European politics in the period 1517 to 1648. [08/B]

Analyze various in which religious reform in the sixteenth and seventeenth centuries influenced the arts. [2012]

**Age of Exploration/Discovery & Commercial Revolution**

Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600 to 1715.

Explain how economic, technological, political, and religious factors promoted European explorations from about 1450 to about 1525.

Explain how the advances in learning and technology influenced fifteenth- and sixteenth-century European exploration and trade.

How and to what extent did the Commercial Revolution transform the European economy and diplomatic balance of power in the period from 1650 to 1763. [06/B]

Analyze the impact of the major developments of the Commercial Revolution on Europe’s economy and society in the period 1650 to 1789 [2009/B]

“In the fifteenth century, European society was still centered on the Mediterranean region, but by the end of the seventeenth century, the focus of Europe had shifted north.” Identify and analyze the economic developments between 1450 and 1700 that helped bring about this shift.
Analyze the effects of the Columbian exchange (the interchange of plants, animals, and diseases between the Old World and the New World) on the population and economy of Europe in the period 1550 to 1700. [06]

Analyze the various effects of the expansion of the Atlantic trade on the economy of Western Europe in the period circa 1450-1700. [2010]

Compare and contrast the economic factors responsible for the decline of Spain with the economic factors responsible for the decline of the Dutch Republic by the end of the seventeenth century. [09]

Analyze the economic, technological, and institutional factors responsible for western Europe’s domination of world trade from 1650 to 1800.

How did the global economy of the eighteenth century build upon earlier economic developments? What special advances in commerce and industry took place in this century?

Focusing on the period before 1600, describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement [1997].

**Absolutism & European Politics 1603-1715**

Why did absolutism flourish in France but decline in England in the second half of the seventeenth century?

In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650 to 1750? Use examples from at least TWO countries.

How was the balance-of-power concept used to check (a) the Habsburg bid for supremacy in the Thirty Years’ War, (b) Louis XIV’s bid for “universal monarchy” in the late seventeenth century?

Louis XIV declared his goal was “one king, one law, one faith.” Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.

France and England took different political and constitutional paths in the course of the seventeenth century. Compare and contrast internal developments in the two countries during this period.

**Social History: Early Modern Europe (General)**

Analyze the impact of TWO cultural and/or technological developments on European education in the period 1450 to 1650. [08/B]

Analyze at least TWO factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580 to 1750.

Analyze how economic and social developments affected women in England in the period from 1700 to 1850.

Analyze various ways in which technological developments contributed to the expansion of state power in the period 1450 to 1600. [2012]

**Scientific Revolution**

Why may the seventeenth century be called the century of genius? Explain with reference to (a) advances in science and scientific thought, (b) new ways of thinking about human beings, society and politics, (c) new geographical knowledge, (d) changed ideas about religion and the universe.
Analyze how Galileo, Descartes and Newton altered traditional interpretations of nature and challenged traditional sources of knowledge. [09]

Assess the impact of the Scientific Revolution on religion and philosophy in the period 1550 to 1750.

Describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways in which it changed scientific thought and methods.

How did the developments in scientific thought from Copernicus to Newton create a new conception of the universe and of humanity’s place within it?

**Enlightenment**

Compare and contrast the political ideas of Hobbes and Locke. [08/B]

Analyze the intellectual foundation of religious toleration in eighteenth-century Europe. [06/B]

Discuss the main currents of Enlightenment thought with respect to (a) science, (b) government, (c) economic policies, (d) religion, (e) education. Why would the attitudes of the age reinforce faith in the idea of progress?

Describe and analyze the influence of the Enlightenment on both elite culture and popular culture in the eighteenth century.

**Enlightened Despotism**

Analyze the extent to which Frederick the Great of Prussia and Joseph II of Austria advanced and did not advance Enlightenment ideals during their reigns. [09]

**Early Modern European Politics: General**

Analyze the methods and degrees of success of Russian political and social reform from the period of Peter the Great (1689-1725) to Catherine the Great (1762-1796).[08]

Britain and France were engaged in a geopolitical and economic rivalry during the eighteenth century. Identify the factors that contributed to this rivalry, and assess the results for both countries over the period 1689 to 1789.

Analyze the ways in which European monarchs used both the arts and the sciences to enhance state power in the period circa 1500-1800. [10]

Analyze the factors that prevented the development of a unified German state in the sixteenth and seventeenth centuries. [07]

Explain why Europe saw no lasting peace in the period between the Peace of Westphalia in 1648 and the Peace of Paris in 1763.

In 1490 there was no such country as Spain, yet within a century it had become the most powerful nation in Europe and within another it had sunk to the status of third-rate power. Describe and analyze the major social, economic, and political reasons for Spain’s rise and fall.

Analyze the factors that contributed to the increasing centralization of Spain and the factors that contributed to the continuing fragmentation of Italy in the period 1450-1550. [11]
In 1519 Charles Habsburg became Charles V, Holy Roman emperor. Discuss and analyze the political, social, and religious problems he faced over the course of his imperial reign (1519-1556).

**Agricultural Revolution & Population Explosion**

Identify features of the eighteenth-century Agricultural Revolution and analyze its social and economic consequences.

Describe and analyze the changes that led to Europe’s rapid population growth in the eighteenth century. [08]

Describe and analyze the economic, cultural, and social changes that led to and sustained Europe’s rapid population growth in the period from approximately 1650 to 1800. [1997]

**French Revolution**

Identify the grievances of the groups that made up the Third Estate in France on the eve of the French Revolution, analyze the extent to which ONE of these groups was able to address its grievances in the period 1789 to 1799.

“The essential cause of the French Revolution was the collision between a powerful, rising bourgeoisie and an entrenched aristocracy defending its privileges.” Assess the validity of this statement as an explanation of the events leading up to the French Revolution of 1789.

Analyze the ways in which the events of the French Revolutionary and Napoleonic period (1789-1815) led people to challenge Enlightenment views of society, politics and human nature. [08]

Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (September 1792). [1996]

To what extent and in what ways was the French Revolution during the period 1789 through the Reign of Terror (1794) an attempt to create a government based on Enlightenment ideals?

How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?

Analyze various ways in which government policies during the Revolutionary and Napoleonic era contributed to a great sense of French national identity in the period 1789 to 1815. [2012]

**Napoleon & The Congress of Vienna**

“Napoleon was a child of the Enlightenment.” Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon’s policies and attitudes.

Napoleon I (Bonaparte) is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I’s policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer.

Describe the ways conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815 to 1848.

**Industrialism**
How did the Industrial Revolution build upon and carry forward the commercial capitalism of the early modern centuries? What were the social consequences of the new industrialism for the working classes?

Identify the social and economic factors in pre-industrial England that explain why England was the first country to industrialize.

Describe and analyze responses to industrialization by the working class between 1850 and 1914.

Analyze artistic and literary responses to industrialization over the course of the nineteenth century. [2009/B]

**European Politics, c. 1815-1914 (General)**

To what extent did the structure of Russian government and society affects its economic development in the eighteenth and nineteenth centuries? [07/B]

Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe.

In the period 1815-1900, political liberalization progressed much further in western Europe than in Russia. Analyze the social and economic reasons for this difference. [06]

Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890).

Compare and contrast the movements for national unification in Italy and Germany in the years 1815-1871, and their results. Of what special importance was political leadership in each case? How did Realpolitik apply in each instance?

Analyze three examples of the relationship between Romanticism and nationalism before 1850.

Discuss some of the ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music and literature. [1997]

Analyze the effects of nationalism on the Austrian Empire in the period 1815 to 1914. [2009/B]

Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism, and anti-Semitism in the nineteenth century.

How were Darwin’s ideas subsequently used to support both liberal and conservative concepts of society in the nineteenth-century?

“In the second half of the nineteenth century, most European governments were conservative.” To what extent is the quotation above an accurate statement? Use specific examples from at least TWO countries. [07/B]

Compare and contrast how TWO of the following states attempted to hold together their empires in the period circa 1850 to 1914: Austria-Hungary, Russia, Ottoman Empire. [2010]

Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.
Analyze the ways in which TWO of the following groups challenged British liberalism between 1880 and 1914: Feminists, Irish nationalists, Socialists.

Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914. [1997]

19th Century Nationalism

Referring to specific individuals or works, discuss the ways in which TWO of the following expressed the concept of nationalism in 19th century: artists, composers, writers. [07/B]

Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

Analyze the similarities and differences in the methods used by Cavour and Bismarck to bring about the unification of Italy and of Germany, respectively. [08/B]

Social History c. 1750-1914

European women’s lives changed in the course of the nineteenth century politically, economically, and socially. Identify and explain the reasons for those changes. [08]

Analyze the major factors responsible for the rise of anti-Semitism in nineteenth-century Europe. [08]

Analyze the problems and opportunities associated with the rapid urbanization of western Europe in the nineteenth century. [07]

Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the nineteenth century.

Analyze how and why western European attitudes toward children and child-rearing changed in the period from 1750 to 1900.

What political and social changes in Western and Central Europe account for the virtual disappearance of revolutionary outbreaks in the half-century following 1848?

Analyze anti-Semitism in Europe from the Dreyfus affair in the 1890s to 1939. [06/B]

Analyze how industrialization and imperialism contributed to the development of consumer culture in the period 1850-1914. [11]

Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of this transformation. [1996]

Analyze the ways in which the rise of the middle class affected family structure and gender roles in Europe in the 1800s. [2012]

World War I & the Treaty of Versailles

“The wisdom of the treaty of Versailles has been discussed without end.” Debate (a) the strengths and weaknesses of the treaty, (b) the “wisdom” or lack of wisdom of the treaty.

Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles, and government involvement in everyday life.

Interwar Europe, c. 1919-39
Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939).

The culture of the years between the two world wars (1918-1939) was marked by experimentation and an interest in the irrational. Select any two European works of art or literature from this period and describe their significance in terms of these characteristics.

How and in what ways did European painting or literature reflect the disillusionment in society between 1919 and 1939?

Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920s and 1930s.

Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after the First World War.

Considering the period 1918 to 1948, analyze the political and diplomatic problems faced by TWO of the following newly created Eastern European states [09]: Austria, Czechoslovakia, Hungary, Poland.

Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930s. [1997]

**Russian Revolution & Soviet Union 1917-39**

“The tsarist regime fell in 1917 because it had permitted tremendous change and progress in some areas while trying to maintain a political order which had outlived its time.” Assess the validity of this statement as an explanation of the abdication of Nicholas II in 1917.

In what sense is it accurate to say that Lenin and the Bolsheviks did not “cause” the Russian Revolution but captured it after it had begun? How would you compare the two revolutions in Russia in the year 1917?

In what ways and why did Lenin alter Marxism?

Analyze the ways in which the policies of Joseph Stalin transformed the policies of Vladimir Lenin. [11]

**World War II**

Considering the period 1933 to 1945, analyze the economic, diplomatic, and military reasons for Germany’s defeat in the Second World War. [06]

Analyze the impact of the rise of militarism and the Second World War on the lives of European women. In your answer consider the period 1930 to 1950. [07]

“Dictators in twentieth-century Europe have had much greater control over culture and society than had divine right monarchs of earlier centuries.” Assess the validity of this statement, using specific examples for each era to support your position.

Analyze various ways in which ideology shaped the foreign policy of Nazi Germany in the period 1933 through 1945. [2012]

**Cold War**
Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the destruction of the Berlin Wall in 1989.

Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on Eastern Europe.

**Post-1945 Politics (General)**

Describe and analyze economic policies in Eastern and Western Europe after 1945. [06/B]

Considering the period 1953 to 1991, analyze the problems within the Soviet Union that contributed to the eventual collapse of the Soviet system. [07]

What forms did the movement for European unification take in the post World War II era?

Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945 to 1991.

Analyze three reasons for the end of Soviet domination over Eastern Europe.

Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989. [08]

Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945 to 2000, evaluate the validity of this interpretation.

Analyze the long-term and short-term factors responsible for the disintegration of communist rule in TWO of the following states [09]: Czechoslovakia, East Germany, Hungary, Poland.

Analyze the factors working for and against European unity from 1945-2001.

Analyze the ways in which Western European nations have pursued European economic and political integration from 1945 to the present, referring to at least two specific nations. [11]

Describe and analyze the resistance to Soviet authority in the Eastern bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries. [1997]

Analyze various factors that contributed to the decolonization in the period 1914 to 1975. [2012]

**Social History: 20th Century**

Identify four specific changes in science and technology, and explain their effects on the Western European family and private life between 1918 and 1990.

**Cross-Unit Comparative Essay Tasks**

Compare and contrast the French Jacobins’ use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin’s use of state power to achieve revolutionary goals in the Soviet Union during the period 1928-1939.

Compare and contrast the views of Machiavelli, Locke and Rousseau on human nature and the relationship between the government and the governed.

Compare and contrast the efforts to ensure European collective security that were made by the victorious powers between 1815 and 1830 (after the Napoleonic Wars) with those made by the victorious powers between 1918 and 1933 (after the First World War).
Contrast late-nineteenth-century European attitudes and policies about race to those after 1950. [08/B]

How would you compare the Russian Revolution of 1917 with the French Revolution of 1789? What similarities and differences need to be stressed?

Compare and contrast the patronage of the arts by Italian Renaissance rulers with that by dictators of the 1930s. [1996]

Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939. [1996]

Compare and contrast the women’s suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movement of the 1960s and 1970s. [1996]

Assess the extent to which the economic and political ideals of Karl Marx were realized in post-revolutionary Russia in the period from 1917 to 1939.

Compare and contrast the social and economic roles of the state in seventeenth- and eighteenth-century Europe (before 1789) to the social and economic roles of the state in Europe after the Second World War. [06]

Analyze how the political and economic problems of the English and French monarchies led to the English Civil and the French Revolution. [11]

Compare and contrast Enlightenment and Romantic views of nature, with reference to specific individuals and their works. [11]

Between 1450 and 1800 many women gained power as rulers, some as reigning queens, others as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.

Compare and contrast the relationship between the artist and society in the Renaissance/Reformation period to the relationship between the artist and society in the late 19th century. [06]

Compare and contrast the motives for European overseas expansion during the Age of Discovery (fifteenth and sixteenth centuries) and during the Age of New Imperialism (nineteenth and early twentieth centuries).

Analyze the ways in which the theories of both Darwin and Freud challenged traditional European ways of thinking about religion, morality, and human behavior in the period circa 1850-1950. [2010]

Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.

How did the theories in physics and psychology in the period from 1900 to 1939 challenge existing ideas about the individual and society?

Compare and contrast the crises in state authority that precipitated the French Revolution in 1789 and the February and October Revolutions in Russia in 1917. [2009/B]

Analyze how the Balkan crises from 1903 to 1914 and the crises in central and Eastern Europe from 1935 to 1939 threatened Europe’s balance of power. [2007/B]

Compare and contrast the extent to which Catherine the Great and Joseph Stalin were “Westernizers.”

Compare and contrast the goals and achievements of the feminist movement in the period circa 1850-1920 with those of the feminist movement in the period 1945 to the present. [2010]

Compare and contrast the relationship between artists and society in the Baroque era and in the twentieth century. Illustrate your essay with references to at least TWO examples for each period.
*Note on Cheating & Plagiarism*
Please familiarize yourself with the sections in your student handbook on cheating and plagiarism. If cheating or plagiarism is suspected, the policy will be followed without exception. Understand that if you are found to have cheated or plagiarized, this fact will become part of your permanent discipline record. The consequences for cheating and/or plagiarism are significant. Know the policy and
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