INTENSIVE REVIEW GUIDE

AP EUROPEAN HISTORY

TOM RICHEY.net
# Table of Contents

<table>
<thead>
<tr>
<th>Sheet/ Guide</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP EURO REVIEW SHEET #1</td>
<td>1</td>
</tr>
<tr>
<td>AP EURO REVIEW SHEET #2</td>
<td>2</td>
</tr>
<tr>
<td>AP EURO REVIEW SHEET #3</td>
<td>3</td>
</tr>
<tr>
<td>AP EURO REVIEW SHEET #4</td>
<td>4</td>
</tr>
<tr>
<td>AP EURO REVIEW SHEET #5</td>
<td>6</td>
</tr>
<tr>
<td>UNIT 1 STUDY GUIDE</td>
<td>8</td>
</tr>
<tr>
<td>UNIT 2 STUDY GUIDE</td>
<td>10</td>
</tr>
<tr>
<td>UNIT 3 STUDY GUIDE</td>
<td>14</td>
</tr>
<tr>
<td>UNIT 4 STUDY GUIDE</td>
<td>18</td>
</tr>
<tr>
<td>UNIT 5 STUDY GUIDE</td>
<td>24</td>
</tr>
</tbody>
</table>
For each of the following wars, make simple notes of the following:
Causes, Course, Consequences, Conquerors, Conquered

Hundred Years’ War (1337-1453)
Fall of Constantinople (1453)
Reconquista (Completed in 1492)
War of the Roses (1455-1485)
Ottoman-Hapsburg Wars (1526-1791)
   Key Battles: Siege of Vienna (1529) ← Marked end of the Ottoman Empire’s expansion into Europe
Defeat of the Spanish Armada (1588)
French Wars of Religion (1562-1598)
Thirty Years’ War (1618-1648)
English Civil War (1641-1651)
War of Spanish Succession (1701-1714)
Great Northern War (1700-1721)
   Key Battles: Narva, Poltava
Seven Years’ War [a.k.a., French and Indian War] (1756-1763)
American Revolutionary War (1775-1783)
Napoleonic Wars (1803-1815)
   Key Battles: Austerlitz, Waterloo
Crimean War (1853-1856)
Wars of German Unification
   Austro-Prussian War (1866)
   Franco-Prussian War (1870-1871)
World War I (1914-1918)
World War II (1939-1945)
   Key Campaigns: Operation Torch, Battle of Britain, D-Day, Battle of the Bulge
AP EURO REVIEW SHEET #2: Treaties and International Agreements

**Treaty of Tordesillas** (1494)
Divided the “New World” between Spain and Portugal

**Treaty of Westphalia** (1648)
Ended the [Thirty Years’ War](#) and established international boundaries

**Treaty of Utrecht** (1713)
Ended the War of Spanish Succession (and Louis XIV’s Wars)
After fighting the British-led coalition to a stalemate in the War of Spanish Succession, it was agreed that Louis XIV’s grandson would be placed on the Spanish throne under the condition that the French and Spanish monarchies would never be united. The French and Spanish Bourbons each renounced any claims to the other throne.

**Treaty of Versailles** (1919)
Ended World War I

**GOOD COP**
Woodrow Wilson’s Fourteen Points
Freedom of the Seas, Open Treaty Negotiations,
Self-determination of Peoples, League of Nations,
e tc.

**BAD COP**
Article 231 – German “War Guilt Clause”
Germany obligated to pay reparations to the victors

**North Atlantic Treaty Organization (NATO)** (1949)
Collective Defense Pact – Western Europe and North America
NATO still exists and now includes many former members of the Warsaw Pact (below). France pulled out of the military structure of NATO in 1966.

**The Warsaw Pact** (1955)
Collective Defense Pact – Eastern Bloc (Communists)
Founded in response to NATO
The Warsaw Pact was disestablished in 1991.

**Maastricht Treaty** (1991)
Created the European Union
AP EURO REVIEW SHEET #3:
The Balance of Power

Hapsburgs, Bourbons, and British (Seventeenth Century)
British: Keep any royal house from establishing a universal monarchy on the continent (a la Napoleon)
Hapsburgs: Two branches of this family held the crowns of Austria, Spain, and the Holy Roman Empire
Bourbons: New royal house of France with ambitions of expanding

In the late seventeenth/early eighteenth century, Louis XIV constituted the single greatest threat to the Balance of Power. The Treaty of Utrecht (1713) ended Louis’ expansionism, but did place a Bourbon on the Spanish throne.

The “Great Powers” (Eighteenth Century)
France, Britain, Austria, Prussia, and Russia

Partitioning of Poland
Prussia, Russia, and Austria agree to partition Poland, a weak confederation of nobles with an elected king. Since all three nations participated, the Balance of Power was not threatened.

Concert of Europe (1815-1878)
Established at the Congress of Vienna
Post-Napoleonic effort to maintain cooperation amongst the Great Powers to stop revolutionary movements and prevent another Napoleon-type figure from disrupting the Balance of Power. There were no continent-wide wars between 1815 and 1914, so this arrangement was pretty successful. The arrangement showed signs of fragmentation in the late nineteenth century.

German Unification (1871)
German Unification was a major event that disrupted the Balance of Power in Europe through WWII.

League of Nations (1919-1939)
International Body Created by the Versailles Treaty
Goal: To prevent war through disarmament and collective defense... that worked out well! The United States never joined and the organization basically disintegrated during World War II.

The Cold War (1946-1991)
NATO vs. Warsaw Pact
This time, the alliance system worked! The Balance of Power was modified after World War II with the partitioning of Germany and the entry of the United States into active association with

The European Union (1991-Present)
AP EURO REVIEW SHEET #4:
Monarchs, Intellectuals, Religious and Political Leaders

I made this list using exclusively names that came to my head. These individuals are what I would consider the bare essentials for anyone claiming to be at least somewhat literate in European history.

**The Renaissance**

*Italian Renaissance*
- Petrarch
- Machiavelli
- Lorenzo de Medici

*Northern Renaissance*
- Thomas More
- Desiderius Erasmus

**The “New Monarchs”**

*England*
- Henry VII

*Spain*
- Ferdinand and Isabella

**The Age of Exploration**

- Prince Henry the Navigator
- Vasco da Gama
- Christopher Columbus

**The Reformation**

- Johann Tetzel
- Martin Luther
- Pope Leo X
- Charles V (Holy Roman Emperor)
- John Calvin
- Ulrich Zwingli
- Henry VIII
- Edward VI
- Elizabeth I
- Mary I
- Thomas Cranmer
- John Knox
- Ignatius Loyola
- Theresa of Avila

**Wars of Religion**

- Ferdinand II (HR Emperor)
- Cardinal Richelieu
- Gustavus Adolphus
- Henry IV of France

**The Age of Absolutism**

- Louis XIV
- Cardinal Mazarin
- Jean-Baptiste Colbert
- Peter the Great
- Frederick, the Great Elector
- Maria-Theresa (Austria)

**English Constitutionalism**

*The Stuarts*
- James I
- Charles I
- Charles II
- James II
- Oliver Cromwell
- John Locke
- William III and Mary II
- Queen Anne

**Philosophers**

- Jacques Bossuet
- Jean Bodin
- Thomas Hobbes
- John Locke
The Scientific Revolution
Copernicus
Galileo
Francis Bacon
Isaac Newton
Rene Descartes

The Enlightenment
Montesquieu
Voltaire
Denis Diderot
David Hume

Immanuel Kant
Jean-Jacques Rousseau

Enlightened Absolutism
Catherine the Great (Russia)
Frederick the Great (Prussia)
Joseph II (Austria)

The French Revolution and Napoleon
Louis XVI
Marie Antoinette

Edmund Burke (as a critic of)
Mary Wollstonecraft
Marquis de Lafayette
Abbe Sieyes
Jean-Paul Marat
Robespierre
Olympe de Gouges
Danton
Napoleon Bonaparte
Arthur Wellesley, Duke of Wellington

AP EURO REVIEW SHEET #4:
Monarchs, Intellectuals, Religious and Political Leaders

(Continued)

Early Nineteenth Century
Congress of Vienna/Conservatism
Klemens von Metternich
Alexander I of Russia

The Industrial Revolution
James Watt
Thomas Malthus
David Ricardo

Liberalism
Adam Smith
Frederic Bastiat

Socialism
Karl Marx

Romanticism
William Blake

Late Nineteenth Century
Queen Victoria
Benjamin Disraeli
William Gladstone
Sir Cecil Rhodes
Capt. Alfred Dreyfus
Theodor Herzl

Charles Darwin
Otto von Bismarck
Alexander II of Russia
Alexander III of Russia
First off, the Roman Catholic Church has NEVER seriously considered ordaining women into the priesthood. There will likely be a question on the exam about the Catholic Church and ordaining women will be a distractor.

<table>
<thead>
<tr>
<th>Sixteenth Century (1500s)</th>
<th>No political or property rights (although some women reigned as monarchs and some wealthy women patronized the arts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventeenth Century (1600s)</td>
<td>ENLIGHTENMENT: Women hosted salons, published books and papers, and participated in intellectual life</td>
</tr>
<tr>
<td>Eighteenth Century (1700s)</td>
<td>INDUSTRIAL REVOLUTION: Lower class women worked in textile mills</td>
</tr>
<tr>
<td>Nineteenth Century (1800s)</td>
<td>LIMITED PROPERTY RIGHTS: Late eighteenth century/early nineteenth century</td>
</tr>
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<td></td>
<td>DOMESTIC SERVANTS: During the eighteenth and ninet...</td>
</tr>
</tbody>
</table>

**AP EURO REVIEW SHEET #5:**

**Understanding Women**

(Enough for the AP exam, at least!)

**World War I**
Archduke Franz Ferdinand
Wilhelm II ("Kaiser Bill")
David Lloyd George
Georges Clemenceau
Woodrow Wilson

**Russian Revolution**
Nicholas II
Rasputin
Vladimir Lenin

**Modernism**
Sigmund Freud
Frederich Nietzsche

**Totalitarian Dictators and WWII**
Benito Mussolini
Joseph Stalin
Adolf Hitler

**The Cold War**
Harry Truman
Nikita Khrushchev
John F. Kennedy
Leonid Brezhnev
Mikhail Gorbachev
Ronald Reagan

**Contemporary Europe**
Simone de Beauvoir
Margaret Thatcher
Boris Yeltsin
Tony Blair
<table>
<thead>
<tr>
<th>Nineteenth centuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULT OF DOMESTICITY – Women were expected to stay at home during the Victorian Era</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Twentieth Century (1900s)</th>
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</thead>
<tbody>
<tr>
<td>Before the twentieth century, most secretaries were MEN. Women started doing secretarial work in the twentieth century.</td>
</tr>
<tr>
<td>Before the twentieth century, it was unusual to see women in the “professions” (medicine, law, etc.)</td>
</tr>
<tr>
<td>VOTING: During World War I, women worked in the armaments industry. Just like in the United States, several European nations recognized the rights of women to vote (suffrage) between 1915-1930.</td>
</tr>
<tr>
<td>EQUAL PAY: No one really discussed this until after World War II and the modern feminist movement</td>
</tr>
</tbody>
</table>
UNIT 1 STUDY GUIDE:  
The Renaissance

Works of Literature:
- Petrarch, *Il Canzoniere*
- Machiavelli, *The Prince*
- Thomas More, *Utopia*
- Erasmus, *The Praise of Folly*

<table>
<thead>
<tr>
<th>Characteristics of the Italian Renaissance:</th>
<th>Characteristics of Classical Art:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________</td>
<td>1. ___________________</td>
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<td>2. ___________________</td>
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<td>3. ___________________</td>
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<td>4. ___________________</td>
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<tr>
<td>5. ___________________</td>
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</tr>
</tbody>
</table>

Humanism

Cicero

Humanists have a fascination with ________________, ________________, and ________________ literature.

The Italian Renaissance

People to Know:

Petrarch

Lorenzo de Medici  
(City)

The Northern Renaissance

Comparison to the Italian Renaissance:

People to Know:

Thomas More (English)  
Johannes Gutenberg (German)

Erasmus (Dutch)

Humanists and the Bible
## The “New Monarchs”

<table>
<thead>
<tr>
<th>SPAIN</th>
<th>ENGLAND</th>
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</thead>
<tbody>
<tr>
<td><strong>New Monarchs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Major Wars</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Consolidation of Power</strong></td>
<td></td>
</tr>
</tbody>
</table>

The New Monarchs, in general, increased the power of the monarchy as the power of the __________________ and the ________________ declined.

## The Age of Exploration

**Three G’s:** G_______________, G_______________, and G_______________

**Motives:**

1. **Economic** – All water route

2. **Religious** – P__________ J___________

**PORTUGAL**

Prince Henry the Navigator

**SPAIN**

Columbus
RESULT:

UNIT 2 STUDY GUIDE: The Reformation(s)

Problems in the Catholic Church (Sixteenth Century):

- Simony
- Nepotism
- Pluralism of Offices
- Absenteeism
- Uneducated Priests
- Corruption
- Sale of Indulgences

Johann Tetzel
Martin Luther
95 Theses
Frederick of Saxony
Charles V
Diet of Worms (1521)

German Peasants’ Revolt (1524-1525)

Peace of Augsburg (1555)

cuius regio, eius religio (__________________________________________)

Choices: ________________ or ________________

Counter-Reformation

Ignatius Loyola
Teresa of Avila

Society of Jesus (a.k.a., ________________) Catholic Nun and Mystic
Council of Trent (1545-1563)

<table>
<thead>
<tr>
<th>WHAT IT DID</th>
<th>WHAT IT DIDN’T DO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CATHOLICISM</th>
<th>ENGLAND</th>
<th>LUTHER</th>
<th>CALVINISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The Status Quo)</td>
<td>(Conservative Reform)</td>
<td>(Moderate Reform)</td>
<td>(Radical Reform)</td>
</tr>
<tr>
<td>Henry VIII</td>
<td></td>
<td></td>
<td>________________ of God</td>
</tr>
<tr>
<td><em>Defense of the __________</em></td>
<td></td>
<td></td>
<td>Pre-______________</td>
</tr>
<tr>
<td><em>Sacraments</em></td>
<td></td>
<td></td>
<td>T_______________</td>
</tr>
<tr>
<td><em>Act of _______________</em></td>
<td></td>
<td></td>
<td>U_______________</td>
</tr>
<tr>
<td>Abolished _______________</td>
<td></td>
<td></td>
<td>L_______________</td>
</tr>
<tr>
<td>Pilgrimage of Grace</td>
<td></td>
<td></td>
<td>I_______________</td>
</tr>
<tr>
<td>Thomas Cranmer</td>
<td></td>
<td></td>
<td>P_______________</td>
</tr>
<tr>
<td><em>Archbishop of __________</em></td>
<td></td>
<td>Support for Secular Authority</td>
<td>Calvinists in</td>
</tr>
<tr>
<td><em>Book of ________ ________</em></td>
<td></td>
<td>Priesthood of</td>
<td>England____________</td>
</tr>
<tr>
<td>Edward VI (r. 1547-1553)</td>
<td></td>
<td>______ _________</td>
<td>Scotland__________</td>
</tr>
<tr>
<td>Mary I (r. 1553-1558)</td>
<td></td>
<td></td>
<td>John______________</td>
</tr>
<tr>
<td>Elizabeth I (r. 1558-1603)</td>
<td></td>
<td></td>
<td>France____________</td>
</tr>
</tbody>
</table>

Sola _________________
Sola _________________
Justification by _________ alone
Book of James:
An “Epistle of ____________”
Support for Secular Authority
Priesthood of _______ _________
Religious Wars

French Wars of Religion
Catholics vs. ___________________
(French Calvinists)

Thousands of Huguenots Killed

________________________ of Navarre (Huguenot)

__________ Dynasty

“Paris __________________________” (Converted)

Henry was a ________________, a pragmatist who considered concerns of state to be more important than fighting over religion.

The Edict of ___________________, Henry proclaimed limited toleration for French Calvinists (later rescinded by his grandson, Louis XIV).

The Thirty Years’ War
(1618-_____)

 PRIMARY BATTLEGROUND: __________________________

 MASSIVE DESTRUCTION
 Over 50% dead in some areas

___________ Phase

___________ Phase

___________ Phase

___________ Phase

___________ Phase

The Peace of _____________________ (1648)
UNIT 3 STUDY GUIDE: Absolutism and Constitutionalism

<table>
<thead>
<tr>
<th>Absolutism</th>
<th>Constitutionalism</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Challenges to Absolutism

1. N____________________
2. C____________________
3. R____________________
4. T____________________
5. U____________________

<table>
<thead>
<tr>
<th>Louis XIV</th>
<th>Peter the Great</th>
<th>“The Fredericks”</th>
</tr>
</thead>
<tbody>
<tr>
<td>of France</td>
<td>of Russia</td>
<td>of Prussia</td>
</tr>
<tr>
<td>The “ ___________ King”</td>
<td>Boyars</td>
<td>Prussia-Brandenburg</td>
</tr>
<tr>
<td>&quot;L’État, c’est moi&quot;</td>
<td>Ivan the Terrible had already reduced the power of the boyars a century before, but Peter furthered this trend toward absolutism.</td>
<td>“The ___________ of the Holy Roman Empire</td>
</tr>
<tr>
<td>“Un roi, une loi, une foi.”</td>
<td>Table of Ranks</td>
<td>Devastated by the Thirty Years’ War</td>
</tr>
<tr>
<td>Fronde</td>
<td>Russian Orthodox Church Reform</td>
<td></td>
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<tr>
<td>Versailles</td>
<td>Westernization</td>
<td>House of Hohenzollern</td>
</tr>
<tr>
<td>Edict of Nantes</td>
<td>Wars</td>
<td>Frederick William I</td>
</tr>
<tr>
<td>Gallicanism</td>
<td></td>
<td>“The Great Elector”</td>
</tr>
<tr>
<td>J.B. Colbert and Mercantilism</td>
<td></td>
<td>Power to tax by decree</td>
</tr>
<tr>
<td>War of Spanish Succession</td>
<td></td>
<td>Kings of Prussia</td>
</tr>
<tr>
<td></td>
<td>Purpose: ______________ Ports</td>
<td>Frederick I</td>
</tr>
<tr>
<td></td>
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<td>Frederick William I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Frederick II “the Great”</td>
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<td></td>
<td></td>
<td>Prussian Militarism</td>
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<tr>
<td></td>
<td></td>
<td>Prussia made up for its small size by maintaining a large, well-trained army.</td>
</tr>
</tbody>
</table>

All absolute monarchs maintained large standing armies. Constitutional societies, such as England, were highly suspicious about peacetime standing armies for this reason.
The Development of English Constitutionalism
During the Stuart Dynasty

1603 – Death of Elizabeth I, the “Virgin Queen,” ending the Tudor dynasty. James VI of Scotland, of the Stuart dynasty, was invited to reign in England, in addition, becoming James I of England.

<table>
<thead>
<tr>
<th>James I</th>
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<tr>
<td>(r. 1603-1625)</td>
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<thead>
<tr>
<th>Charles I</th>
<th></th>
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<tbody>
<tr>
<td>(r. 1625-1649)</td>
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<tr>
<td>English Civil War (1641-1651)</td>
<td>Cavaliers vs. ________________ (Puritans)</td>
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| INTERREGNUM  
a.k.a., Protectorate |          |
<table>
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<tbody>
<tr>
<td>(1649-1660)</td>
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<tr>
<td>Oliver Cromwell - ________________ ________________</td>
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<thead>
<tr>
<th>Charles II</th>
<th></th>
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<tbody>
<tr>
<td>(r. 1660-1685)</td>
<td></td>
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<tr>
<td>“Restless he rolls from whore to whore</td>
<td></td>
</tr>
<tr>
<td>A __________ monarch, scandalous and poor.”</td>
<td></td>
</tr>
<tr>
<td>-- From a poem by the Earl of Rochester, Charles II’s friend</td>
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<table>
<thead>
<tr>
<th>James II</th>
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<tbody>
<tr>
<td>(r. 1685-1688)</td>
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<tr>
<td>Abdicated</td>
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<table>
<thead>
<tr>
<th>GLORIOUS REVOLUTION</th>
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<tbody>
<tr>
<td>(1688)</td>
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<tr>
<td>ENGLISH BILL OF RIGHTS</td>
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<table>
<thead>
<tr>
<th>William III (of Orange) and Mary II (Stuart)</th>
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</thead>
<tbody>
<tr>
<td>(r. 1689-1702)</td>
<td></td>
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<tr>
<td>John Locke publishes Two Treatises on Government</td>
<td></td>
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<table>
<thead>
<tr>
<th>Anne</th>
<th></th>
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<tbody>
<tr>
<td>(r. 1702-1714)</td>
<td></td>
</tr>
<tr>
<td>Queen during the War of Spanish Succession</td>
<td></td>
</tr>
<tr>
<td>Childless</td>
<td></td>
</tr>
<tr>
<td>END OF STUART DYNASTY</td>
<td></td>
</tr>
</tbody>
</table>

FACT:
The Stuarts were succeeded by the House of Hanover, a German noble house with blood ties to the House of Stuart:

Hanoverian Dynasty (1714-1901):
George I, II, III, and IV, William IV, Victoria
# Philosophers of Absolutism and Constitutionalism

<table>
<thead>
<tr>
<th>Jean Bodin and Jacques Bossuet</th>
<th>(Divine Right Absolutism)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodin and Bossuet both argued that <em>sovereignty</em> resides in a monarch and Charles I receiving a crown from a hand above. James I and Charles I tried to put Divine Right theory into practice in England. Charles I paid for this with his life. Louis XIV, on the other hand, ruled by this philosophy and lived to a ripe old age.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Thomas Hobbes</th>
<th>John Locke</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Philosophical Absolutism)</strong></td>
<td><strong>(Constitutionalism)</strong></td>
</tr>
<tr>
<td><em>Leviathan</em></td>
<td></td>
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<tr>
<td><em>Job 24</em> (Description of the Leviathan)</td>
<td><em>Two Treatises on Government</em></td>
</tr>
<tr>
<td><strong>BACKDROP:</strong></td>
<td></td>
</tr>
<tr>
<td>English Civil War (Bloody)</td>
<td>Glorious Revolution (Peaceful)</td>
</tr>
</tbody>
</table>

**NATURAL RIGHTS:**

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</tbody>
</table>

Consent of the Governed / Right of Revolution

**WHERE HOBBES AND LOCKE AGREE:**

Hobbes and Locke both rejected “divine right” theory. Both wrote that the first people are born into a *state of nature*, in which there was no government. In this state of nature, people have no way of protecting themselves or their property. For this reason, people form governments.

The only way to keep people from destroying each other is to have an absolute ruler that is so powerful that no one could ever think of challenging him. **People choose a sovereign maintain order by governing absolutely.** People do not have a right to overthrow the sovereign, as that brings things back to the *state of war.*

People establish governments to protect their *natural rights* of *LIFE, LIBERTY, and PROPERTY.* Governments are agents of the people in this regard, and can only act with the **CONSENT OF THE GOVERNED.** *The people maintain their sovereignty* and may overthrow any government that fails to protect natural rights.
The Dutch Republic

**MERCHANT OLIGARCHY**
The Dutch Republic was governed by a council of wealthy merchants.

**COMMERCIAL GIANT IN SEVENTEENTH CENTURY**

*Amsterdam*, as can be seen on the map to the right, is a natural port city.

The Dutch provided the cheapest shipping rates in Europe at the time and dominated European (and, thus, international) commerce during the seventeenth century.

They also established one of the first modern **stock markets**, which helped to raise capital for commercial ventures.

**LIMITED RELIGIOUS TOLERATION** (*any* toleration was rare at this time in Europe)

The Dutch Republic was dominated by Calvinist merchants. While the Dutch did not allow public expression of competing religion, they allowed Jews and Catholics to practice their religions in private.

This policy attracted Jews from other parts of Europe (where they were still being persecuted), who became active in the vibrant business community. The Dutch were some of the first people to figure out that **religious intolerance is not good for business**.

Here is an interesting article about religious toleration in the Dutch Republic:


**DUTCH GOLDEN AGE ART**

Dutch art tended to picture people in everyday situations, such as the paintings below. Note the Calvinist simplicity with which the subjects are dressed.

**The Account Keeper**

Nicolaes Maes, 1656

**A Woman Holding a Balance**

Jan Vermeer, 1662

UNIT 4 STUDY GUIDE: The Scientific Revolution

<table>
<thead>
<tr>
<th>Ptolemy (Ancient Roman)</th>
<th>Copernicus (Polish)</th>
<th>Kepler (German)</th>
<th>Galileo (Italian)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geocentric Theory</strong></td>
<td><strong>Heliocentric Theory</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRADITION</td>
<td>HYPOTHESIS</td>
<td>MATHEMATICAL PROOFS</td>
<td>EMPIRICISM</td>
</tr>
</tbody>
</table>

| Astrology (Superstition) | Astronomy (Science) |

The “natural philosophers” of the early modern period believed that true knowledge comes from experience. The scientific method was designed as a system for collecting empirical evidence.

<table>
<thead>
<tr>
<th>“Natural Philosophers” of the Scientific Revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosopher</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Descartes</td>
</tr>
<tr>
<td>Bacon</td>
</tr>
<tr>
<td>Newton</td>
</tr>
<tr>
<td>Vesalius</td>
</tr>
<tr>
<td>Pascal</td>
</tr>
</tbody>
</table>
The Scientific Method and Inductive Reasoning

**Deductive Reasoning**  
*(Aristotle)*

**Inductive Reasoning**  
*(Bacon and Descartes)*

__Sir Francis _______________ and Rene _______________ were instrumental in formulating the **scientific method**, which created a fixed system of scientific inquiry that was accepted by natural philosophers throughout Europe.  

______________ Academies

**Absolute monarchs established Royal _______________ in order to promote scientific inquiry.** These monarchs were not interested in scientific advancement for its own sake, but in the possibilities scientific inquiry had to produce wealth (alchemy) and new military technologies.
The [British] Agricultural Revolution

The application of ________ principles and ________ capitalism to agriculture

<table>
<thead>
<tr>
<th>E____________</th>
<th>I____________</th>
<th>S____________ Breeding</th>
</tr>
</thead>
</table>
| Replaced the ____________, where the whole community would plant crops and graze their livestock. | Jethro ____________  
The ________ ________, which mechanized sowing, was Tull’s most famous invention. | The process of breeding animals with desirable characteristics together to produce genetically superior livestock |
**The Enlightenment**

<table>
<thead>
<tr>
<th>VALUES OF THE ENLIGHTENMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>REASON</td>
</tr>
<tr>
<td>--------</td>
</tr>
</tbody>
</table>

**What is Enlightenment?**

Immanuel Kant, a German *philosophe*, defined “enlightenment” as an individual’s escape from _______________ - a sort of self-imposed intellectual childhood.

Enlightened individuals are capable of thinking for themselves.

According to Kant, the only thing necessary to escape from *nonage* is _______________. Two institutions dominant in France at the time limited freedom of inquiry:

**Freedom-limiting Institutions in the eyes of the philosophes:**

Most *philosophes* were *anticlerical* (against the influence of a hierarchical, institutional Church organization – not necessarily against the general concept of religion) in their thinking.

“And his hand would plait the priest’s entrails, For want of a rope, to strangle kings.” -- Diderot

<table>
<thead>
<tr>
<th>Natural Religion (e.g., ____________)</th>
<th>Revealed Religion (e.g., ____________)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of God comes from:</td>
<td>Knowledge of God comes from:</td>
</tr>
</tbody>
</table>

The religion of *Deism*, which boasted such illustrious adherents as Voltaire, Thomas Paine, and Thomas Jefferson, was a natural religion. The metaphysics of Deism are fairly easily explained:

<table>
<thead>
<tr>
<th>God exists. He created an orderly universe and made it possible for human beings to understand him through the use of <em>observation</em> and <em>reason.</em></th>
<th>Sacred texts claiming to contain the revealed word of God</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious dogmas derived from said texts</td>
<td>Miracles, prophecies and religious &quot;mysteries&quot;</td>
</tr>
</tbody>
</table>
Although enlightened ideals spread throughout Europe, ________________ was the epicenter of the Enlightenment.

### The French “Philosophes”

<table>
<thead>
<tr>
<th>Philosophe</th>
<th>Notable Published Work(s)</th>
<th>Contribution(s) to Enlightened Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voltaire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diderot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montesquieu</td>
<td></td>
<td></td>
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<tr>
<td>Rousseau</td>
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</tbody>
</table>

### Enlightened Absolutism

Absolute monarchs in Central and Eastern Europe took an interest in the ideals of the Enlightenment, seeing in them an opportunity to modernize and consolidate their states.

### The Enlightened Despots

<table>
<thead>
<tr>
<th>(Prussia)</th>
<th>(Austria)</th>
<th>(Russia)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ruler is the ____________ ____________ of the state.</td>
<td>The ____________ ambitious, but the ____________ successful of the enlightened despots.</td>
<td>Raised to the throne after participating in a conspiracy to assassinate her husband</td>
</tr>
<tr>
<td></td>
<td>Lifted restrictions on ____________s. (Religious Group)</td>
<td>Purchased ____________’s library and paid him to be the librarian</td>
</tr>
</tbody>
</table>

“Only one ruler in the world says: ‘Argue as much as you please, but obey!’” – Kant

Although the enlightened absolutists promoted religious toleration, education, and other benevolent reforms, they tended to promote these ideals only to the point to which the

### The Program of the Enlightened Absolutists:

- Religious Toleration
- Free Speech and Press
- Private Property Rights
- Patronage of the Arts and Sciences
- Rebellion
ideals furthered their goals. Ultimately, the enlightenment ideal of freedom would prove incompatible with absolute rule.
UNIT 5 STUDY GUIDE: The French Revolution and Napoleon

The Old Regime

<table>
<thead>
<tr>
<th>1st Estate</th>
<th>2nd Estate</th>
<th>3rd Estate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classes</td>
</tr>
</tbody>
</table>

THE PROBLEM: ___________________________

By 1787, the French monarchy was nearly bankrupt, partially due to its inability to tax the privileged orders.

France’s support for the ________________ Revolution (Anti-British) brought the French treasury to the crisis point.

Major Events of the French Revolution:

17___ Louis XVI calls an Assembly of ________________, requesting permission to tax the First and Second Estates. The privileged orders refuse to cooperate and insist that the Estates General be called.

The Liberal Phase (1789-1792) Dominant Class: ______________________

17___ Louis XVI calls the ________________ ________________, but according to old guidelines, with each of the estates receiving one third of the representatives and voting as a class.

What is the Third Estate? (Abbe ________________)

What is the Third Estate? ________________
What has it been in the political order? ________________
What does it desire to be? ________________

The Third Estate proposed two reforms in order to make their representation more equitable:

“_________________” the Third 2X Vote by ________________

Louis agreed to double the amount of Third Estate delegates, but did not agree to vote by head, rendering the doubling useless. The Third Estate delegates eventually walked out of the Estates General.
The Third Estate delegates, along with some representatives of the clergy and nobility, formed the ___________________ __________________. When they were locked out of their meeting room, they swore the ___________________ __________________ Oath, pledging not to adjourn until they provided France with a constitution.

The National Assembly’s goal was to create a ___________________ __________________ along the model of the __________________ government.

Also in 1789:

The Declaration of the __________________ of _______________ and the Citizen stated basic human rights (free speech, press, etc.) that belonged to all men.

The Decrees of August 4th abolished “_________________” and aristocratic privileges.

The __________________ March on Versailles: An angry mob of women stormed Versailles and escorted the royal family to Paris, where they would remain.

17___ C________________ C________________ of the C________________
Subordinated the Roman Catholic Church to the State, requiring a loyalty oath from priests and bishops, who were to be elected by the people and paid with state funds.

WARS of the French Revolution (1792-1802) The French faced military opposition from the monarchies of Austria and Prussia. Large French armies eventually triumphed over the smaller, more disciplined armies of the monarchies.

The Radical Phase (1793-1794) Dominant Class: ______________________

THE REIGN OF ________________ (1793-94)

Governing Bodies:

National ________________ C__________ On

P__________ S______________

Dominant Figures: ______________________ ______________________

The National Convention abolished the monarchy (Louis XVI and Marie Antoinette were both executed) and attempted to de-Christianize France. It instituted a new calendar (which was abolished by Napoleon) with a ten day week and new names for months based on natural occurrences (e.g., Germinal was a month in early spring when crops were planted).

The ________________ Reaction (17___) During the month of Thermidor (the hottest month), Robespierre was arrested and sent to the guillotine, ENDING THE REIGN OF TERROR.
The Directory (1795-1799)  

Dominant Class: ____________________

The Directory was a five-man executive committee that governed France in the years between the Reign of Terror and Napoleon. The Directory, which was never popular, was overthrown in a *coup d’état* staged by Napoleon Bonaparte and his supporters.

**NAPOLEON**

The Consulate (1799-1804)

Concordat (1801)

Napoleonic Code (1804)

Expanded French Education System (Meritocracy)

The Empire (1804-1814)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1805</td>
<td>Battle of Austerlitz</td>
</tr>
</tbody>
</table>

The Continental System

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1812</td>
<td>Napoleon invades ________________</td>
</tr>
<tr>
<td>1814</td>
<td>Napoleon’s First Exile</td>
</tr>
<tr>
<td>1815</td>
<td>Battle of ________________</td>
</tr>
</tbody>
</table>

After his defeat at Waterloo, Napoleon spent the rest of his life in exile on the island of St. ________________, in the middle of the Atlantic.

The ________________ of ________________ restored France to its pre-revolutionary borders.