Course Companion

AP European History

Every topic handout in one volume

全部专题讲义合集

exercises.lol

Contents 目录

1. Renaissance and Exploration 2

2. Age of Reformation 9

3. Absolutism and Constitutionalism 15

4. Scientific, Philosophical, and Political Developments 21

5. Conflict, Crisis, and Reaction in the Late 18th Century 26

6. Industrialization and Its Effects 31

7. 19th-Century Perspectives and Political Developments 38

8. 20th-Century Global Conflicts 44

9. Cold War and Contemporary Europe 51

Renaissance and Exploration

AP European History

Contextualizing Renaissance and Discovery

Unit 1 covers roughly **1450 to 1648**, and four changes run through it at once. The CED states them as the unit's key concepts, and almost every question draws on at least two:

- The **rediscovery of classical works** 古典著作 from ancient Greece and Rome, and observation of the natural world, **changed how many Europeans saw their world**.
- Europeans **explored and settled overseas territories**, encountering and interacting with **Indigenous populations** 原住民.
- European society and everyday life were increasingly shaped by **commercial and agricultural capitalism** 商业与农业资本主义, though older traditions persisted alongside it.
- The **struggle for sovereignty** 主权 within and among states produced **varying degrees of political centralisation** 政治集权.

That last phrase - *varying degrees* - is a standing instruction for the whole course. European History rewards answers that say how far a change went in one place compared with another.

Italian Renaissance

Italian Renaissance humanists 人文主义者, including **Petrarch** 彼特拉克, promoted a revival of classical literature and created new **philological** 语文学 approaches to ancient texts - reading them critically, in their original languages, as historical documents.

That revival had three effects the CED names separately:

- Spread by the **printing press** 印刷机, the humanist recovery of Greek and Roman texts **challenged the institutional power** of universities and the Catholic Church.
- Admiration for Greek and Roman **political institutions** supported a revival of **civic humanism** 公民人文主义 in the Italian city-states, producing new works of political thought.
- Rulers and popes concerned with **enhancing their prestige** 提升声望 commissioned paintings and architecture on classical models.

The third point is the one students underuse. Renaissance art is examinable as **political** evidence: patronage was a claim to legitimacy, not only a taste in pictures.

Northern Renaissance

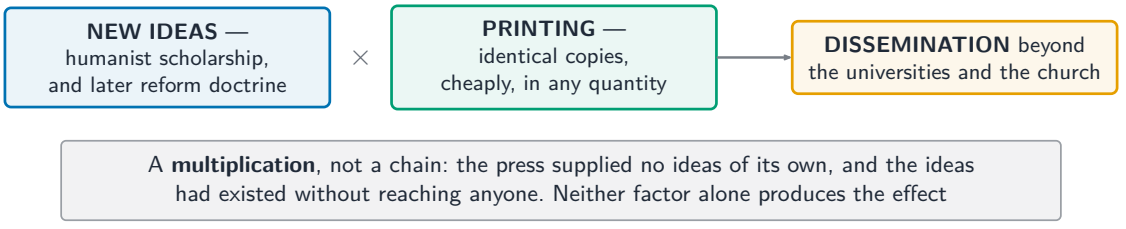
As Renaissance ideas moved north, they changed. The **Northern Renaissance retained a more religious focus**, producing a **human-centred naturalism** 以人为中心的自然主义 that considered individuals and everyday life as proper subjects for art.

Intellectually, the key development is **Christian humanism** 基督教人文主义, embodied in the writings of **Erasmus** 伊拉斯谟, which put Renaissance learning at the service of **religious reform** 宗教改革. Holding that link makes Unit 2 far easier: the Reformation did not arrive from nowhere.

Printing

The CED gives printing a topic of its own for a reason: **the invention of printing promoted the dissemination of new ideas** 新思想的传播.

Printing is best understood as an **amplifier** rather than a cause. It did not create humanism, religious dissent, or political argument - but it changed their speed, reach, and cost, which is what allowed ideas to escape the control of the institutions that had previously governed which texts circulated.



New Monarchies

The **new monarchies** 新君主国 laid the foundation for the centralised modern state by:

- establishing **monopolies on tax collection** 征税垄断权;
- **employing military force** 军事力量 under royal control;
- and taking increasing control of **law and administration**.

Two counterweights are also examinable. **Commercial and professional groups** gained power across Europe and played a greater role in political affairs. And **contin-**

ued political fragmentation in Renaissance Italy provided the background for new concepts of the **secular state** 世俗国家 - the theory came from the place where centralisation had failed, not succeeded.

Some monarchs, including **Henry VIII** and **Elizabeth I**, also **initiated religious reform from the top down** to strengthen royal control - a point that belongs to both this unit and the next.

THE INSTRUMENT	TAKEN FROM WHOM	WHY IT MATTERS
a monopoly on **TAX COLLECTION**	local lords and towns that collected their own	money is what the other three run on
MILITARY FORCE under the crown	nobles with private armed followings	a rival can no longer resist by force
royal **LAW AND ADMINISTRATION**	seigneurial and church courts	the king's judgment reaches the subject directly
alliance with **COMMERCIAL GROUPS**	they are gained, not taken	a counterweight to the landed nobility, and a source of loans

Centralisation is a **transfer**. Say who lost the power the crown gained, and the claim stops being a description

Technological Advances and the Age of Exploration

Advances in navigation, cartography, and military technology 航海、制图与军事技术 enabled Europeans to establish overseas colonies and empires. Technology is the *enabling* condition; the CED then gives the motives separately:

- European states sought **direct access to gold, spices, and luxury goods** to enhance personal wealth and state power.
- The rise of **mercantilism** 重商主义 gave the state a new role in promoting commercial development and acquiring colonies.
- **Christianity was a stimulus** 宗教动因 for exploration, as governments and religious authorities sought to spread the faith - and for some it also served as a justification.

Keep enabling conditions and motives in separate categories. A question asking "why" wants motives; a question asking "how it became possible" wants the technology.

Rivals on the World Stage

Europeans established overseas empires and trade networks **through coercion and negotiation** 强制与谈判 - both, not one. Where local states were strong, Europeans negotiated for trading rights; where they were not, coercion followed.

Competition among European states for these networks reshaped relations at home. Commercial rivalry became a standing cause of European war, which is a continuity that runs all the way to Unit 7.

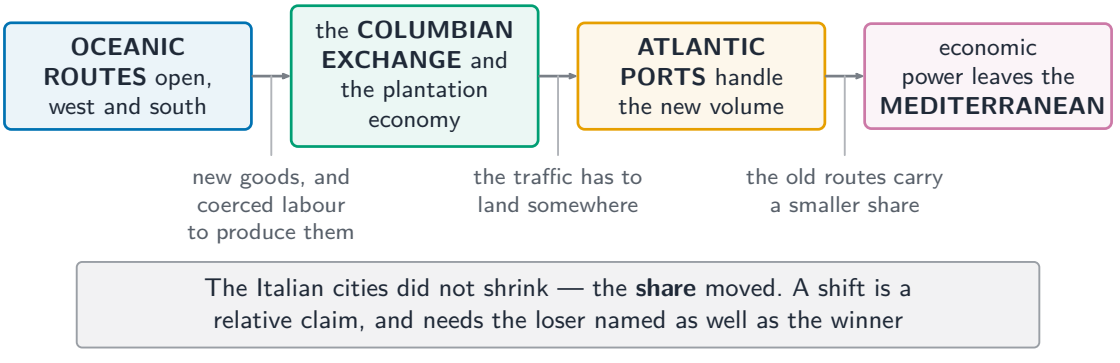
Colonial Expansion and Columbian Exchange

The **Portuguese** established a commercial network along the African coast and in South and East Asia in the late fifteenth and sixteenth centuries; other states followed.

The **Columbian Exchange** 哥伦布大交换 - the exchange of new plants, animals, and diseases - is presented by the CED with deliberate double vision, and both halves are examinable:

- It **created economic opportunities for Europeans**.
- It **facilitated European subjugation and the destruction of Indigenous societies**, chiefly through disease.

Economically, the exchange of goods **shifted the centre of economic power in Europe from the Mediterranean to the Atlantic states** 从地中海转向大西洋. That shift explains why the leading powers of Unit 3 are not the leading powers of Unit 1.

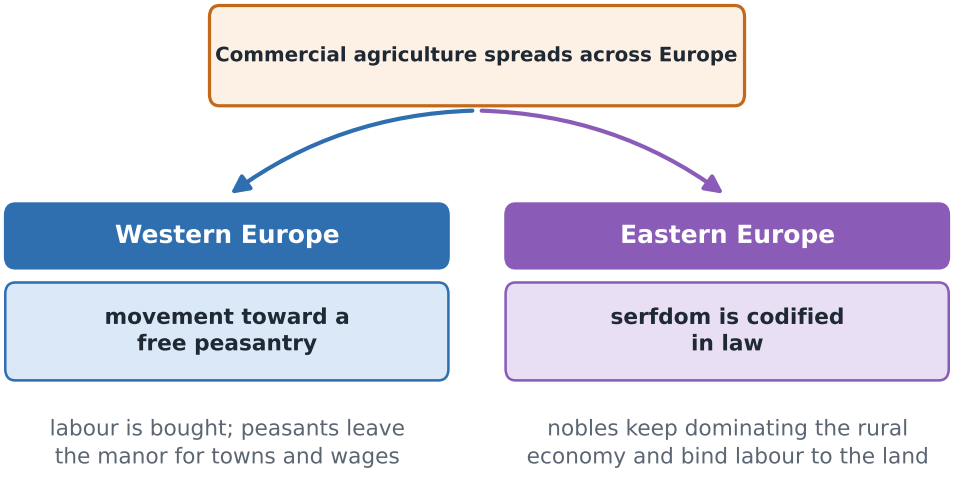


The Slave Trade

Europeans **expanded the trade of enslaved Africans** 奴隶贸易 in response to the establishment of a **plantation economy** 种植园经济 in the Americas and to demographic collapse among Indigenous populations.

The causal chain is explicit in the CED and should be reproduced as a chain: plantation agriculture demanded labour on a scale the Americas' devastated population could not supply, and that demand was met by an expanded Atlantic trade in enslaved people.

The Commercial Revolution



One economic pressure, two opposite social outcomes - which is exactly why it is asked about.

Commercial agriculture freed peasants in the west and bound them in the east

Innovations in banking and finance 银行与金融 promoted the growth of urban financial centres and a **money economy** 货币经济. **Economic change produced new social patterns, while traditions of hierarchy and status continued** - the two coexisted, which is the CED's own framing.

Most Europeans still **derived their livelihood from agriculture** and organised life around the seasons, the village, or the manor. Within that, a sharp divergence opened:

- Western Europe moved toward a **free peasantry** 自由农民 and commercial agriculture.
- In the east, **serfdom was codified** 农奴制被法典化 as nobles continued to dominate the rural economy.

The same commercial pressure produced opposite outcomes, and that is exactly why it is examinable. Two related consequences: landlords attempting to increase revenues by **restricting traditional peasant rights** provoked **revolt** 反抗; and **migrants to the cities** strained resources and challenged the ability of merchant elites and craft guilds to govern.

Finally, from the late sixteenth century Europeans responded to economic and environmental pressure - including the **Little Ice Age** 小冰期 - by **delaying marriage and childbearing**, a demographic adaptation worth knowing because it is unusual evidence.

Causation in the Renaissance and Age of Discovery

The unit's reasoning skill is **causation**.

Worked example (a real AP exam question). AP European History short-answer questions in this unit ask, for example, to *"Explain one way in which the development of printing affected European intellectual life in the period 1450 to 1648."* A full-mark answer gives the mechanism, not the fact: *"Printing allowed humanist editions of Greek and Roman texts to be reproduced cheaply and identically, so scholars across Europe could read and compare the same critical editions. This weakened the control that universities and the Church had exercised over which texts circulated, and made it far harder to suppress an argument once it was in print."* Notice the shape: **affected** requires a consequence traced through a process.

Exam tips

- "**Varying degrees**" is the CED's own phrase for centralisation. Compare *how far*, not merely *whether*.
- Renaissance art is **political evidence**. Patronage was a claim to prestige and legitimacy.
- Treat printing as an **amplifier**, not a first cause. That framing answers most printing questions.
- Separate **technological enablers** from **motives** for exploration. Questions ask for one or the other.
- The Columbian Exchange has **two sides** - European opportunity and Indigenous destruction. Give both.
- The **east-west divergence** in serfdom is high-value and frequently missed. One cause, two opposite outcomes.

Age of Reformation

AP European History

Contextualizing 16th- and 17th-Century Challenges

Unit 2 covers the **Reformation and the wars of religion**, and the CED frames the whole period around one claim: **religious pluralism challenged the concept of a unified Europe** 宗教多元.

Two other threads run alongside it and are examined together with religion - the reshaping of daily life by **commercial and agricultural capitalism**, and the **struggle for sovereignty** producing varying degrees of political centralisation. The unit's characteristic question asks how religious change and political change acted on each other, so keeping them in separate mental boxes is the main way students lose marks here.

Luther and the Protestant Reformation

Reformers **Martin Luther** 马丁·路德 and **John Calvin** 加尔文 criticised Catholic abuses and established **new interpretations of Christian doctrine** 教义 and practice. The CED's emphasis is on *interpretation*: what changed was not only conduct but the account of how salvation works and where religious authority lies.

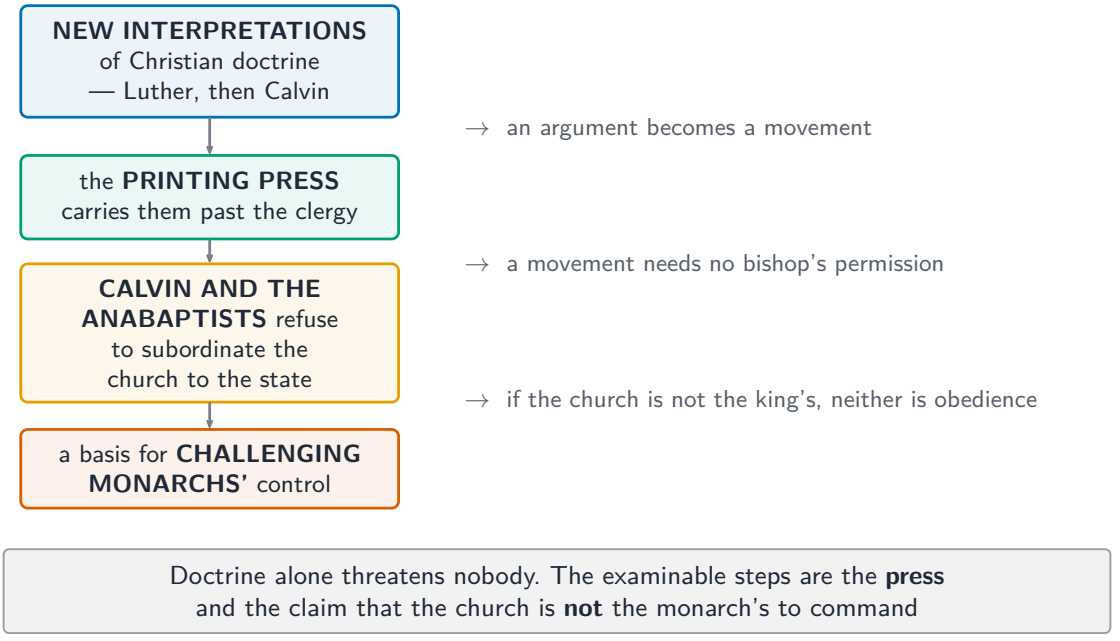
A second, more social claim is examinable and often forgotten: some Protestant groups **sanctioned the notion that the accumulation of wealth was a sign of God's favour** 财富积累 and a reward for hard work. That is the link between the Reformation and the commercial developments of Unit 1, and it is worth having ready for economic questions.

Protestant Reform Continues

Three developments carry the Reformation past its first generation:

- Protestant reformers **used the printing press** 印刷机 to disseminate their ideas, which spurred reform and helped it become permanent. Printing again functions as the amplifier - it is why this movement did not end as earlier ones had.
- Some Protestants, including **Calvin and the Anabaptists** 再洗礼派, **refused to recognise the subordination of the church to the secular state** 教会从属于世俗国家.
- Religious conflicts **became a basis for challenging monarchs' control** of religious institutions.

The last two are political claims dressed in religious language, and the CED treats them that way. Once religious authority is contestable, so is the authority of whoever claims to control it.



Doctrine alone threatens nobody. The examinable steps are the **press** and the claim that the church is **not** the monarch's to command

Wars of Religion

One problem - religious division - and the four answers the CED names

Restore unity by force	Exploit the conflict	Permit pluralism	Reform from the top down
Habsburg attempts to restore Catholic unity across Europe	states back a confession to advance their own interests	France: the Edict of Nantes	Henry VIII and Elizabeth I lead reform themselves
fails - and an expanded Ottoman Empire at the same time	*prolongs the war; settles no doctrine*	*buys domestic peace - a political tool, not a creed*	*the crown gains control of the church in its realm*

Westphalia (1648) ends the attempt to restore a single Christendom, and the sovereign state system takes its place.

Only one of these ends the conflict, and it is not the one most rulers tried first

The CED gives four state responses to religious division, and a strong answer treats them as a set:

- **Restore unity by force** - Habsburg rulers attempted to restore **Catholic unity** across Europe and failed, while simultaneously confronting an **expanded Ottoman Empire** 奥斯曼帝国.
- **Exploit the conflict** - states used religious disputes to **promote political and economic interests** 政治与经济利益 rather than to settle doctrine.
- **Permit pluralism** - a few states, such as France with the **Edict of Nantes** 南特敕令, allowed religious pluralism **in order to maintain domestic peace** 国内和平.
- **Reform from the top down** - monarchs, including **Henry VIII** and **Elizabeth I**, initiated religious reform themselves to strengthen control over the church within their realm.

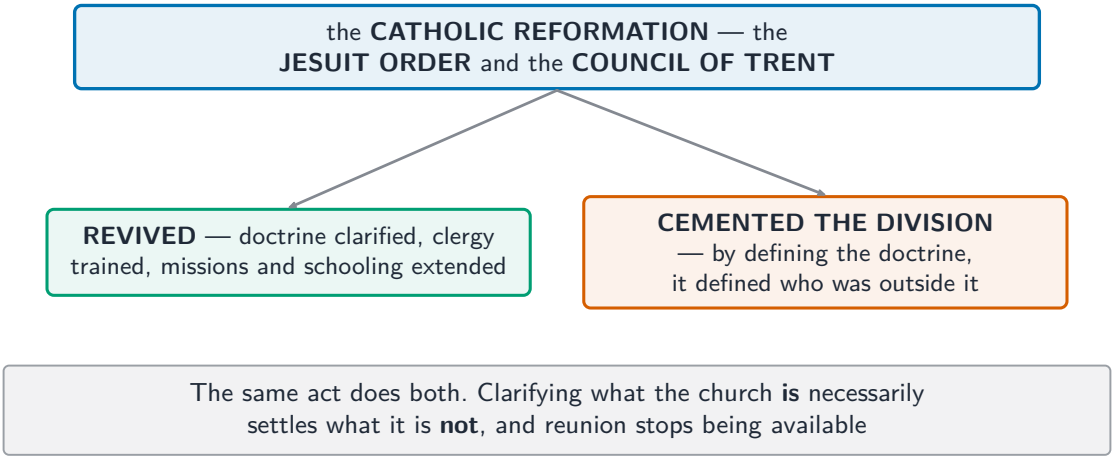
Religious reform also **exacerbated conflicts between monarchy and nobility**, as in the French wars of religion - religion supplied the language, and existing political rivalry supplied the force.

The settlement matters as much as the wars: the **Peace of Westphalia (1648)** 威斯特伐利亚和约 marked the effective end of the medieval ideal of **universal Christendom** 普世基督教世界 and accelerated the decline of the Holy Roman Empire. That is the hinge on which Unit 3 opens.

The Catholic Reformation

The **Catholic Reformation** 天主教改革, exemplified by the **Jesuit Order** 耶稣会 and the **Council of Trent** 特伦特会议, **revived the church but cemented the division** within Christianity.

Both halves of that sentence are the answer to a continuity-and-change question. The Church renewed its institutions, doctrine, education, and missionary reach - and in defining its doctrine precisely, it made reunion impossible. Revival and permanent division were the same act.



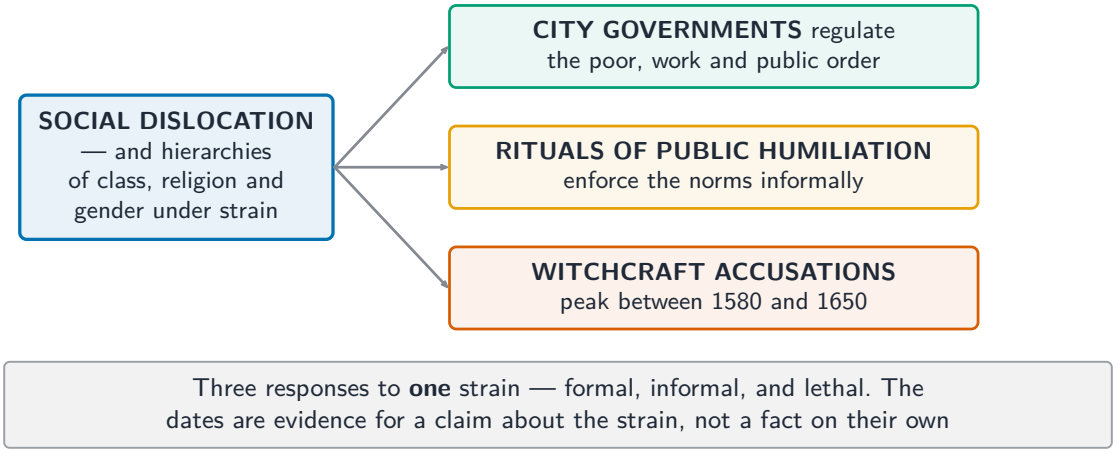
16th-Century Society and Politics

This is the unit's social-history topic, and it is dense with examinable content that essays rarely use:

- **Established hierarchies of class, religion, and gender** 阶级、宗教与性别等级 continued to define social status in both rural and urban settings.
- Rural and urban **households worked as units**, with men and women engaged in **separate but complementary tasks** 分工互补.
- The Renaissance and Reformation **raised debates about female education** 女性教育 and women's roles in family, church, and society.
- **Social dislocation** 社会失序, together with the shifting authority of religious institutions, left **city governments** to address the problems it created.
- **Leisure** remained organised by the religious calendar and the agricultural cycle, and remained communal.
- Local and church authorities enforced communal norms through **rituals of public humiliation** 公开羞辱.

- Reflecting folk belief and social and economic upheaval, **accusations of witchcraft peaked between 1580 and 1650** 巫术指控.

The witchcraft peak is worth holding precisely because of its dates: it coincides with the period of maximum religious conflict and economic strain, which is what makes it usable as evidence rather than as an anecdote.



Art of the 16th Century: Mannerism and Baroque

Mannerist and Baroque 手法主义与巴洛克 artists employed **distortion, drama, and illusion** 变形、戏剧性与幻觉. Monarchies, city-states, and the church commissioned these works.

The examinable point is the same as in Unit 1, one step further: art was **commissioned to persuade**. Baroque drama in a Catholic church and Baroque grandeur at a royal court are doing the same work in different directions - asserting the authority of the patron in an age when authority was contested.

Causation in the Age of Reformation

The unit's reasoning skill is **causation**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which political developments in the sixteenth century were influenced by religious change."* A full-mark answer names both sides of the influence: *"Religious reform gave the nobility a language and a justification for resisting royal authority, as in the French wars of religion, where noble families used confessional allegiance to organise opposition to the crown. The monarchy's response - eventually the Edict of Nantes - was therefore a political settlement of*

a religious dispute, granting toleration in order to restore royal control." Notice that the answer moves in both directions, because the CED's own framing does.

Exam tips

- Never separate **religion and politics** in this unit. Nearly every question tests the interaction.
- The four state responses - **force, exploitation, toleration, top-down reform** - make an excellent answer skeleton for any wars-of-religion question.
- **Westphalia** is the hinge: the end of universal Christendom, the start of the sovereign state system.
- The Catholic Reformation **revived and divided** at the same time. Both halves earn the mark.
- **Toleration was a political tool**, not a moral position. The Edict of Nantes bought domestic peace.
- Use the **witchcraft peak (1580-1650)** as dated evidence of social and religious strain, not as colour.

Absolutism and Constitutionalism

AP European History

Contextualizing State Building

Unit 3 covers **1648 to 1815**, and its organising claim is that **different models of political sovereignty** 政治主权 affected the relationship among states, and between states and individuals.

The struggle for sovereignty continued to produce **varying degrees of political centralisation** - but after Westphalia the competition happens between states that recognise each other as sovereign, which is a different game from the one played in Units 1 and 2. Everything in this unit follows from that: the state must now raise revenue, field armies, and manage an economy in permanent competition with rivals who are doing the same.

The English Civil War and the Glorious Revolution

The **English Civil War** 英国内战 was a conflict among the **monarchy, Parliament, and other elites** over their respective roles in the political structure - not a conflict between the crown and the people.

Its outcome, together with the **Glorious Revolution** 光荣革命, **protected the rights of the gentry and aristocracy from absolutism** 绝对主义 by asserting the rights of **Parliament** 议会.

Read that carefully, because it is easy to overstate. The settlement protected the rights of a propertied elite against royal power. It did not create popular government, and an answer that treats 1688 as democratic has misread the CED.

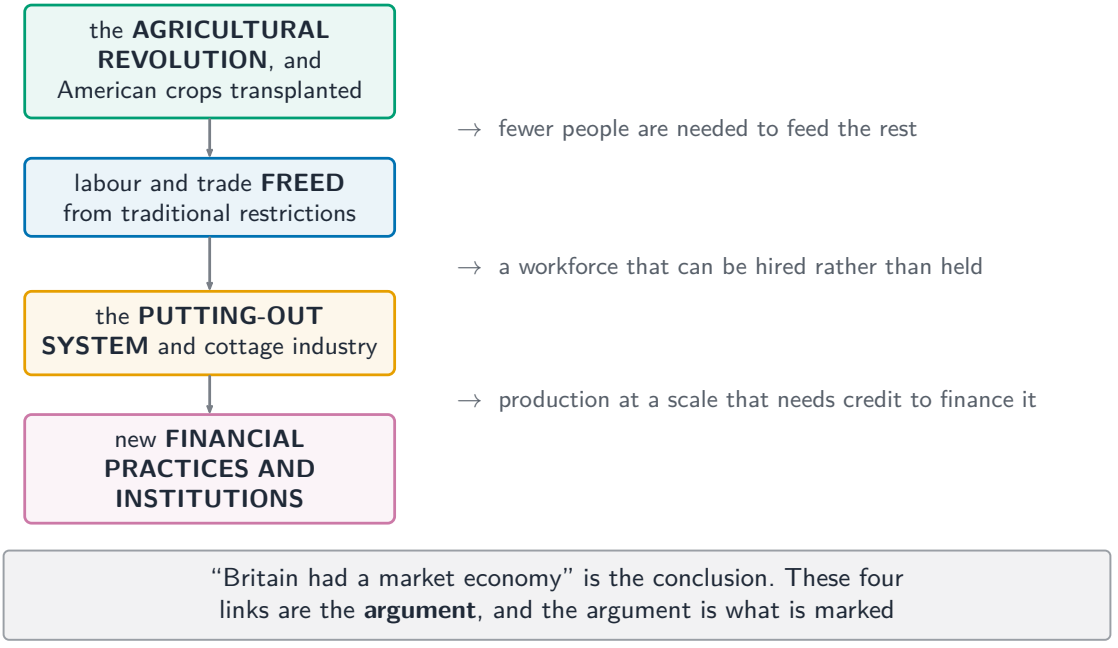
Continuities and Changes to Economic Practice

Early modern Europe **developed a market economy that provided the foundation for its global role**. The CED lists the components, and questions reward naming several:

- The **Agricultural Revolution** 农业革命 raised productivity and increased the supply of food and other agricultural products.
- The **importation and transplantation of American crops** contributed further to the food supply.

- **Labour and trade in commodities** were increasingly **freed from traditional restrictions** 传统限制 imposed by governments and corporate bodies such as guilds.
- The **putting-out system**, or **cottage industry** 家庭手工业, expanded as more labourers produced for market in homes and workshops.
- The market economy produced **new financial practices and institutions** 金融制度.

The chain worth holding: more food supports more people, freed labour and cottage industry let those people produce for market, and new finance moves the resulting capital. Each link is separately examinable, and together they are the foundation on which Unit 6's industrialisation is built.



Economic Development and Mercantilism

The **European-dominated worldwide economic network** contributed to the **agricultural, industrial, and consumer revolutions** 消费革命 in Europe.

Mercantilism 重商主义 is the policy frame: the state promotes exports, restricts imports, and acquires colonies to supply raw materials and buy finished goods. Note the direction of causation the CED asserts - the *global* network is what fed the European transformations, so answers confined to Europe's internal development are incomplete.

The Dutch Golden Age

The **Dutch Republic** 荷兰共和国, established by a Protestant revolt against the Habsburg monarchy, developed an **oligarchy of urban gentry and rural landholders** 城市士绅与乡村地主寡头 to promote trade and religious toleration.

The Dutch case matters because it is neither absolutism nor English constitutionalism - a third model, commercially dominant, that shows political form and economic success were not tied together in a single formula.

Balance of Power

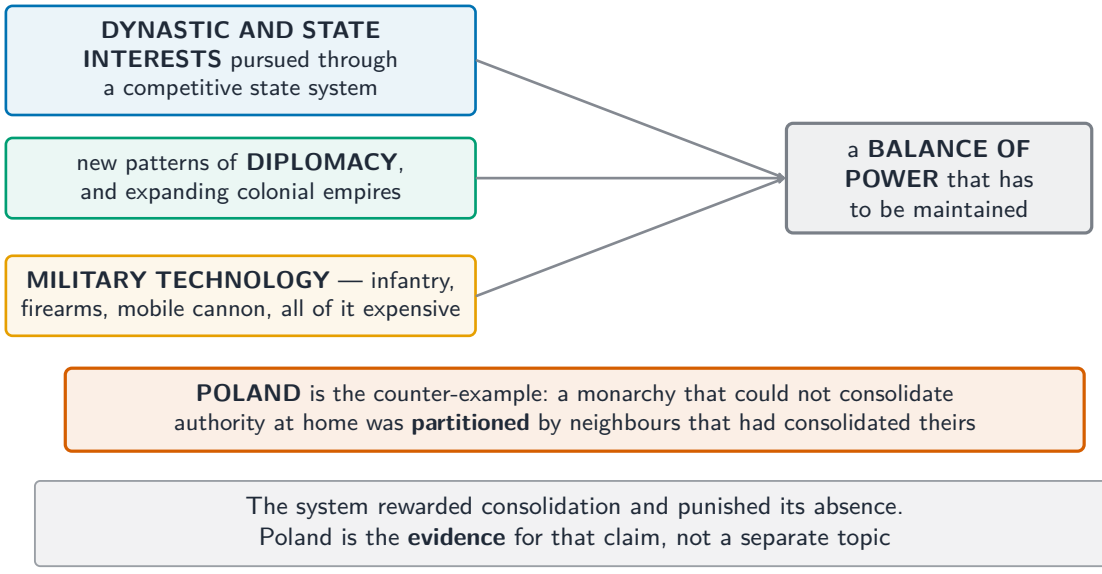
	Absolutism	Constitutionalism
Where does sovereignty sit?	in the crown alone	in the crown together with Parliament
What of the nobility in government?	excluded from governance	represented, and its rights protected against the crown
The named cases	Louis XIV and Colbert; Peter and Catherine the Great	England after the Civil War and the Glorious Revolution

Both preserve the aristocracy's social position and legal privileges. Neither is popular government.

Both models kept the aristocracy in place; they disagreed about where sovereignty sits

The **competitive state system** 竞争性国家体系 led to **new patterns of diplomacy and new forms of warfare**. After 1648, **dynastic and state interests, along with expanding colonial empires**, drove European diplomacy.

Two specifics are examinable. **Advances in military technology** produced new forms of warfare - greater reliance on **infantry, firearms, and mobile cannon**, and larger standing armies that only a centralising state could pay for. And the **inability of the Polish monarchy to consolidate authority** over its nobility led to **Poland's partition** 波兰被瓜分 by Prussia, Russia, and Austria - the clearest demonstration in the course that failure to centralise had a price.

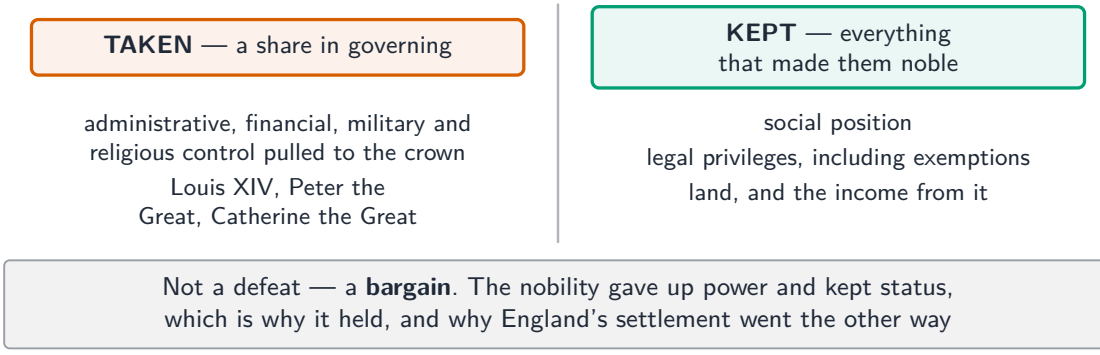


Absolutist Approaches to Power

Absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges 社会地位与法律特权. That trade is the single most useful sentence in the unit: absolutism bought political obedience by leaving social hierarchy untouched.

The CED's named cases:

- **Louis XIV** 路易十四 and his finance minister **Jean-Baptiste Colbert** 柯尔贝尔 extended **administrative, financial, military, and religious control** over the French state.
- **Peter the Great** 彼得大帝"westernised" the Russian state and society, transforming political, religious, and cultural institutions; **Catherine the Great** 叶卡捷琳娜大帝 continued that programme.



Comparison in the Age of Absolutism

The unit's reasoning skill is **comparison** - the CED's own task is to compare the different forms of political power that developed from 1648 to 1815.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one difference between absolutist and constitutionalist forms of government in the period 1648 to 1815."* A full-mark answer states the difference in terms that apply to both: *"They differed in where sovereignty was located. In absolutist France, Louis XIV concentrated administrative, financial, and military authority in the crown and excluded the nobility from governance. In constitutionalist England, the outcome of the Civil War and the Glorious Revolution located sovereignty in the crown together with Parliament, so that taxation and law required the consent of the propertied elite represented there."* Notice the structure: one axis of comparison, then each case measured on it.

Exam tips

- The English Civil War was a conflict **among elites** about their roles. Do not turn 1688 into democracy.
- Absolutism **limited political participation but preserved social privilege**. That trade answers many questions.
- Keep a **third model** ready - the Dutch Republic. It breaks the simple two-way comparison and shows examiners you know the period.
- **Poland's partition** is the cost of failing to centralise. It is the counter-example the other cases need.

- The economic topics are a **chain**: agriculture, freed labour, cottage industry, finance. Name several links, not one.
- For comparison questions, choose **one axis** and measure both cases on it. Two separate descriptions are not a comparison.

Scientific, Philosophical, and Political Developments

AP European History

Contextualizing the Scientific Revolution and the Enlightenment

Unit 4 rests on one claim, and it is worth learning in the CED's own words: the spread of **Scientific Revolution** 科学革命 concepts and practices, and the **Enlightenment's application of those concepts and practices to political, social, and ethical issues** 政治、社会与伦理问题, **fostered debate about the role of the individual in relation to the state and society**.

That sentence contains the whole unit. A method developed for studying nature was turned on human institutions, and the result was a set of arguments about what a government owes the people it rules.

Running alongside it: everyday experience was shaped by **demographic, environmental, medical, and technological changes** - which is why this unit pairs high intellectual history with population statistics and consumer goods.

The Scientific Revolution

New ideas and methods in astronomy led **Copernicus** 哥白尼, **Galileo** 伽利略, and **Newton** 牛顿 to **question the authority of the ancients** 古人的权威 and develop a heliocentric view of the cosmos.

Alongside astronomy:

- Anatomical and medical discoveries by physicians including **William Harvey** 哈维 presented the body as an **integrated system** 整体系统, challenging inherited medical theory.
- **Francis Bacon** 培根 and **René Descartes** 笛卡尔 defined **inductive and deductive reasoning** 归纳与演绎推理 and promoted experimentation and the use of mathematics.

The CED then adds a point students find surprising and examiners like: **alchemy and astrology continued to appeal** to elites and to some natural philosophers, partly because they shared with the new science the assumption that the natural world is governed by discoverable rules. The Scientific Revolution was not a clean break, and saying so demonstrates real understanding of continuity.

BACON — induction	DESCARTES — deduction
start from **observations**	start from a **certainty** you cannot doubt
collect many, look for the pattern	reason forward, step by step
the general claim comes last	the particular claim comes last

Opposite directions of travel. What they share is the target: both refuse to settle a question by citing **the authority of the ancients**

The Enlightenment

The Scientific Revolution — *the method, built to study nature*

- observation and experiment
- mathematics as the language
- induction and deduction (Bacon, Descartes)
- authority of the ancients is questionable

↓ **applied to society**

The Enlightenment — *the same method, turned on society*

Political	natural rights, the social contract (Locke, Rousseau)
Economic	free trade, a limited state (Adam Smith)
Religious	deism, scepticism, atheism; faith becomes private
Social	salons, print, a literate public debating in the open

The examinable limit: the same movement that argued for equality also produced contested arguments about women's proper role.

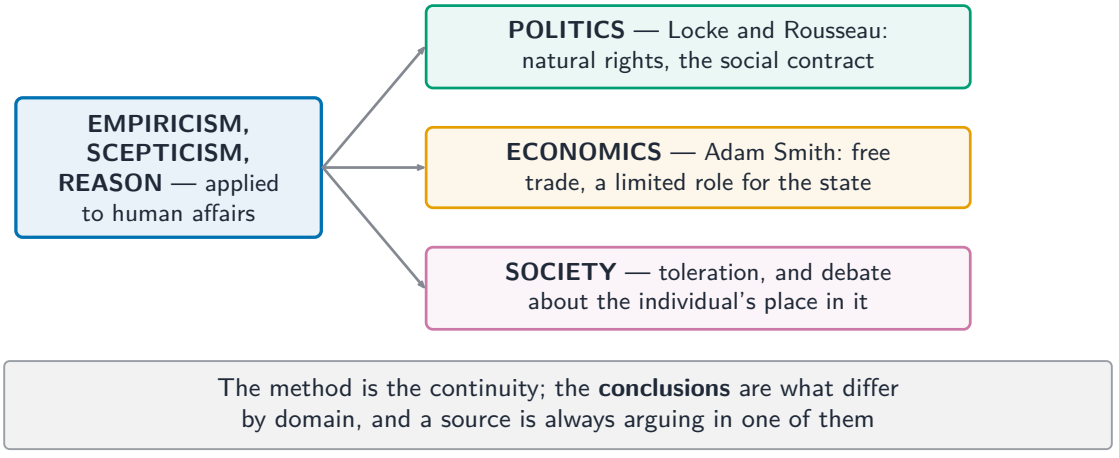
This is what the CED means by the Enlightenment applying the Scientific Revolution to human institutions

Enlightenment 启蒙运动 thought focused on **empiricism, scepticism, human reason, rationalism** 经验主义、怀疑主义、人类理性、理性主义, and classical sources of knowledge. Its outputs group into four kinds:

- **Political**: **Locke** 洛克 and **Rousseau** 卢梭 developed new political models based on **natural rights** 天赋权利 and the **social contract** 社会契约. Locke's theory conceived society as composed of individuals driven by self-interest, and argued the state's role was to protect their rights.

- **Economic**: mercantilist theory and practice were challenged by new ideas, including **Adam Smith's** 亚当·斯密, which espoused **free trade** 自由贸易 and a **limited role for the state** in the economy.
- **Religious**: intellectuals including **Voltaire** 伏尔泰 and **Diderot** 狄德罗 developed **deism, scepticism, and atheism** 自然神论、怀疑主义与无神论, and religion came to be seen increasingly as a **private rather than a public concern** 私人事务.
- **Social**: a variety of institutions, notably **salons** 沙龙, explored and disseminated Enlightenment culture.

One limit is examinable and should never be omitted: **despite the principles of equality** the Enlightenment espoused, intellectuals such as Rousseau offered **controversial arguments about the proper role of women** in society. An answer that presents the Enlightenment as uniformly egalitarian is not the answer the CED wants.



18th-Century Society and Demographics

The demographic story has a clear before and after:

- In the seventeenth century, **small landholdings, low-productivity agriculture, poor transportation, and adverse weather** 不利天气 limited population growth and caused periodic subsistence crises.
- Although the rate of illegitimate births rose in the eighteenth century, growth was still limited by the **European marriage pattern** 欧洲婚姻模式 - late marriage and a significant proportion never marrying.
- As **infant and child mortality decreased** 婴幼儿死亡率 and commercial wealth increased, families dedicated more space and resources to **children** and their education.

- **Cities offered economic opportunities**, which attracted migration from rural areas, transforming urban life and creating new social problems.

18th-Century Culture and Arts

- Despite **censorship** 审查, increasingly numerous and varied printed materials served a growing **literate public** 识字公众 and produced a **public sphere** in which opinion could form outside the state.
- Natural sciences, literature, and popular culture increasingly exposed Europeans to **representations of peoples outside Europe**.
- The arts moved **from the celebration of religious themes and royal power to an emphasis on private life and the public good** 私人生活与公共福祉 - a shift in subject that tracks the shift in authority.
- The **consumer revolution** 消费革命 of the eighteenth century was shaped by a new concern for **privacy** 隐私 and encouraged the purchase of new goods for the home.

Enlightened and Other Approaches to Power

In the eighteenth century a number of states in eastern and central Europe experimented with **enlightened absolutism** 开明专制 - rulers adopting Enlightenment-inspired reforms in law, education, and administration **while retaining absolute authority**. The tension in that phrase is the examinable point.

By 1800 most governments in western and central Europe had **extended toleration to Christian minorities**, and in some states civil rights as well.

And as a result of the Holy Roman Empire's limitation of sovereignty at Westphalia, **Prussia rose to power** 普鲁士 while the Habsburgs turned toward their eastern lands - a structural consequence of Unit 2's settlement arriving a century later.

ADOPTED	NOT GIVEN UP
legal and administrative reform	absolute authority over the decision itself
toleration extended to Christian minorities	no representative body with a claim on it
the vocabulary of reason and improvement	the reform is a *grant*, and can be withdrawn

Reform **from** absolute power is not a step away from it. Prussia's rise is the case to test that on

Causation in the Age of the Enlightenment

The unit's reasoning skill is **causation**, applied to how these movements **challenged the existing European worldview**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which Enlightenment thought challenged existing political authority in the eighteenth century."* A full-mark answer identifies the challenge and traces it: *"Locke's theory of natural rights and the social contract held that government exists to protect the rights of individuals and derives its authority from their consent. This directly undermined the claim that a monarch's authority came from God, because it made obedience conditional on the ruler's performance rather than unconditional."* Notice the mechanism: the answer shows *how* one argument displaces another, rather than listing thinkers.

Exam tips

- Learn the CED's own sentence: the Enlightenment **applied Scientific Revolution methods to political, social, and ethical issues**. Many questions are answered by unpacking it.
- The Scientific Revolution was **not a clean break** - alchemy and astrology persisted. Continuity points score.
- Group Enlightenment outputs as **political, economic, religious, social**. Four labelled kinds beat a list of names.
- Always note the **limits on equality**, especially regarding women. The CED names them explicitly.
- **Enlightened absolutism** is a tension, not a contradiction: reform without surrendering authority.
- The **public sphere** - print, literacy, salons - is the mechanism by which ideas became political. Use it to explain, not just to describe.

Conflict, Crisis, and Reaction in the Late 18th Century

AP European History

Contextualizing 18th-Century States

Unit 5 covers the crisis of the old order: **global commercial competition, the French Revolution, Napoleon, and the settlement that followed**. Three of the course's key concepts converge here - models of **political sovereignty**, the expansion of **European commerce** into a worldwide network, and the spread of **Enlightenment** ideas.

The unit is best held as a single argument: commercial rivalry strained state finances, Enlightenment ideas supplied a language for challenging authority, and where the two met a revolution followed.

The Rise of Global Markets

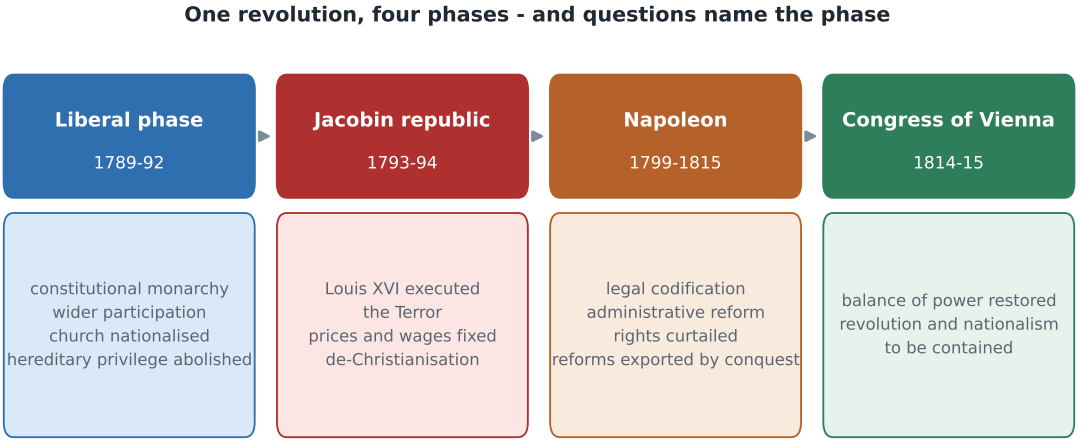
The expansion of European commerce **accelerated the growth of a worldwide economic network** 全球经济网络. Maritime competition among European states was no longer a side-show to European politics - overseas trade and colonies were now where European power was won and lost.

Britain's Ascendency

Rivalry between Britain and France resulted in **world wars fought both in Europe and in the colonies**, with **Britain supplanting France as the greatest European power** 取代法国.

Two consequences follow, and both are examinable. Britain gained commercial and naval dominance that shaped the next century. And France, having spent enormously on those wars, entered the 1780s with a **fiscal crisis** 财政危机 - which is the direct link between this topic and the next.

The French Revolution



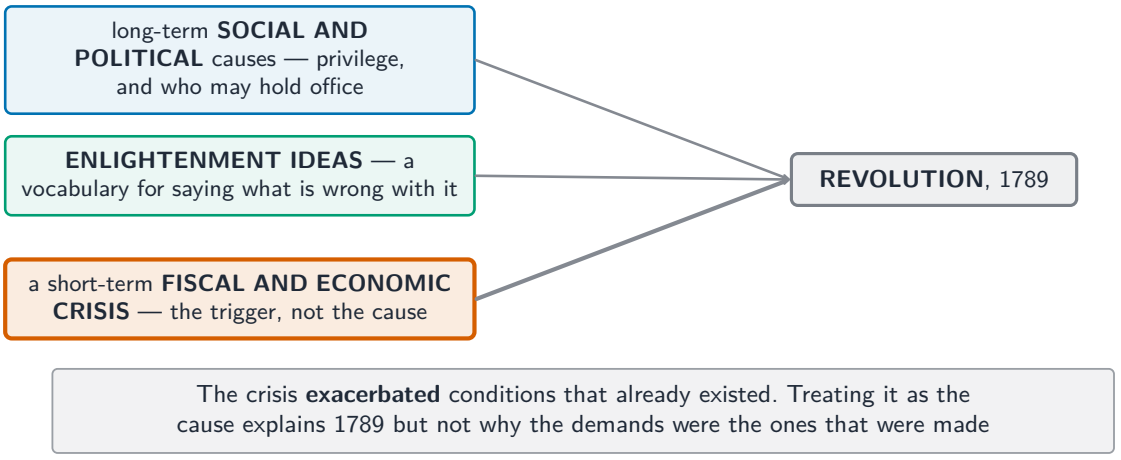
Questions almost always name a phase; knowing which one is being asked about is half the answer

The Revolution **resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises** 短期财政与经济危机. That formula - long-term causes plus ideas plus a short-term trigger - is the CED's own and works for almost any causes question.

The CED then divides the Revolution into phases, and the distinction between them earns marks:

- The **first, or liberal, phase** 自由派阶段 established a **constitutional monarchy** 君主立宪, increased popular participation, nationalised the Catholic Church, and abolished **hereditary privileges** 世袭特权.
- After the execution of **Louis XVI**, the **radical Jacobin republic** 雅各宾共和国 led by **Robespierre** 罗伯斯庇尔 responded to opposition at home and war abroad by instituting the **Reign of Terror** 恐怖统治, fixing prices and wages, and pursuing a policy of **de-Christianisation** 去基督教化.
- **Revolutionary armies**, raised by **mass conscription** 大规模征兵, sought to bring the changes begun in France to the rest of Europe.

Women's participation is examinable and specific: women **participated enthusiastically in the early phases**, and while there were **brief improvements in their legal status**, they were **later excluded from political participation**. Both halves of that sentence are needed.



The French Revolution's Effects

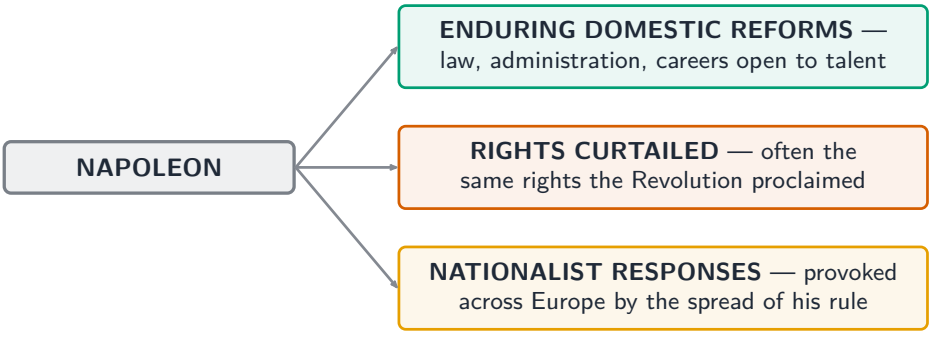
- Revolutionary ideals inspired a **revolt of enslaved people led by Toussaint L'Ouverture** 杜桑 · 卢维杜尔 in the French colony of Saint-Domingue, which became independent Haiti. This is the CED's demonstration that revolutionary principles, once stated universally, could not be confined to Europe.
- While many were inspired by the Revolution's emphasis on **equality and human rights**, **others condemned its violence** and its disregard for traditional authority - the origin of modern conservatism as a political position.

Napoleon's Rise, Dominance, and Defeat

As first consul and emperor, **Napoleon** 拿破仑 undertook **enduring domestic reforms** 持久的国内改革 - legal codification, administrative and financial reorganisation, a religious settlement - **while often curtailing rights** and manipulating popular opinion.

His **new military tactics** allowed him to exert direct or indirect control over much of the European continent, **spreading the reforms of the Revolution** to the territories he governed.

And his expanding empire **created nationalist responses throughout Europe** 民族主义回应 - people defined themselves against French rule, which is how the Revolution's own principle of the nation was turned against France. That irony is the topic's best essay material.



All three at once, and the third is caused by the **spread** of the first. "He exported the Revolution" and "he ended it" are both defensible

The Congress of Vienna

After Napoleon's defeat by a coalition of European powers, the **Congress of Vienna (1814-1815)** 维也纳会议 attempted to **restore the balance of power** 均势 and **contain the danger of revolutionary or nationalistic upheavals** in the future.

Note the two aims, because they are different things: a settlement among states, and a defence against a kind of politics. Unit 7 is largely the story of the second aim failing.

Romanticism

Romanticism 浪漫主义 emerged as a **challenge to Enlightenment rationality** 对启蒙理性的挑战. The CED grounds it precisely:

- **Rousseau questioned the exclusive reliance on reason** and emphasised the role of **emotions** 情感 in the moral improvement of self and society - so the challenge begins inside the Enlightenment itself.
- Consistent with Romanticism, **religious revival** 宗教复兴 occurred in Europe, including movements such as **Methodism** 循道宗.
- **Revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism** 群众政治与民族主义的情感力量.

That last point is why Romanticism belongs in this unit rather than in an art chapter: the period had just proved that political movements run on feeling as much as on argument.

THE ENLIGHTENMENT CLAIM	THE ROMANTIC REPLY
reason is the reliable guide	emotion and intuition are evidence too
what is universal matters most	the particular — a nation, a landscape — matters
society can be designed	Rousseau himself doubted reason alone

The Romantics had **evidence**: revolution, war and rebellion had just shown the emotional power of mass politics and nationalism — and Methodism the pull of religious revival

An argument, not a mood — which is what makes Romanticism usable in an essay about the **limits** of Enlightenment confidence

Continuity and Change in 18th-Century States

The unit's reasoning skill is **continuity and change**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which the French Revolution changed European political life in the period 1789 to 1815."* A full-mark answer names the change and traces the mechanism: *"The Revolution established the principle that sovereignty belonged to the nation rather than to a monarch, and revolutionary armies raised by mass conscription carried that principle across Europe. Even where French rule was resented, populations began to define themselves as nations with a claim to govern themselves, so the idea outlasted Napoleon's defeat."* Notice that the answer survives 1815: a change question wants something that persisted.

Exam tips

- Use the CED's causes formula: **long-term causes + Enlightenment ideas + short-term fiscal crisis**.
- Identify **which phase** a question is about. Liberal, radical, Napoleonic and the Vienna settlement did very different things.
- On women, give **both halves** - enthusiastic early participation, later exclusion.
- **Haiti** shows the Revolution's principles escaping Europe. It is high-value and frequently omitted.
- Napoleon is a **both/and**: enduring reforms *and* curtailed rights. Neither alone is the answer.
- Romanticism's challenge **begins inside the Enlightenment**, with Rousseau. That connection is more sophisticated than treating it as a simple reaction.

Industrialization and Its Effects

AP European History

Contextualizing Industrialization

Unit 6 covers **c. 1815 to c. 1914** and rests on three claims the CED states as key concepts:

- The **Industrial Revolution spread from Great Britain to the continent**, where **the state played a greater role** in promoting industry.
- Everyday experience was shaped by industrialisation **depending on the level of industrial development** in a particular location - so the answer to "what was life like" is always *where, and how far along.*
- Political revolutions and the complications of industrialisation **triggered a range of ideological, governmental, and collective responses** 意识形态、政府与集体回应.

That third claim is the unit's spine. Industrialisation created problems; the ideologies and reforms of the nineteenth century are the answers people proposed to them.

The Spread of Industry Throughout Europe

Britain led, and the CED gives the reasons as a set:

- Ready supplies of **coal, iron ore**, and other raw materials.
- Mechanisation of **textile production**, iron and steel, and the development of **machine tools**.
- **Economic institutions and human capital** 人力资本 - engineers, inventors, and capitalists.
- A **parliamentary government** that promoted commercial and industrial interests because those interests were **represented in Parliament** - the political condition, and the one students leave out.

The continent then diverged, which is the examinable comparison:

- **France** industrialised **more gradually**, with **government support** and with **less social dislocation** 社会失序 than Britain.
- Elsewhere, a combination of **geography, lack of resources, the dominance of traditional landed elites**, and the persistence of serf-like labour relations **slowed industrialisation**.
- Because more primitive agricultural practices and landholding patterns persisted, **some areas of Europe lagged** behind entirely.

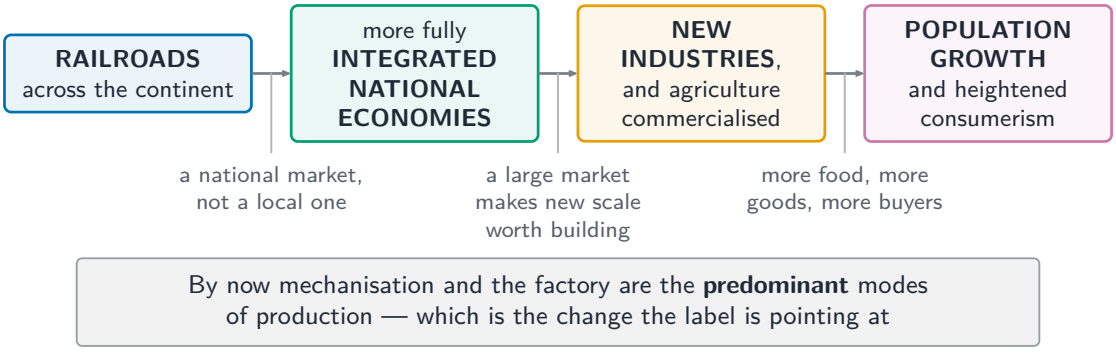
WHAT BRITAIN HAD	WHY OTHERS DIFFERED
coal and iron ore, close together	geography, and a lack of the resources
economic institutions and human capital	the dominance of traditional landed elites
a parliamentary government in which commercial interests were represented	France industrialised more gradually, with government support and less social dislocation

France is not a **failure** — it is a different path, with the state doing what British institutions did. That contrast is the answer

Second Wave Industrialization

By 1914 **mechanisation and the factory system had become the predominant modes of production**. During the **second industrial revolution** 第二次工业革命 (c. 1870-1914) industrial activity spread across more of Europe, and:

- New technologies and means of communication and transport - notably **railroads** 铁路 - produced **more fully integrated national economies** 一体化的国民经济.
- Efficient transport and other innovations **created new industries** and improved the distribution of goods.
- Together with better harvests from the **commercialisation of agriculture**, industrialisation **promoted population growth** 人口增长.
- A **heightened consumerism** 消费主义 developed.



Social Effects of Industrialization

- In industrialised western and northern Europe, socioeconomic change created **divisions of labour** leading to **an entrepreneurial and professional middle class** and an **industrial working class**.
- In less industrialised areas, the **dominance of agricultural elites continued into the twentieth century**.
- **Class identity** 阶级认同 developed and was reinforced through participation in **philanthropic, political, and social associations**.
- Rural-to-urban migration produced **urban overcrowding** 城市拥挤 while affected rural areas suffered population loss.
- **Bourgeois families** focused on the **nuclear family** and the **cult of domesticity** 家庭崇拜, with distinct gender roles.
- By the century's end, **higher wages, laws restricting the labour of children**

and women, social welfare programmes, and improved diet **raised living standards**.

- Economic motives for marriage diminished as the middle-class notion of **companionate marriage** 伴侣式婚姻 spread.
- **Leisure time** centred increasingly on the family or small groups, with new activities and spaces built for it.

The Concert of Europe and European Conservatism

The **Concert of Europe** 欧洲协调, or Congress System, sought to **maintain the status quo** through **collective action** and adherence to conservative principles.

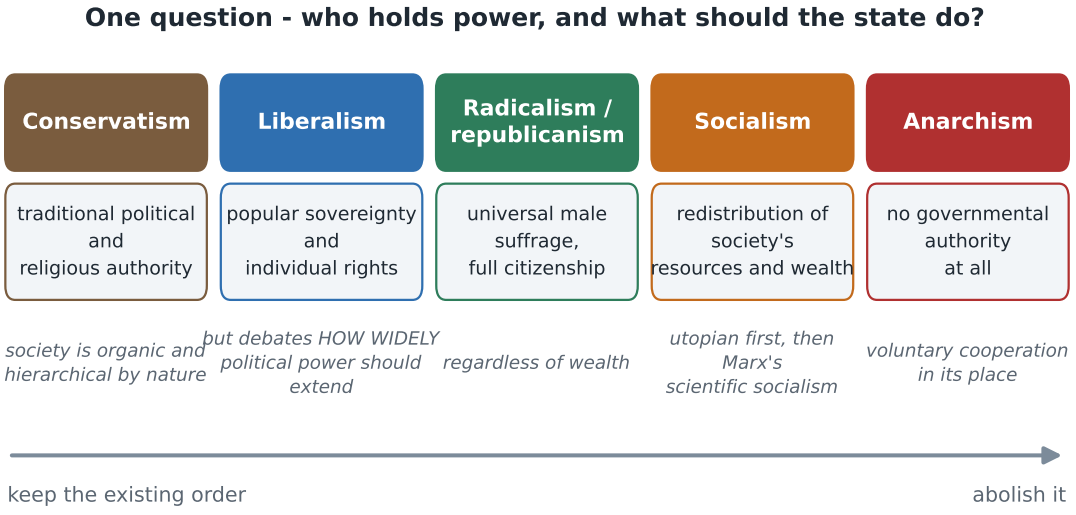
Conservatism 保守主义 in this period is a genuine ideology, not merely resistance: it supported traditional political and religious authorities on the ground that society is an organic whole with a natural hierarchy, which cannot be redesigned by abstract reason without harm.

Reactions and Revolutions

In the first half of the nineteenth century, revolutionaries attempted to **destroy the status quo**. The **revolutions of 1848** 1848 年革命, triggered by **economic hardship and discontent with the political order**, challenged conservative power across Europe - and largely failed, which is itself examinable.

In **Russia**, autocratic leaders pushed through **reform and modernisation** from above, including the **emancipation of the serfs** 农奴解放 - reform used as an alternative to revolution rather than a concession to it.

Ideologies of Change and Reform Movements



Questions ask you to distinguish these, so learn them as a set rather than one at a time

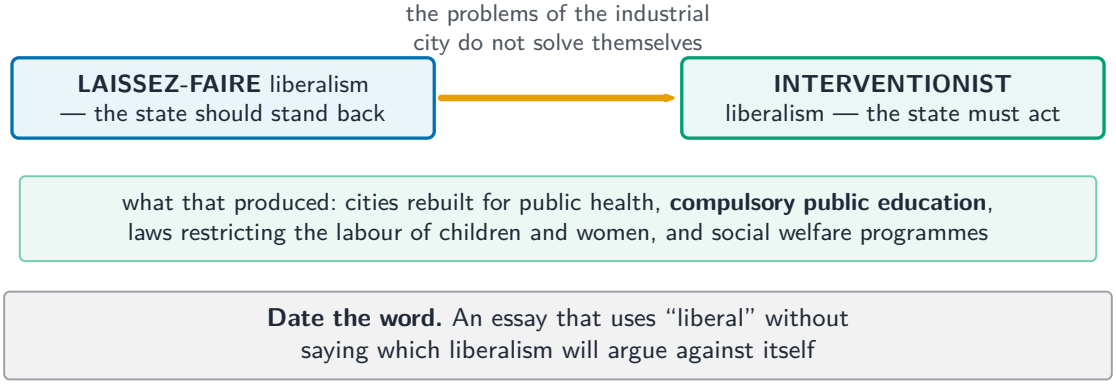
The CED names five positions, and they are best learned as answers to one question: *who should hold power, and what should the state do?*

- **Liberals** 自由主义者 emphasised **popular sovereignty, individual rights, and enlightened self-interest**, but debated **how far all groups should share political power**.
- **Radicals** in Britain and **republicans** on the continent demanded **universal male suffrage** 男性普选权 and full citizenship without regard to wealth.
- **Socialists** 社会主义者 called for the **redistribution of society's resources and wealth**, evolving from **utopian** to **Marxist scientific socialism**.
- **Marx's scientific socialism** 科学社会主义 provided a systematic critique of capitalism and a deterministic analysis of society and historical change.
- **Anarchists** 无政府主义者 asserted that **all forms of governmental authority were unnecessary** and should be replaced by a society based on voluntary cooperation.

19th-Century Social Reform and Institutional Responses

Political movements and social organisations responded to the problems of industrialisation. The institutional side is equally examinable:

- **Liberalism shifted from laissez-faire to interventionist** 从自由放任转向干预 economic and social policies in response to industrialisation's challenges. This is the unit's most important intellectual change - the ideology that began by wanting the state out ended by using it.
- Reforms **transformed unhealthy and overcrowded cities** by modernising infrastructure, regulating public health, and reforming prisons.
- Reformers promoted **compulsory public education** 义务教育 to advance public order, nationalism, and economic growth. Note all three motives - the CED lists them, and none is purely benevolent.



Causation in the Age of Industrialization

The unit's reasoning skill is **causation**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which industrialisation contributed to the development of new political ideologies in the nineteenth century."* A full-mark answer traces the link: *"Industrialisation created a large urban working class with common conditions and no political representation, which gave socialists a constituency and an argument: that the wealth produced by industry was distributed by ownership rather than by labour. Marx's scientific socialism turned that observation into a systematic critique of capitalism, and the concentration of workers in factories and cities made organising around it possible."* Notice that the answer explains **why the idea found an audience**, not only that it existed.

Exam tips

- Britain's advantages include a **political** one - industrial interests were represented in Parliament. Most answers list only resources.
- **France industrialised gradually with state support and less dislocation.** That contrast answers many comparison questions.
- Learn the **five ideologies as a set**, distinguished by who holds power and what the state does.
- **Liberalism's shift from laissez-faire to intervention** is the century's key ideological change. Name it.
- Compulsory education had **three motives** - order, nationalism, growth. Give all three.
- Living standards rose **by the end of the century**, after decades of hardship. Timing is the mark.

19th-Century Perspectives and Political Developments

AP European History

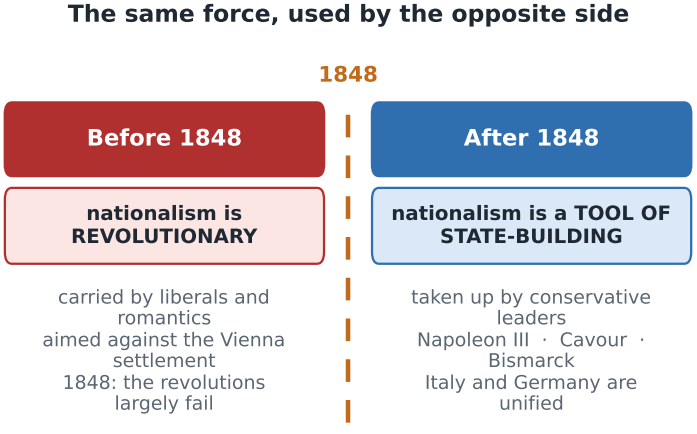
Contextualizing 19th-Century Perspectives

Unit 7 runs over the same years as Unit 6 - **c. 1815 to c. 1914** - but follows politics, empire, and ideas rather than industry. Three key concepts frame it:

- European states **struggled to maintain international stability in an age of nationalism and revolutions**.
- **A variety of motives and methods** led to the intensification of **European global control** and **increased tensions among the Great Powers** 列强.
- European ideas and culture expressed a **tension between objectivity and scientific realism** on one hand and **subjectivity and individual expression** 主观性与个人表达 on the other.

That third tension is the unit's cultural thread, and it explains why Romanticism, realism, positivism, and modern art all belong in the same unit rather than in a separate art history.

Nationalism



What made it possible: the Crimean War broke the Concert of Europe, so territorial change was no longer blocked.

Before 1848 nationalism threatens the order; after 1848 conservatives build states with it

Nationalists encouraged loyalty to the nation in a variety of ways, including **romantic idealism** 浪漫主义理想, liberal reform, political unification, and racialism - so nationalism has no single political colour and can be attached to very different programmes.

The turn that matters most: a new generation of **conservative leaders**, including **Napoleon III** 拿破仑三世, **Cavour** 加富尔, and **Bismarck** 俾斯麦, **used popular nationalism to create or strengthen states** 借助民众民族主义建国. Before 1848 nationalism was mainly a revolutionary threat to the settlement of Vienna; after 1848 it became a tool of state-building in conservative hands. If you learn one thing from this unit, learn that reversal.

Two further points are examinable:

- While western European Jews became more socially and politically **acculturated** during the century, **Zionism** 犹太复国主义 - a form of Jewish nationalism - developed in response to continued exclusion.
- The creation of the **dual monarchy of Austria-Hungary** 奥匈二元帝国, which recognised the political power of the largest ethnic minority, was an attempt to manage nationalism within a multi-ethnic empire rather than to suppress it.

	CAVOUR — ITALY	BISMARCK — GERMANY
THE METHOD	diplomacy — bring a great power in on your side	*Realpolitik* — war chosen deliberately, as an instrument
THE OTHER HALF	Garibaldi's popular campaign in the south	Prussian military and administrative strength
WHAT IT COST	a kingdom assembled around Piedmont	a Europe with a new great power at its centre

Conservative leaders using **popular nationalism** to build states — the movement's romantic idealists are not the ones who finished the job

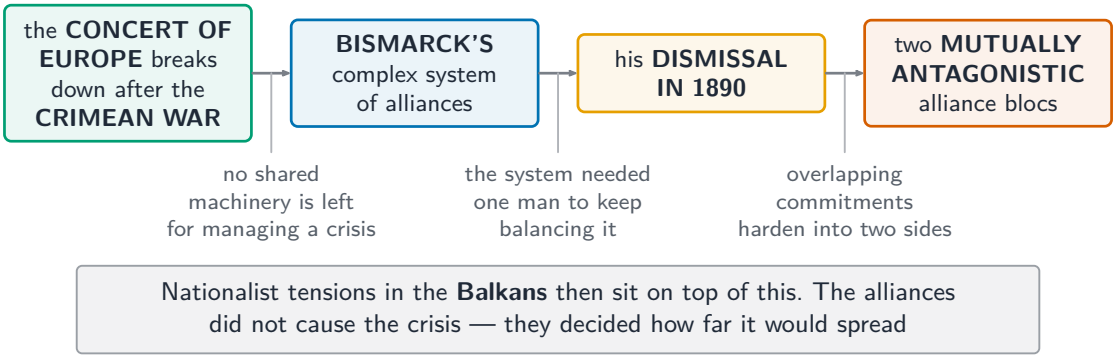
National Unification and Diplomatic Tensions

The **Crimean War** 克里米亚战争 demonstrated the weakness of the Ottoman Empire and contributed to the **breakdown of the Concert of Europe** 欧洲协调的瓦解 - which is what made unification possible, because the system designed to prevent territorial change no longer functioned.

- **Italy**: **Cavour's diplomatic strategies**, combined with **Garibaldi's** 加里波第 popular military campaigns, led to unification. Diplomacy plus popular movement - two mechanisms, and the CED names both.
- **Germany**: **Bismarck used Realpolitik** 现实政治, employing diplomacy, industrialised warfare and weaponry, and the manipulation of democratic mechanisms to achieve unification under Prussia.

Then the diplomatic consequences, which run directly into Unit 8:

- After 1871 Bismarck attempted to maintain the balance of power through a **complex system of alliances** 联盟体系 aimed at isolating France.
- **Bismarck's dismissal in 1890** eventually produced a system of **mutually antagonistic alliances** 彼此敌对的联盟 and heightened international tension.
- **Nationalist tensions in the Balkans** 巴尔干 drew the Great Powers into a series of crises leading up to the First World War.



Darwinism and Social Darwinism

Charles Darwin 达尔文 provided a **scientific and material account of biological change** and of the development of human beings as a species.

His theory was then applied well beyond biology. **Social Darwinism** 社会达尔文主义 took the language of competition and selection and used it to justify **racial, national, and class hierarchies** - and, in the next topic, imperial expansion. Keep

the distinction sharp in an essay: Darwin's biology and Social Darwinism are not the same claim, and the second does not follow from the first.

The Age of Progress and Modernity

Positivism 实证主义 - the philosophy that **science alone provides knowledge** - emphasised the rational and scientific analysis of nature and human affairs, and represents the confident pole of the century's thinking.

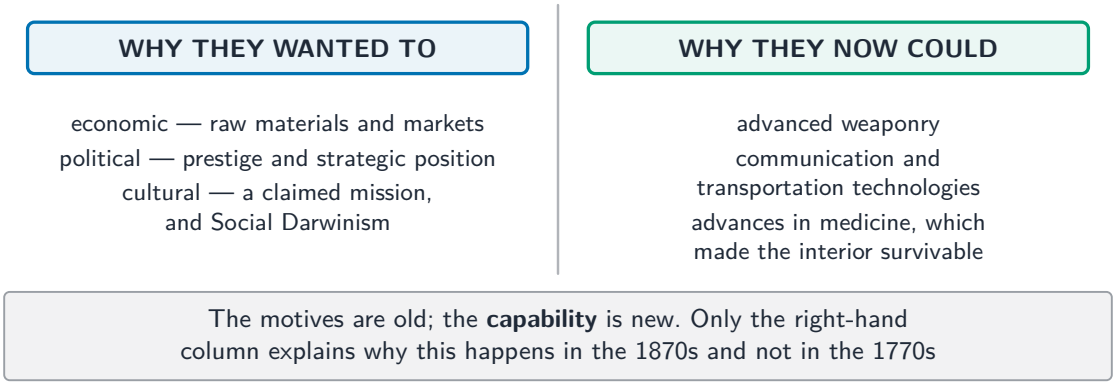
Then, in the later nineteenth century, a **new relativism in values** 价值相对主义 and a **loss of confidence in the objectivity of knowledge** led to **modernism** 现代主义. The two together are the tension named in 7.1: the same culture produced both the belief that science would explain everything and the suspicion that objectivity itself was an illusion.

New Imperialism: Motivations and Methods

European nations were driven by **economic, political, and cultural motivations** 经济、政治与文化动机 in their new imperial ventures in Asia and Africa.

The CED then gives the **enabling technologies** separately, and there are exactly three:

- **Advanced weaponry** ensured European military advantage over colonised areas.
- **Communication and transportation technologies** 通信与运输技术 made empires possible to create and administer.
- **Advances in medicine** 医学进步 enabled European survival in Africa and Asia - the one students forget, and often the decisive factor.



Imperialism's Global Effects

Imperial endeavours significantly affected society, diplomacy, and culture in Europe, and **created resistance to foreign control abroad**.

Both directions matter. In Europe, empire fed nationalism, shaped popular culture, and turned colonial disputes into Great Power crises. Abroad, it produced organised resistance. An answer that treats imperialism as something Europe did *to* other places, with no return effect and no response, is incomplete on both counts.

19th-Century Culture and Arts

The century's art tracks its intellectual tension exactly:

- **Romanticism** broke with Neoclassical forms and with rationalism, emphasising **intuition, emotion, nature, individuality**, and the supernatural; Romantic writers expressed the same themes while responding to the Industrial Revolution and to political revolution.
- **Realist and materialist** 现实主义与唯物主义 themes influenced art and literature, as painters and writers depicted **the lives of ordinary people**.
- **Modern art - Impressionism, Post-Impressionism, and Cubism** 印象派、后印象派与立体主义 - moved **beyond the representational to the subjective, abstract, and expressive**.

Causation in 19th-Century Developments

The unit's reasoning skill is **causation**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which nationalism contributed to the unification of Germany or Italy in the nineteenth century."* A full-mark answer names the mechanism rather than the sentiment: *"Bismarck used popular nationalist feeling as an instrument of Prussian state-building: by presenting wars against Denmark, Austria, and France as national causes, he made the smaller German states' rulers politically unable to resist unification under Prussia, and turned a dynastic expansion into a national one."* Notice the shape: nationalism is shown *doing something*, not merely existing.

Exam tips

- The reversal is the unit: **before 1848 nationalism threatens the order; after 1848 conservatives use it to build states**.
- The **breakdown of the Concert of Europe** after Crimea is what made unification possible. Name it as the enabling condition.
- Italy needed **both** Cavour's diplomacy and Garibaldi's campaigns. Germany needed Bismarck's **Realpolitik**. Different mechanisms, same outcome.
- Give **three enabling technologies** of imperialism - weaponry, transport and communication, and **medicine**.
- Keep **Darwin** and **Social Darwinism** apart. The second is a use of the first, not a consequence of it.
- Imperialism acted **on Europe as well as abroad**, and it produced **resistance**. Both are examinable.

20th-Century Global Conflicts

AP European History

Contextualizing 20th-Century Global Conflicts

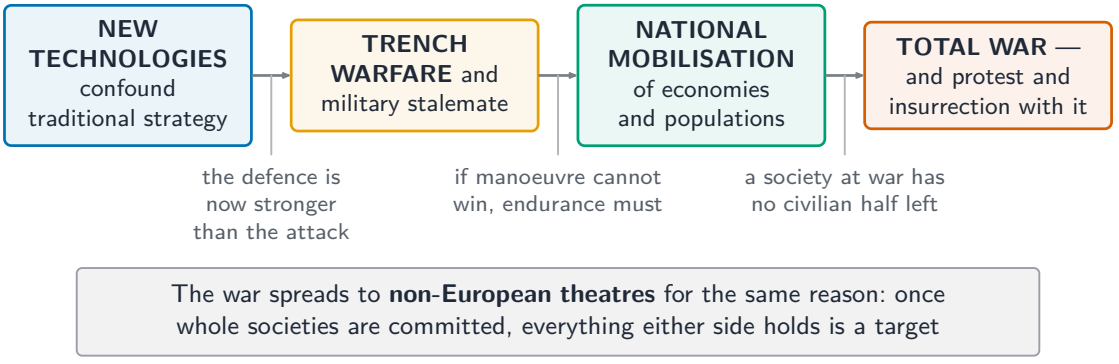
Unit 8 covers **c. 1914 to the present** as a story of conflict, and four key concepts frame it:

- **Total war and political instability** in the first half of the century gave way to a **polarised state order** during the Cold War.
- The stresses of **economic collapse and total war** produced **internal conflicts** within European states and **conflicting conceptions of the relationship between the individual and the state** 个人与国家的关系.
- Diverse intellectual and cultural movements **questioned the existence of objective knowledge** and the authority that had rested on it.
- **Demographic change, economic growth, total war, and competing definitions of freedom and justice** altered the experience of everyday life.

World War I

The war was **caused by a complex interaction of long- and short-term factors** and produced immense losses and disruption. The CED's specific claims:

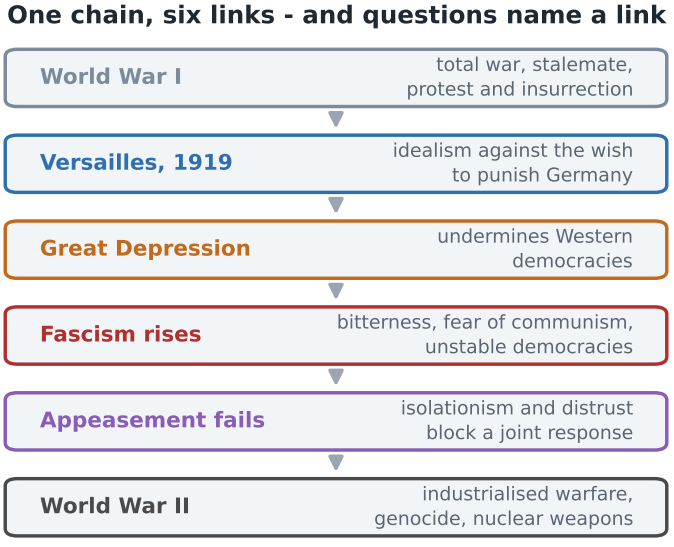
- **New technologies confounded traditional military strategies**, leading to **trench warfare** 堑壕战 and massive troop losses.
- The effects of **military stalemate, national mobilisation, and total war** led to **protest and insurrection** 抗议与起义 in the belligerent nations - the war turned inward on the societies fighting it.
- The war **spread quickly to non-European theatres**, becoming a **global conflict**.
- The relationship of Europe to the world **shifted significantly** with that globalisation, and with the emergence of new powers.



The Russian Revolution and Its Effects

The **Russian Revolution** 俄国革命 created a regime based on **Marxist-Leninist theory** 马克思列宁主义 - the first state to be founded explicitly on that programme, which is what makes it a turning point rather than a national event.

Versailles Conference and Peace Settlement

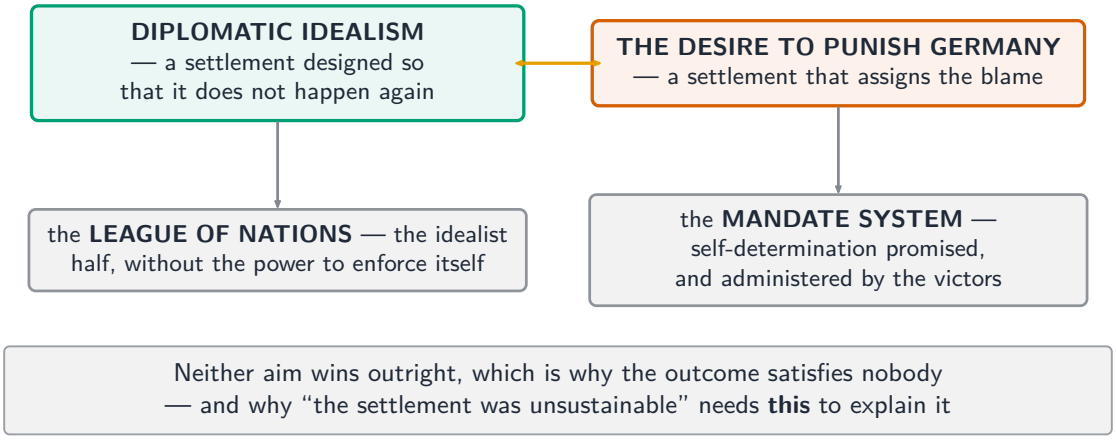


The Depression is the pivot: these movements existed before 1929 but could not win power until it came.

Questions ask about one link; the strongest answers show where it sits in the chain

The **conflicting goals of the peace negotiators in Paris** pitted **diplomatic idealism against the desire to punish Germany** 理想主义与惩罚德国的意愿, and the resulting settlement satisfied neither aim fully.

The **League of Nations** 国际联盟 distributed former German and Ottoman possessions to France and Great Britain through the **mandate system** 委任统治, which extended imperial control under a new name - a point worth making because it connects the settlement to decolonisation later in the course.



Global Economic Crisis

The **Great Depression** 大萧条, caused by weaknesses in international trade and in monetary theory and practice, **undermined Western European democracies** 削弱西欧民主国家 and fostered **radical political responses** across Europe.

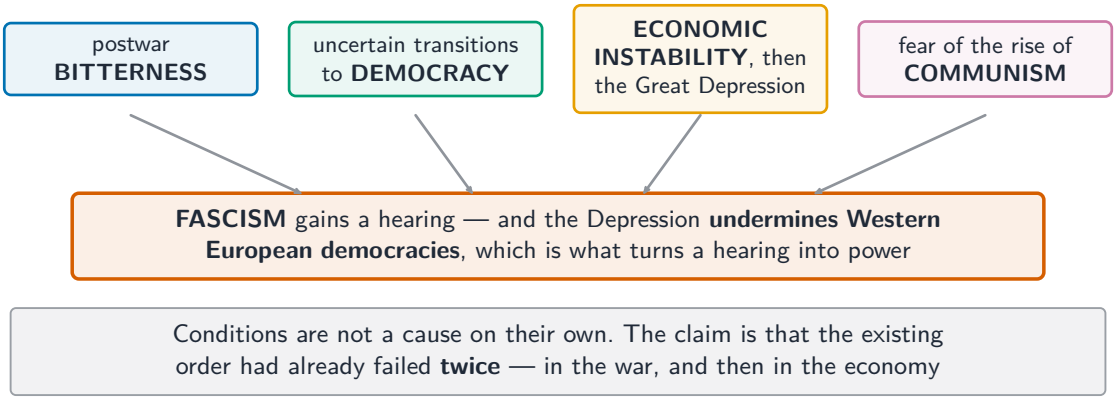
This is the pivot of the unit. The Depression is what turned interwar bitterness into a political opportunity for movements that had existed since before 1914 but had not previously been able to win power.

Fascism and Totalitarianism

The ideology of **fascism** 法西斯主义, with roots in the pre-war era, **gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability**. That four-part environment is the CED's own answer to "why then", and it is better than any single cause.

On the Soviet side, after Lenin's death **Stalin** 斯大林 undertook a **centralised programme of rapid economic modernisation**, often with severe repression. The CED states the cost explicitly: modernisation came at a **high price**, including the **liquidation of the kulaks** 富农 and a **catastrophic famine** 饥荒.

The comparison the unit invites is structural rather than ideological: both regimes claimed total authority over the relationship between individual and state, which is the second key concept doing its work.



Europe During the Interwar Period

The failure to prevent a second war has named causes:

- **French and British fears of another war**, **American isolationism** 美国孤立主义, and **deep distrust between Western democratic, capitalist nations and the Soviet communist regime** prevented an effective response.
- **Fascism, extreme nationalism, racist ideologies, and the failure of appeasement** 绥靖政策的失败 resulted in the Second World War.

World War II

- Germany's **Blitzkrieg** 闪电战 warfare in Europe, combined with Japan's attacks in Asia and the Pacific, brought the Axis powers early victories.
- **American and British industrial, scientific, and technological power**, cooperative military efforts under strong leadership, and the **Soviet Union's vast manpower and resources** eventually defeated the Axis.
- **Military technologies made possible industrialised warfare, genocide, nuclear proliferation** 核扩散, and the risk of global nuclear war.

The Holocaust

Fuelled by **racism and anti-Semitism** 种族主义与反犹主义, Nazi Germany - with the cooperation of some other Axis powers and collaborators - **used industrial technology and bureaucratic structures to carry out the systematic murder of European Jewish people** and other targeted groups.

The CED's framing is precise and should be reproduced: what distinguishes this from earlier mass violence is the use of the **modern state's own instruments** - industry,

bureaucracy, transport, record-keeping - as the means. That is why this topic belongs with the technology and total-war themes rather than standing apart from them.

The demographic consequence is stated directly: the Second World War **decimated a generation of Russian and German men, virtually destroyed European Jewry**, and killed millions of others.

20th-Century Cultural and Intellectual Developments

- The **belief in progress** characteristic of much nineteenth-century thought **began to break down before World War I** and collapsed after it.
- When the war began, Europeans were **generally confident in the ability of science and technology** to address human needs; the war and then the Depression **undermined that confidence**.
- The **challenge to the certainties of the Newtonian universe** in physics **opened the door to uncertainty** in other fields.
- The war created a **"lost generation"** 迷惘的一代 and fostered **disillusionment and cynicism** 幻灭与犬儒.
- During both wars, **women became increasingly involved** in military and political mobilisation and in economic production.

Continuity and Change in an Age of Global Conflict

The unit's reasoning skill is **continuity and change**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which the peace settlement of 1919 contributed to political instability in Europe in the 1920s and 1930s."* A full-mark answer traces a mechanism: *"The settlement combined punitive terms against Germany with an appeal to national self-determination it could not deliver consistently. That left a German republic burdened with reparations and blamed for accepting them, which gave nationalist and fascist movements a grievance they could use, and which the economic collapse of 1929 turned into mass support."* Notice that the answer runs the chain forward to the point the question asks about.

Exam tips

- Learn the **chain**: war, settlement, economic collapse, radical movements, failed appeasement, war again. Most questions ask about one link.
- The CED gives fascism a **four-part environment** - postwar bitterness, fear of communism, unstable democracies, economic instability. Use all four.
- The **Depression is the pivot**. Movements that existed before 1929 could not win power until it happened.
- On the Holocaust, the examinable point is the use of the **modern state's own instruments**. State it precisely.
- The **mandate system** is imperial control renamed. Saying so links the settlement to decolonisation.
- The collapse of confidence in **progress and objectivity** connects the political and cultural halves of the unit. Examiners reward that connection.

Cold War and Contemporary Europe

AP European History

Contextualizing Cold War and Contemporary Europe

Unit 9 takes Europe from 1945 to the present. The same four key concepts as Unit 8 apply, but the emphasis shifts: a **polarised state order**, competing conceptions of **the individual and the state**, continued questioning of **objective knowledge**, and demographic and economic change reshaping everyday life.

The unit has two halves that must be held together - **division** until 1991, and **integration** running alongside and then beyond it.

Rebuilding Europe

Marshall Plan 马歇尔计划 funds from the United States financed an extensive reconstruction of industry and infrastructure and stimulated an economic revival in Western Europe.

The Marshall Plan is examinable in two directions at once: it rebuilt Western Europe, and by being refused for the Soviet bloc it helped harden the division that defines the rest of the unit.

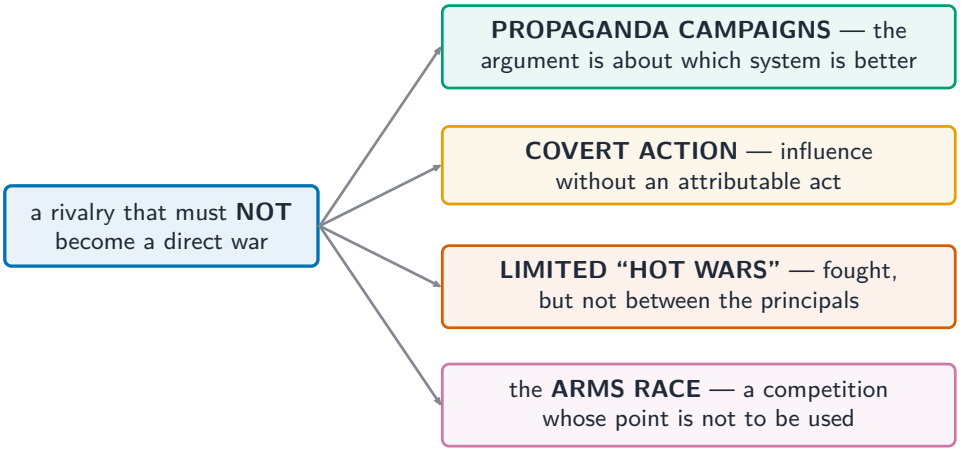
The Cold War

Despite efforts to maintain international cooperation through the newly created **United Nations** 联合国, deep-seated tensions between the two blocs produced the **Cold War**.

The CED lists how it was actually conducted, and the list is worth memorising because questions ask for methods:

- **propaganda campaigns** 宣传战;
- **covert actions** 秘密行动;
- **limited "hot wars"** 有限热战 in other regions;
- an **arms race** 军备竞赛.

Note what is absent: direct war between the principals. The methods list *is* the answer to "how could a conflict this intense produce no direct war".



Every method is shaped by the **prohibition**. That is why the Cold War produces so much activity and so little direct fighting

Two Superpowers Emerge

	Western Europe	The Soviet bloc
Rebuilt how?	Marshall Plan funds rebuild industry and infrastructure	central planning, extensive social welfare provision
Aligned with whom?	US military, political and economic influence; NATO	Soviet domination east of the Iron Curtain
What strained it?	growth funded the welfare state; stagnation put it in question	long economic stagnation; repression alternating with reform
How did it end?	integration deepens into the European Union	1989-91: peaceful revolution in most countries, violent conflict in some

Held apart for forty years - and then both halves face the same questions: sovereignty, migration, and what integration costs.

The division holds for forty years, and then both halves face the same questions

- The **United States** exerted strong military, political, and economic influence in Western Europe, leading to the creation of **NATO** 北约.
- Countries east of the **Iron Curtain** 铁幕 came under the military, political, and economic domination of the **Soviet Union**.

- Central and Eastern European nations within the Soviet bloc followed an economic model based on **central planning** 中央计划 and extensive social welfare provision.
- Those nations' relationship with the Soviet Union **oscillated between repression and reform** 镇压与改革之间摆动 - which is the CED's own phrase and a better answer than either alone.
- The rise of **new nationalisms** in Central and Eastern Europe eventually brought **peaceful revolution in most countries**, but **violent conflict in some**.

Postwar Nationalism, Ethnic Conflict, and Atrocities

Nationalist and separatist movements, along with **ethnic conflict and ethnic cleansing** 族群清洗, periodically disrupted the post-war order. The examinable point is that 1945 did not end the problem of nationalism in Europe; it suppressed it in some places and postponed it in others.

Contemporary Western Democracies

Postwar economic growth supported an **increase in welfare benefits** 福利待遇; subsequent **economic stagnation** 经济停滞 led to criticism and scaling back of the **welfare state** 福利国家.

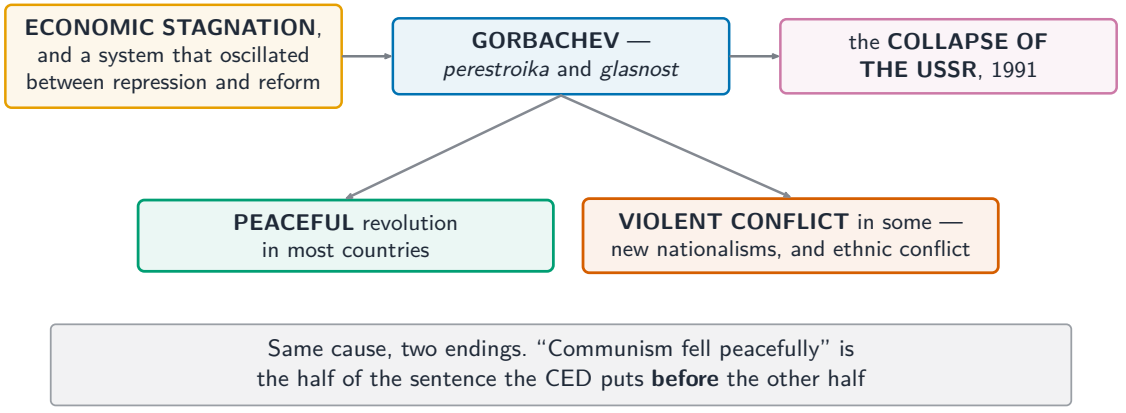
Hold both halves. Growth funded the welfare state; the end of growth is what put it under argument - which is a causal claim, not just a sequence of events.

The Fall of Communism

Following a long period of **economic stagnation**, **Mikhail Gorbachev's** 戈尔巴乔夫 internal reforms of **perestroika** 改革 and **glasnost** 开放 - despite being intended to strengthen the system - contributed to its collapse.

The **collapse of the USSR in 1991** 苏联解体 ended the Cold War and led to the establishment of capitalist economies throughout Eastern Europe.

The shape of the argument matters: reform intended to save a system helped end it. That is the kind of claim an evaluation question rewards.



20th-Century Feminism

The lives of women were defined by **family and work responsibilities, economic changes, and feminism** 女性主义. Across the century: expanding participation in paid work, especially during both wars; the extension of political rights; and organised movements that changed law and expectation in the postwar decades.

Decolonization

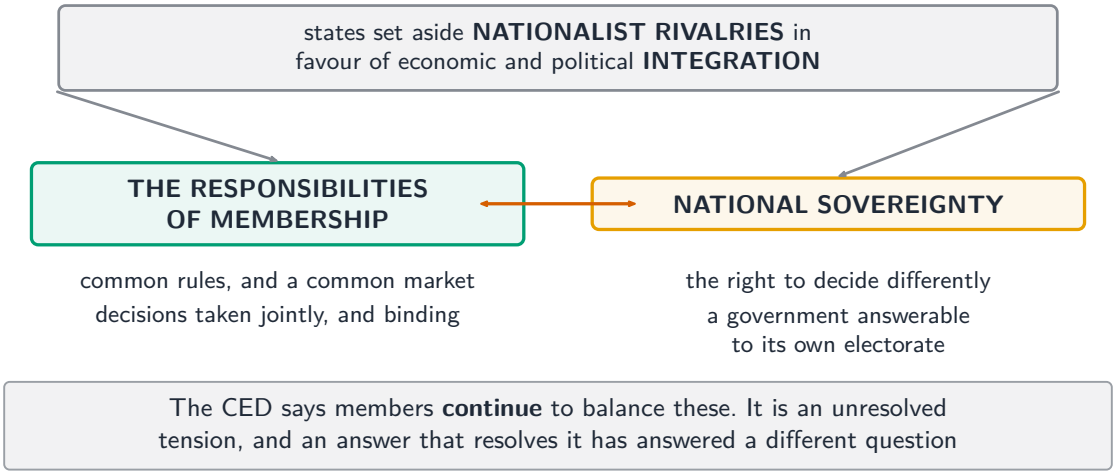
The process of **decolonisation** 去殖民化 occurred over the course of the century with **varying degrees of cooperation, interference, or resistance** from the European imperial powers.

The consequence for Europe itself is the part students omit: losing empire changed what a European state was, and it produced the migration examined two topics below.

The European Union

European states **began to set aside nationalist rivalries in favour of economic and political integration** 经济与政治一体化, forming a series of institutions that became the **European Union** 欧盟.

And the tension the CED names explicitly: EU member nations **continue to balance questions of national sovereignty against the responsibilities of membership** in an international body. That balance is the examinable issue, not the institutional history.



Migration and Immigration

- Because of the **economic growth of the 1950s and 1960s**, **migrant workers** 外来劳工 from southern Europe, Asia, and Africa immigrated to northern and western Europe.
- Increased immigration **altered Europe's religious makeup** 宗教构成, causing debate and conflict over the **role of religion in public life** 宗教在公共生活中的角色.

Note the CED's own causal order: economic growth created labour demand, and migration followed it. The debates came afterwards.

Technology and Globalization

- **Medical theories and technologies extended life** but posed social and moral questions that **eluded consensus** 未能形成共识.

- Increased imports of **US technology and popular culture** after the war generated **both enthusiasm and criticism** 既受欢迎也遭批评.
- New **communication and transportation technologies** multiplied connections across space and time, transforming daily life.
- **Green parties** 绿党 in Western and Central Europe challenged consumerism and urged **sustainable development** 可持续发展.

Culture, Arts, and Demographic Trends

- The effects of world war and economic depression **undermined confidence in science and human reason**, giving impetus to new intellectual currents.
- **Organised religion continued to play a role** in European social and cultural life despite these challenges - a continuity worth stating, because answers tend to assume simple secularisation.
- The arts were defined by **experimentation, self-expression, subjectivity**, and increasing global influence.
- **Mass production, new food technologies, and industrial efficiency** increased disposable income and created a **consumer culture** 消费文化.
- With postwar recovery the birth rate rose dramatically - the **baby boom** 婴儿潮 - often promoted by government policy.
- Various movements - **women's movements, political and social movements, gay and lesbian movements** - pressed for rights and recognition.
- **Intellectuals and youth reacted against perceived bourgeois materialism**, most significantly in the movements of the later 1960s.

Continuity and Change in the 20th and 21st Centuries

The unit's reasoning skill is **continuity and change**.

Worked example (a real AP exam question). AP European History short-answer questions here ask, for example, to *"Explain one way in which European integration after 1945 represented a change from earlier European international relations."* A full-mark answer states the change against what it replaced: *"Before 1945 European states pursued national interest through competing alliances and, repeatedly, war. After 1945 states began to set aside those rivalries in favour of shared institutions, accepting binding common rules on trade and law - so a dispute between members became a matter for negotiation within an institution rather than a matter for the balance of power."* Notice that a change claim needs the **prior state of affairs** to be named.

Exam tips

- The unit has **two simultaneous stories** - division until 1991 and integration throughout. Weak answers tell only one.
- Memorise the Cold War's **methods**: propaganda, covert action, limited hot wars, arms race. The absence of direct war is the point.
- **"Oscillated between repression and reform"** is the CED's phrase for the Soviet bloc. It beats either half alone.
- Gorbachev's reforms were **intended to strengthen** the system. That irony is what an evaluation question is looking for.
- The **welfare state** grew on growth and was questioned when growth stopped. State the causal link.
- Migration followed **labour demand** created by the postwar boom. Get the causal order right before discussing the debates.