
Learning Objectives By Theme

Theme 1: Interaction of Europe and the World (INT)

This theme focuses on the various factors and motivations that contributed to Europe's interaction with the world since 1450, as well as the impact this interaction had both on Europe and on non-European societies.

Beginning in the 15th century, European nations sent explorers into the world beyond the Mediterranean, establishing new shipping routes, trading stations, and eventually, colonies in many parts of the globe. The motivations for these enterprises were complex and have been the subject of much historical debate. Were Europeans driven primarily by the desire for more direct and secure trade routes, by the pursuit of new commercial wealth, or by religious motivations, such as the desire to convert new peoples to Christianity? Whatever the motivations, these explorations created new, complex trade systems that profoundly affected European prosperity, patterns of consumption, commercial competition, and national rivalries. The activities and influence of Europeans varied in different parts of the world. In India and China, centers of high civilizations, Europeans remained on the periphery in trading stations for centuries. In Africa, Europeans also established themselves on the coasts, trading with the indigenous populations of the interior. European settlements in the new world imported religious, social, and political institutions to the Americas, which would forever transform this region and its indigenous peoples. The encounters with non-European peoples profoundly affected European trade, social life, and ideas, both at the time and for centuries to come.

With their American colonies and the global reach of their seafarers, Europeans helped to create a truly global trading system, introducing new foods that changed the food cultures of China, India, and Europe. At the same time as Europe was experiencing the material consequences of its interaction with the world, European intellectuals began to describe and analyze the peoples and cultures with which they came into contact, and collect and catalogue the flora and fauna they discovered. The use of “race” as a primary category for differentiating people coincided with the expansion of slavery, as Europeans sought a workforce for overseas plantations; this categorization helped Europeans justify the slave system. From the 16th to the 19th century, the transatlantic slave trade became a central feature of the world economy, and millions of Africans were transported via the notorious Middle Passage to labor on plantations in the Americas. The vast and cruel slave system led to various forms of resistance by enslaved peoples and began to generate opposition in Europe beginning in the late 18th century. Abolitionists objected to the system on humanitarian and religious grounds. An important strand of Enlightenment thought—the belief in citizenship, popular sovereignty, equality, and liberty—promoted by the American and French revolutions also contributed to the ideology of the abolitionist movements, and several European states abolished the slave trade in the early 19th century.

However, critiques of colonialism did not have an immediate effect, given that the 19th century was a period of empire building. Driven by the needs of an industrial economy and nationalism, Europeans expanded their territorial control in Asia and Africa through warfare, economic agreements and arrangements, the seizure of property, and, in some cases, immigration. In the late 19th century, the scale and pace of conquest intensified because of asymmetries in military technology, communications, and national rivalries among the Great Powers. In conquered territories, Europeans established new administrative, legal, and cultural institutions, and restructured colonial economies to meet European needs, actions that often led to resistance and opposition in colonial areas. Within Europe, exposure to new peoples and cultures influenced art and literature, and spurred efforts to find a scientific basis for racial differences. Competition for colonies

also destabilized the European balance of power and was a significant cause of World War I. In the mid-20th century, the rise of the United States as an economic and military power, the far-reaching consequences of the two world wars, and the Cold War resulted in the contraction and collapse of the traditional European empires—a process known as decolonization. At the end of the 20th century, Europe sought new ways of defining interactions among its own nations and with the rest of the world. At the same time, the migration of non-European people into Europe began to change the ethnic and religious composition of European society and to create uncertainties about European identity.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.	1.3.I	Commercial and religious motivations
	1.3.III	Commercial and trade competition
	2.1.III	Rivalry between Britain and France
	2.2.II	Development of a worldwide economic network
	2.2.III	Commercial rivalries
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
	3.6.II	Social Darwinism
INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.	4.1.VI	Mandate system; principle of national self-determination
	1.3.II	Technological advances
	1.3.III	Trade, negotiation and coercion establish empires
	1.4.III	Commercial networks
	2.2.II	Mercantilism; slave-labor system; movement of raw materials and manufactured goods
	2.2.III	Diplomacy and warfare
	3.1.III	New communication and transportation technologies
INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.	3.5.II	Industrial and technological developments
	4.1.VI	Mandate system and League of Nations
	1.3.I	Commercial and religious motivations
	1.3.II	Technological advances
	1.3.III	Competition for trade; commercial networks
	2.1.III	Rivalry between Britain and France
	2.2.II	Worldwide economic network; mercantilism; slave-labor system
	2.2.III	Commercial rivalries; diplomacy and warfare
	3.1.III	Second industrial revolution transportation improvements
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
3.5.II	Industrial and technological developments	
3.6.II	Social Darwinism	
4.1.VI	Decolonization	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.	1.3.I	Commercial and religious motivations; Christianity
	1.3.II	Technological advances
	1.3.III	Competition for trade; commercial networks
	2.1.III	Rivalry between Britain and France
	2.2.II	Worldwide economic network; mercantilism; slave-labor system
	2.2.III	Commercial rivalries; diplomacy and warfare
	3.5.I	National rivalries; raw materials and markets; cultural and racial superiority
	3.5.II	Industrial and technological developments
	INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.	1.3.I
1.3.III		Commercial and trading networks
1.3.IV		Columbian Exchange; shift of economic power to Atlantic states; economic opportunities; expansion of slave trade
2.1.IV		Slave revolt and independence of Haiti
2.2.III		Commercial rivalries
2.3.II		Increased exposure to representations of people outside Europe
3.1.III		New means of communication and transportation
3.5.I		Search for raw materials and markets
3.5.III		Imperial encounters with non-European peoples
4.1.I		Emergence of United States as a world power; impact of global war; collapse of empires
4.1.II		Wilsonian idealism; national self-determination
4.1.IV		Cold War; world monetary and trade systems and geopolitical alliances
4.1.VI		National self-determination
4.2.IV		Postwar reconstruction of industry and infrastructure; consumerism; Marshall plan
4.3.III		Increased immigration into Europe
4.3.IV		United States influence on elite and popular culture
4.4.I		New communication and transportation technologies
4.4.III	Anti-immigration agitation and extreme nationalist political parties; Green parties; revolt of 1968	

Learning Objectives*Students are able to ...***Relevant Topics in the Concept Outline**

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.	1.3.I	Exploration motives; mercantilism
	1.3.III	Establishment of empires
	1.3.IV	Slave trade; new goods; Columbian Exchange
	2.1.III	Colonial rivalry and warfare
	2.1.IV	Revolution across the Atlantic; influence of French Revolution
	2.2.II	Slave trade; new consumer goods
	2.2.III	Diplomacy and colonial wars
	3.5.I	Imperialist motives; Social Darwinism; scientific racism; Latin American revolutions
	3.5.III	Responses and resistance to imperialism; imperial conflicts and alliances
	4.1.I	World War I outside Europe; causes of World War I
	4.1.IV	Cold War outside Europe
	4.1.VI	Nationalism and decolonization; independence movements and mandates
	4.3.III	Colonial emigration to Europe
	4.4.III	Migrant workers

Theme 2: Poverty and Prosperity (PP)

This theme focuses on the role that economic development, especially the development of capitalism, played in Europe's history as well as its social and political impact.

In the centuries after 1450, Europe first entered and then gradually came to dominate a global commercial network. Building off the voyages of exploration and colonization, the commercial revolution of the 17th and 18th centuries involved a wide range of new financial and economic practices, such as joint-stock companies, widely capitalized banks, and triangular trade—all of which supported an emerging money economy. New commercial techniques and goods provided Europeans with an improved diet and standard of living, and in turn, wealth from commerce supported the growth of industrial capitalism in subsequent centuries.

Commercial wealth helped transform a preindustrial economy based on guild production, cottage industry, and subsistence agriculture into one driven by market operations. Commercial wealth generated resources for centralizing states, many of which, prior to the French Revolution, justified government management of trade, manufacturing, finance, and taxation through mercantilism. Mercantilism assumed that existing sources of wealth could not be expanded; accordingly, the only way to increase one's economic power over others was to gain a greater share of the existing sources of wealth. As a result, mercantilism promoted commercial competition and at times resulted in warfare overseas.

Market demands generated the increasingly mechanized production of goods through the technology of the Industrial Revolution. Large-scale production required capital investment, which led to the development of capitalism: based on Adam Smith's 1776 work, *The Wealth of Nations*, this economic system prioritized private investment by individuals and institutions.

The growth of large-scale agriculture and factories changed social and economic relations. Peasants left the countryside to work in the new factories, giving up lives as tenants on landlords' estates for wage labor. Improved climate and diet supported a gradual population increase in the 18th century followed by a population explosion in the industrial 19th century. Industrialization generated unprecedented levels of material prosperity for some Europeans, particularly during the second industrial revolution (1850–1914), when an outburst of new technologies ushered Europe into modern mass society.

According to its critics, capitalism led to an unequal distribution of wealth and opportunities: it created interconnected financial markets that periodically crashed, which could lead to widespread repercussions. Capitalism's emphasis on free trade shifted production from expensive to inexpensive regions, like the overseas colonies in Africa and Asia, which had the impact of reducing or holding down the wages of workers in Europe. In the 19th century, these criticisms found expression in socialism—a new social and political ideology that called for state ownership of property and economic planning as a means to promote equality. Throughout Europe, socialist-inspired parties and organizations called for reforms and in some cases the overthrow of the capitalist system.

The devastating impact of two world wars and the Great Depression transformed pre-1914 economic patterns and complicated the task of governments in managing the unstable economic situation. Soviet Russia and its post-World War II satellites represented one path, communism, which pursued a policy of planned economies that collectivized agriculture in the name of forcing rapid industrial growth, and which ultimately experienced economic and political collapse. Nations in Western Europe, Scandinavia, and parts of Central Europe modified laissez-faire capitalism with Keynesian budget and tax policies and in some cases an expanding welfare state. Consumerism, always an important factor in economic growth, took on even more importance in the second half of the 20th century when Western European

nations experienced what was termed an economic miracle. The post-World War II period also witnessed the movement toward European economic unity and a common currency, as well as the creation and challenges of maintaining social welfare programs.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

PP-1 Explain how capitalism has developed as an economic system.	1.3.I	Rise of mercantilism
	1.3.IV	Establishment of global trade
	2.2.I	Market economy
	2.2.II	European-dominated worldwide economic network
	2.3.III	New economic theories espousing free trade and a free market
	2.4.II	Consumer revolution of the 18th century
	3.1.I	Great Britain's industrial dominance
	3.1.II	Industrialization of continental Europe
	3.1.III	Second industrial revolution
	3.2.IV	Development of a heightened consumerism
	4.2.IV	Postwar economic growth
	4.3.IV	Increased imports of United States popular culture and technology
	4.4.I	Mass production, industrial efficiency, and new technologies
	PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.	1.4.II
2.2.I		Agricultural Revolution
2.2.II		Importation of agricultural products from the Americas and other foreign lands
2.4.I		Agricultural Revolution increases food supply and population
2.4.IV		Agricultural Revolution allows surplus labor to relocate
3.1.I		Great Britain's industrialization
3.1.II		Industrialization on the European continent
3.1.III		New technologies and means of communication
3.2.II		Rapid population growth and urbanization
3.2.III		Industrial Revolution alters family structure
3.2.IV		Mass marketing; efficient methods of transportation, new industries create heightened consumerism
3.2.V		Delayed industrialization in parts of Europe
4.2.V		Collapse of the Soviet Union
4.3.II		Medical technologies
4.3.IV		United States' technology and popular culture causes enthusiasm and criticism
4.4.I		Mass production, food technologies, industrial efficiency, communication and transportation technologies
4.4.II		New modes of marriage, partnership, motherhood, divorce, reproduction
4.4.III	New political and social movements	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

PP-3 Explain how society has changed over time as a result of the development of capitalism.	1.4.I	New social patterns
	1.4.II	Price revolution
	1.4.III	Expansion of cities; challenges to traditional political and social structures
	1.4.V	Popular culture and leisure activities
	1.5.I	Commercial and professional groups gained in power
	2.2.I	Market economy
	2.3.V	Art and literature reflected the values of commercial society
	2.4.III	Demographic shifts based on economy
	2.4.IV	Increased migration to cities
	3.1.III	Mechanization and factory systems
	3.2.I	Development of new classes
	3.2.II	Migration from rural to urban areas and social dislocations
	3.2.III	Changes to family structure
	3.3.I	Evolution of socialist ideology and socialist critiques of capitalism
	3.3.II	Reforms of cities
	3.3.III	Labor unions; political movements and social organizations
	3.6.I	Romantic writers' response to the Industrial Revolution
	3.6.II	Marx's critique of capitalism; realist and materialist themes in art and literature
	4.1.IV	World monetary and trade systems
	4.2.I	Russian Revolution
4.2.II	Fascism and increased popularity of fascist ideology	
4.2.III	Great Depression and differing responses	
4.2.IV	Postwar economic growth and welfare benefits	
4.3.I	Belief in progress breaks down	
4.3.IV	Criticism of United States' technology and popular culture	
4.4.I	Creation of a consumer culture	
4.4.II	New opportunities and roles for women; the baby boom	
4.4.III	Increased immigration to Europe	
4.4.IV	European economic and political integration	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

PP-4 Explain the causes and consequences of economic inequality.	1.4.II	Commercialization of agriculture; abolition of traditional rights
	2.1.IV	French Revolution
	2.1.V	Napoleon's domestic reforms and expanding empire
	2.3.I	Rationalism and empiricism challenge prevailing patterns of thought and institutions
	2.4.IV	Migration from rural areas to cities
	3.2.V	Areas of Europe lagged behind in economic development
	3.3.I	Development of ideologies
	3.4.II	National unification and liberal reforms
	3.6.II	Marx's critique of capitalism
	4.2.I	Russian Revolution
	4.2.II	Fascism and increased popularity of fascist ideology
	4.2.III	Great Depression
	4.2.IV	Postwar economic growth and welfare benefits
	4.3.I	Belief in progress breaks down
PP-5 Explain how individuals, groups, and the state responded to economic developments over time.	1.4.II	Commercialization of agriculture; abolition of traditional rights
	1.4.III	Government regulation of public morals
	2.1.IV	French Revolution
	2.1.V	Napoleon's domestic reforms and expanding empire
	2.3.I	Rationalism and empiricism challenge prevailing patterns of thought and institutions
	2.4.IV	Migration from rural areas to cities; policing of marginal groups
	3.2.II	Overcrowding in cities
	3.2.III	Labor laws and social welfare programs
	3.3.I	Development of ideologies
	3.3.II	Reform of cities; government expansion of functions
	3.3.III	Response of political movements and social organizations
	3.4.I	Concert of Europe; political revolutions and reactions
	3.4.II	National unification and liberal reforms
	3.6.II	Marx's critique of capitalism
	4.2.I	Russian Revolution
	4.2.III	Great Depression and reactions by governments and others
	4.2.IV	Expansion of social welfare programs
	4.2.V	Social welfare programs in Central and Eastern Europe; <i>perestroika</i>
	4.3.I	Belief in progress breaks down
	4.4.III	New social movements push for expansion of rights; migration
4.4.IV	Efforts at economic and political integration	

Theme 3: Objective Knowledge and Subjective Visions (OS)

This theme focuses on the creation and transmission of knowledge in Europe's history, with particular focus on the relationship between traditional sources of authority and the development of differing world views.

Starting in the 15th century, European thinkers began developing new methods for arriving at objective truth—substituting these methods for appeals to traditional authorities—and then gradually moved away from belief in absolute truths to increasingly subjective interpretations of reality. While some thinkers argued that direct inquiry (philosophical and scientific) was the principal way to formulate truths and representations of reality, many early modern Europeans continued to rely on religious authority and ancient texts for their knowledge of the world and as a standard of value.

Scholars of the natural world created new theories of knowledge based on observation and experimentation, along with new institutions to put the new theories into practice. Science came to be viewed as an objective source of truth about the natural world. At the same time, many of these natural philosophers retained religious worldviews as they explored these new approaches to scientific inquiry. Artists, musicians, and writers also employed empirical and quantitative methods to express the notions of space, time, and sound in new cultural periods, many of which, such as the Renaissance, continued to draw on classical subjects and influences.

During the Enlightenment, certain segments of the European population came to accept the world as governed by natural laws, accessible through systematic observation and articulated in mathematics. The results of this intellectual movement were impressive, producing a new understanding of the universe (often designated as Newtonian mechanics) and systems to organize and advance the growing body of knowledge of plants, animals, and minerals. Under the influence of the French Revolution and the Industrial Revolution, intellectuals and activists attempted to employ a similarly scientific approach to the questions of political, social, and economic reform, resulting in the development of such ideologies as conservatism, liberalism, nationalism, socialism, and Marxism. Those in the fine arts and literature both applied and commented on these methods in their depictions of European life during this period of rapid change.

Over time, the new method for acquiring knowledge through observation and experimentation raised questions about the relationship between the observer and the observed. Beginning in the 19th century, new theories called into question the supremacy of reason and the possibility of finding objective truth in favor of subjective interpretations of reality and the importance of nonrational forces. In physics, quantum mechanics and Einstein's theories of relativity, which took the observer into account, challenged Newtonian mechanics, and in psychology, Freud emphasized the importance of irrational drives in human behavior. Beginning in the 19th century and accelerating in the 20th, European artists and intellectuals, along with a portion of the educated public, rejected absolute paradigms (whether idealist or scientific), replacing them with relative and subjective ones, as exemplified by existential philosophy, modern art, and postmodernist ideas and culture. The emergence of these ideas created a conflict between science and subjective approaches to knowledge. Europeans continued to engage in science and to regard the results of science as being of universal value, while postmodernist thinkers emphasized the subjective component—the role of the actor—in all human activities, including scientific ones. These ways of thinking often coexisted with more traditional religious institutions, whether in the form of churches or new religiously affiliated political parties, which continued to exert influence over the daily lives of Europeans.

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

OS-1 Explain the roles traditional sources of authority—church and classical antiquity—have played in the creation and transmission of knowledge.	1.1.I	Revival of classical texts; new methods of scholarship
	1.1.II	Invention of printing press
	1.1.III	Visual arts of the Renaissance
	1.1.IV	Science based on observation, experimentation, and mathematics
	1.4.V	Continued appeal of alchemy and astrology; oral culture of peasants
	2.3.I	Popular culture
	2.3.II	Rational and empirical thought New print media
OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.	1.1.I	Secular models for political behavior
	1.2.III	Religious conflict and wars of religion
	1.5.I	Treaty of Westphalia
	2.1.I	Absolute monarchy
	2.1.II	Alternatives to absolutism
	2.1.IV	Liberal revolution; radical Jacobin republic
	2.3.III	Political theories, such as John Locke's
	2.3.IV	Toleration of Christian minorities and civil rights granted to Jews
	3.3.I	Ideologies
	3.4.I	Political revolts and revolutions
	4.2.II	Fascist rejection of democracy; glorification of war and nationalism
4.3.III	Continued role of organized religion	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.	1.1.I	Secular models for political behavior
	1.1.II	Invention of printing press
	1.1.III	Visual arts of the Renaissance
	1.1.IV	Science based on observation, experimentation, mathematics
	1.2.I	Protestant and Catholic reformations
	1.3.II	Advances in navigation, cartography, and military technology
	1.4.IV	Renaissance and Reformation debates
	2.3.I	Arguments over exclusion of women from political life
	2.3.II	New public venues and print media; Europeans exposed to representations of peoples outside Europe
	2.3.III	Challenge of new political and economic theories
	2.3.IV	Natural religion; religious toleration
	2.3.VI	Revival of public sentiment and feeling
	3.2.III	Cult of domesticity
	3.3.I	Radical and republican advocates of suffrage and citizenship
	3.3.III	Feminists and feminist movements
	3.5.II	Industrial and technological developments
	3.5.III	Imperial encounters with non-European peoples
	4.4.II	Family responsibilities, economic changes, and feminism
	4.4.III	Gay and lesbian movements
	OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.	1.1.I
1.1.II		Invention of printing
1.2.1		Protestant and Catholic reformations
1.5.I		Concept of sovereign state and secular systems of law
1.5.II		State system of authority
2.1.I		Absolute monarchy
2.1.II		Alternatives to absolutism
2.1.IV		Liberal revolution; radical Jacobin republic
2.3.I		Political models of Locke and Rousseau
2.3.II		New public venues and print media
2.3.III		Political theories, such as John Locke's
2.3.IV		Natural religion; religious toleration
3.3.I		Ideologies
3.4.I		Political revolts and revolutions
4.2.II		Fascist rejection of democracy; glorification of war and nationalism

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.	2.3.I	Application of principles of the Scientific Revolution to society and human institutions
	2.3.II	New public venues and print media
	3.2.III	Labor laws and social welfare programs
	3.3.I	Liberal, radical, republican, and socialist ideologies
	3.3.II	Government responses to industrialization
	3.3.III	Responses of political movements and social organizations
	3.6.II	Turn toward a realist and materialist worldview
	3.6.III	New relativism and loss of confidence in objectivity of knowledge
	4.3.I	Challenges to the belief in progress
	4.3.II	Benefits and challenges of science and technology
OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.	1.1.I	Humanists valued the individual
	1.1.III	Renaissance art incorporated the new ideas
	2.3.V	Emphasis on private life in the arts
	2.3.VI	Revival of public sentiment and feeling
	3.3.I	Liberal, radical, and republican emphasis on individual rights
	3.6.I	Romanticism's emphasis on intuition and emotion
	3.6.III	Relativism in values and emphasis on subjective sources of knowledge
	4.2.II	Fascist nationalism
	4.3.I	Challenge to confidence in science and human reason
	4.3.IV	Self-expression and subjectivity in the arts; experimentation in the arts

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.	1.1.I	Humanists valued the individual
	1.1.III	Visual arts incorporated Renaissance ideas
	2.3.III	Political theories proposed social contract theory
	2.3.V	Emphasis on private life in the arts
	2.3.VI	Revival of public sentiment and feeling
	3.3.I	Liberal, radical, and republican emphasis on individual rights
	3.4.II	National unification and liberal reform
	3.6.I	Romanticism's emphasis on intuition and emotion, Romantic break with Neoclassical forms and rationalism
	3.6.III	Relativism in values and emphasis on subjective sources of knowledge; shift to subjective, abstract, and expressive in the arts
	4.1.III	Developments of the interwar period resulting in World War II and a challenge to European civilization
	4.2.II	Fascist nationalism
	4.3.I	Challenge to confidence in science and human reason
	4.3.II	Science and technology benefitted and posed challenges: "objective knowledge"
	4.3.IV	Experimentation, self-expression, and subjectivity in the arts
	OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.	1.1.I
1.2.I		New interpretations of Christian doctrine and practice
1.2.II		Religious reform and state authority
1.2.III		Adoption of religious pluralism
1.4.V		Popular culture impacted social norms
2.3.I		Enlightenment thought, challenged prevailing patterns of thought.
2.3.IV		Rational analysis of religious practices
2.3.V		Arts increased focus on private life and public good
2.3.VI		Enlightenment values challenged by public expression of emotions and feelings
4.3.III		Continued role of organized religion

Theme 4: States and Other Institutions of Power (SP)

This theme focuses on the development of various forms of government and civil institutions since 1450 and the social, cultural, and economic impact of political change.

After 1450, the old ideal that Europe constituted a unified Christendom was weakened by the rise of sovereign states. These states asserted a monopoly over law and the management of all institutions, including the church. The growth of secular power played a critical role in the success of the Protestant Reformation, and states gained increasing influence over religious affairs. With the military revolution of the early modern period, states and political leaders sought new and better sources of revenue, and it spurred the expansion of state control over political and economic functions.

European polities took a variety of forms—empires, nation-states, and small republics. Absolute monarchies concentrated all authority in a single person who was regarded as divinely ordained, whereas in constitutional governments, power was shared between the monarch and representative institutions. Early modern advances in education, publishing, and prosperity created public opinion and civil society independent of government—developments that supported and were promoted by Enlightenment theories of natural rights and the social contract. Political revolutions and industrialization shifted governance from monarchies and aristocracies to parliamentary institutions that both generated and embodied the rule of law while gradually widening the participation of citizens in governance through the extension of suffrage. The late 19th century saw the proliferation of political parties and the rise of mass politics. European states became more responsive to public opinion, and newly expanded government bureaucracies played an increasingly important role in the lives of average Europeans. After World War I, under the pressure of political and economic crises, totalitarian regimes threatened parliamentary governments.

The European state system, which originated in the Peace of Westphalia and shaped diplomatic relations through World War I, assumed that the continent would be divided into independent sovereign states and that war and diplomacy would be the normal means of interstate relations. In the 19th century, the goal of establishing and maintaining a balance of power was challenged by the revolutionary and Napoleonic wars, the emergence of new nation-states such as Italy and Germany, the transformation of traditional empires, and shifts in the alliance system. Overseas competition and the growing influence of nationalism undermined diplomatic efforts to stave off war in the first half of the 20th century. In the 20th century, new international organizations (the League of Nations, the United Nations, NGOs) attempted to develop international law and modes of dispute resolution that would promote peace. After the catastrophe of two world wars, Western European states turned to the prospects of the European Union (EU) and the North Atlantic Treaty Organization (NATO), while in Eastern Europe, the Warsaw Pact allied communist nations with the Soviet Union.

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.	1.1.III	State as patron of the arts; art in service of the state
	1.2.II	Control over religion
	1.2.III	Religious wars
	1.3.I	Colonization and mercantilism
	1.5.I	New monarchs and rise of nation-state
	1.5.III	Absolutism and its challengers
	2.1.I	Absolutism; divine right monarchs
	2.1.II	English Civil War; the Dutch Republic
	2.1.IV	French Revolution
	2.2.II	Commercial revolution
	2.3.III	Liberalism (Locke and Adam Smith)
	3.1.I	British industrialization
	3.1.II	Continental industrialization
	3.1.III	Second industrial revolution
	3.3.I	Ideologies of change
	3.3.II	Government regulation and reform
	3.3.III	Mass political movements and reform
	3.4.I	Post-1815 revolutions
	3.4.II	National unification and nation-building
	4.2.I	Russian Revolution
4.2.III	Great Depression	
4.2.IV	Economic miracle and welfare state	
4.2.V	Planned economies in Eastern Europe	
4.4.IV	Post-1945 European unity	

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

SP-2 Explain how and why the political forms of European governments have changed over time.	1.2.II	Control over religion
	1.2.III	Religious wars
	1.3.I	Colonization and mercantilism
	1.5.I	New monarchs and rise of nation-state
	1.5.III	Absolutism and its challengers
	2.1.I	Absolutism; divine right monarchs
	2.1.II	English Civil War and the Dutch Republic
	2.1.IV	French Revolution
	2.2.II	Commercial revolution
	2.3.I	Enlightenment natural rights
	2.3.II	Dissemination of Enlightenment ideas
	2.3.III	Liberalism (Locke and Adam Smith)
	3.1.I	British industrialization
	3.1.II	Continental industrialization
	3.1.III	Second industrial revolution
	3.3.I	Ideologies of change
	3.3.II	Government regulation and reform
	3.3.III	Mass political movements and reform
	3.4.I	Post-1815 revolutions
	3.4.II	National unification and nation-building
	4.1.IV	Cold War
	4.2.I	Russian Revolution
	4.2.III	Great Depression
	4.2.IV	Economic miracle and welfare state
	4.2.V	Planned economies in Eastern Europe
4.1.V	Post-1945 European unity	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SP-3 Explain how and why the economic roles of European governments have changed over time.	1.2.III	Religious wars	
	1.3.I	Colonization and mercantilism	
	1.5.I	New monarchs and rise of nation-state	
	1.5.III	Absolutism and its challengers	
	2.1.I	Absolutism; divine right monarchs	
	2.1.II	English Civil War; the Dutch Republic	
	2.1.IV	French Revolution	
	2.2.II	Commercial revolution	
	2.3.I	Enlightenment natural rights	
	2.3.II	Dissemination of Enlightenment ideas	
	2.3.III	Liberalism (Locke and Adam Smith)	
	3.1.I	British industrialization	
	3.1.II	Continental industrialization	
	3.1.III	Second industrial revolution	
	3.3.I	Ideologies of change	
	3.3.II	Government regulation and reform	
	3.3.III	Mass political movements and reform	
	3.4.I	Post-1815 revolutions	
	3.4.II	National unification and nation-building	
	4.1.IV	Cold War	
	4.2.I	Russian Revolution	
	4.2.III	Great Depression	
	4.2.IV	Economic miracle and welfare state	
	4.2.V	Planned economies in Eastern Europe	
	4.4.IV	Post-1945 European unity	
	SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.	1.1.I	Civic humanism and secular theories
		1.5.III	Limits to absolutism
2.1.II		Challenges to absolutism and constitutionalism	
2.1.IV		French Revolution	
2.3.I		Enlightenment principles	
2.3.III		Social contract and capitalism	
3.3.I		Political ideologies—ideologies of liberation	
3.3.II		Growth of regulatory states	
3.3.III		Political movements and parties; mass movements and reform	
3.4.I		Revolutions from 1815–1848	
3.4.II		Nationalism and unification	
4.3.II		Industrialized warfare	
4.4.II		Women’s rights	
4.4.III		Dissenting groups in politics	

Learning Objectives***Students are able to ...*****Relevant Topics in the Concept Outline**

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

1.1.I Secular political theories
 1.2.II Reformation and religious conflict
 1.2.III Religious wars
 1.5.I State control over religion
 2.1.I Absolutist religious policies
 2.1.IV French Revolution's attack on religion
 2.1.V Napoleon and the Concordat of 1801
 2.3.IV Religious toleration
 3.3.I Political ideologies and religion
 3.4.I Conservatism
 4.3.III Second Vatican Council and immigration

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

1.1.I Secular political theories
 1.2.II Reformation and religious conflict
 1.2.III Religious wars
 1.5.I State control over religion
 2.1.I Absolutist religious policies
 2.1.IV French Revolution's attack on religion
 2.1.V Napoleon and the Concordat of 1801
 2.3.IV Religious toleration
 3.3.I Political ideologies and religion
 3.4.I Congress of Vienna/Concert of Europe decisions
 4.1.VI Post-World War II religious conflicts
 4.3.III Second Vatican Council and immigration

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.	2.1.I	Absolute monarchy
	2.1.IV	French Revolution—women and minorities
	2.3.I	Natural rights
	2.3.IV	Religious toleration (Jews)
	3.3.I	Ideologies of liberalism
	3.3.III	Workers, feminists, and reform
	3.5.III	Responses to imperialism (nationalism)
	4.1.II	World War I settlement
	4.1.III	Nazi aggression and <i>Blitzkrieg</i>
	4.1.VI	Decolonization
	4.2.I	Bolshevik Revolution and Stalin
	4.2.II	Rise of fascism
	4.2.V	Collapse of communism
	4.4.II	Feminism
	4.4.III	Post-1945 critics and dissenters
SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.	1.2.II	Religious reform impacts state authority; religious minorities
	1.5.III	Monarchs, corporate groups, and minority language groups impacted governmental authority
	2.1.II	England; the Dutch Republic
	2.1.IV	French Revolution
	2.3.I	Enlightenment ideals
	2.3.II	Growth of civil society; salons, academies, lodges
	2.3.III	Locke and Adam Smith
	3.3.I	Ideologies of change
	3.3.II	Groups and social organizations respond to Industrial Revolution changes
	3.3.III	Mass political movements and parties; labor and trade unions; private charitable/philanthropic groups' responses
	4.2.V	Various groups and developments in communist bloc
	4.4.II	Women and feminism
	4.4.III	Post-1945 dissenting groups

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.	1.2.III	Religious conflicts
	1.3.I	Exploration and colonization
	1.3.II	Advanced in technology
	1.3.III	Colonial empires
	1.5.II	Peace of Westphalia and balance of power; early modern military revolution
	2.1.III	Dynastic and colonial wars
	2.1.IV	French revolutionary wars
	2.1.V	Wars of Napoleon, Napoleonic tactics and warfare
	2.2.III	Commercial rivalries and warfare
	3.4.I	Congress of Vienna and Concert of Europe
	3.4.II	Crimean War
	3.4.III	Unification of Germany and Italy
	3.5.I	National rivalries
	3.5.II	Second industrial revolution and imperialism
	4.1.I	World War I; total war
	4.1.II	Versailles Settlement
	4.1.III	Interwar period developments; Appeasement and World War II
	4.1.IV	Cold War; nuclear weapons
	4.1.VI	Decolonization
	4.2.I	Bolshevik Revolutions and Stalin
4.2.II	Fascist aggressions	
4.3.II	Genocide and nuclear war	

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

- 1.5.I Italy and Machiavelli
 - 1.5.II Competitive state system changed diplomacy
 - 2.1.IV *Fraternité* and citizen armies
 - 2.1.III Louis XIV; English and French rivalry
 - 2.1.V Napoleonic warfare
 - 3.3.I Post-1815 nationalism
 - 3.4.I Congress of Vienna and Metternich
 - 3.4.II Conservative *Realpolitik*; Crimean War and Conservative nationalism
 - 3.4.III Unification of Italy and Germany
 - 3.5.I Imperialism; nationalism as a motive for imperialism
 - 3.5.III Imperial rivalries; conflicts and colonial nationalism
 - 4.1.I Nationalism as cause of World War I
 - 4.1.II National self-determination and League of Nations
 - 4.1.III Fascism and “new racial order”
 - 4.1.IV Cold War and collapse of communism
 - 4.1.V Post-1945 nationalist and separatist movements
 - 4.1.VI Colonial independence movements
 - 4.2.II Fascism and extreme nationalism
 - 4.4.III Immigration and anti-immigration groups
 - 4.4.IV European unity
-

Theme 5: Individual and Society (IS)

This theme focuses on changes to family, class, and social groups in European history, on how these have changed in form and in status, and on the impact of such changes for both the individual and society.

Early modern society was divided into the three estates: clergy, nobility, and commoners (the latter including merchants, townspeople, and the overwhelming majority, the peasantry). Within those estates, family and landed wealth shaped social practices, as did religious beliefs and practices. Access to resources and opportunities remained unequal even within estates, and the poorest members of society served as both objects of charity or problems to be controlled. With the advent of the Reformation, new Protestant denominations challenged each other and the Catholic Church, establishing new religious practices and social influence.

Marriage and family life were constrained by the values of the community and closely prescribed norms. Gathering resources to create a new household often required young adults to work and save for a period of years, and a late age of marriage for commoners (the European family pattern) tended to limit demographic growth. In preindustrial Europe, women's and men's work was complementary rather than separate, since peasants worked communally to bring in the harvest, oversee journeymen and apprentices, keep financial records, and market products. Women played active roles in movements of cultural and social change, while gender norms continued to stress women's intellectual inferiority and their duty to obey fathers and husbands. Women's access to institutional power remained limited, even as the Protestant Reformation placed new emphasis on the role of women in the family as mothers and assistants in religious instruction and schooling.

Demographic growth spurred social change in the 18th century. The Enlightenment brought a new emphasis on childhood as a stage of life, and the ideal of companionate marriage began to compete with arranged marriages. The French Revolution formally ended the division of society into three estates and continued to challenge traditional society throughout the 19th century, though remnants of the old order persisted into the 20th century. The Industrial Revolution created a division of social classes based on new criteria of capital and labor. The revolutionary emphasis on liberty galvanized many excluded groups to take an active role in politics, and the language of natural rights spurred the development of movements of equality, such as feminism and the end of feudalism and serfdom. The growth of the middle classes in the 19th century tended to anchor men and women in separate spheres and elevate women's role in the home into "the cult of domesticity." Early industrialism negatively affected the working classes and, more generally, shifted the family from a unit of production to one of consumption.

By the late 19th century, a new mass society had emerged defined by consumerism, expanding literacy, and new forms of leisure. The "woman question" that had emerged in the 17th century took on a new intensity as women sought economic and legal rights. World War I profoundly affected European society by conclusively ending the residual hold of old elites on power and democratizing society through shared sacrifice, and women obtained the right to vote in several European nations. Between the wars, Soviet communism theoretically endorsed equality, though women often performed double duty as laborers and mothers; on the other hand, fascist regimes re-emphasized a domestic role for women and created states based on a mythical racial identity. After World War II, the welfare state emerged in Western Europe with more support for families, choices in reproduction, and state-sponsored health care; economic recovery brought new consumer choices and popular culture. By contrast, in the Soviet bloc, where individual choices were directed by the state, family life was constrained and economic life was dedicated to heavy industry rather than the production of

consumer goods, though basic needs were provided within an authoritarian context. The end of the Cold War and the rise of the EU brought some shared social values to light and created more pluralistic European societies, but contested issues, such as the role of immigrants—whether former colonial subjects, migrant workers, or refugees—have yet to be resolved.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

IS-1 Explain the role of technology in forming and transforming European society.	1.1.II	Printing press and the Renaissance and Reformation
	1.3.II	Exploration and colonization
	1.4.I	Rise of commercial and professional groups; financial and commercial innovation
	1.4.II	Price revolution and commercial agriculture
	1.4.III	Urban expansion and problems
	2.2.I	Agricultural Revolution; cottage industry
	2.3.II	Civil society and publishing
	2.4.IV	Urban migration and poverty
	3.1.II	Industrialization
	3.1.III	Second industrial revolution and mass production
	3.2.I	Industrialization and bourgeoisie
	3.2.IV	Transportation and consumerism
	3.3.II	Governmental reform of infrastructure
	3.5.II	Industry and empire
4.4.I	Technology as destructive and improving standard of living	
IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.	1.4.I	Hierarchy and social status
	1.4.II	Subsistence agriculture
	1.4.IV	Family economy; gender roles; European marriage pattern
	1.4.V	Folk culture and communal norms
	2.4.II	Consumerism and privacy in the home
	2.4.III	European marriage pattern; new concepts of childhood
	3.2.I	New industrial classes
	3.2.III	Protective legislation; leisure, companionate marriage; domesticity
	3.3.I	Socialism and anarchism
	3.3.III	Worker movements and reformers
	3.4.I	Post-1815 revolutions
	4.2.I	Russian and Bolshevik revolutions
4.4.II	Women in the workforce, feminism and the baby boom	
4.4.III	Feminism and gay and lesbian movements	

Learning Objectives***Students are able to ...*****Relevant Topics in the Concept Outline**

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.	1.3.IV	Slave trade
	1.4.I	New economic elites and hierarchy
	2.1.I	Nobles and absolutism
	2.1.IV	French Revolution attack on feudalism/manorialism
	2.1.V	Napoleon and meritocracy
	2.2.II	Expansion of slave trade
	3.2.I	Industrialization and class
	3.2.III	Middle- and working-class families
	3.3.I	Post-1815 ideologies
	3.3.III	Mass political movements and governmental reform
	3.5.III	Interaction with colonies; responses by colonies
	3.6.II	Social Darwinism and Marxism
	4.1.I	World War I and total war on the home front
	4.1.III	Nazi racism and the Holocaust
	4.1.V	Post-1945 nationalist and separatist movements
	4.2.I	Russian Revolution and civil war
	4.2.II	Spanish Civil War and World War II
	4.3.I	Destructive effects of technology
	4.4.I	Total war and genocide
	4.4.III	Youth, gay and lesbian, and immigrant dissenters

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

IS-4 Explain how and why the status of specific groups within society has changed over time.	1.2.I	Religious minorities
	1.2.II	State authority over religion and religious groups
	1.3.I	Colonial conquest
	1.4.III	Urban migrants and regulation of morals
	1.4.IV	Renaissance and Reformation
	1.4.V	Communal norms and witchcraft
	2.1.IV	Reign of Terror and counterrevolution
	2.1.V	Napoleonic empire and Napoleonic era
	2.3.I	Enlightenment
	2.3.II	Salons
	2.4.II	Consumerism and family life; privacy
	2.4.III	Commercial revolution
	3.1.II	Persistence of serfdom and feudalism
	3.2.III	Industrialization; protective legislation; leisure
	3.3.I	Nationalism, anti-Semitism, and chauvinism: post-1815 ideologies of change
	3.3.III	Mass political movements and feminism
	3.5.I	Racial Darwinism and “The White Man’s Burden”
	3.5.III	Imperial-influenced art and colonial independence movements
	3.6.II	Social Darwinism
	4.1.III	Fascist racism and the Holocaust
4.1.VI	Post-1945 nationalist and separatist movements	
4.1.VI	Mandates and decolonization	
4.2.I	Kulaks and great purges	
4.2.II	Fascist propaganda	
4.2.V	Balkan conflicts and wars	
4.3.III	Continued role of organized religion	
4.4.I	Total war and genocide	
4.4.II	Military production; economic recovery; post-1945 feminism	
4.4.III	Post-1945 dissenting groups; migrant workers and immigration	

Learning Objectives
Students are able to ...
Relevant Topics in the Concept Outline

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.	1.3.IV	Slave trade
	1.4.I	New economic elites and hierarchy
	1.4.IV	Family economy; Renaissance and Reformation debates on women
	1.4.V	Communal norms and enforcement
	2.1.IV	French Revolution
	2.1.V	Napoleon and meritocracy; Napoleonic Code
	2.2.II	Expansion of slave trade
	2.3.I	Enlightenment and natural rights
	3.2.I	Industrialization and class
	3.2.III	Middle- and working-class families; companionate marriage; domesticity
	3.3.I	Post-1815 ideologies—Radicalism and feminism
	3.3.III	Mass political movements and governmental reform; feminism and women in reform movements
	3.5.III	Interaction with colonies; responses by colonies
	3.6.II	Social Darwinism and Marxism
	4.1.III	Nazi racism and the Holocaust
	4.1.V	Post-1945 nationalist and separatist movements
4.4.I	Total war and genocide	
4.4.II	Total war, post-1945 feminism, and political opportunities	
4.4.III	Youth, gay and lesbian, and immigrant dissenters	

Theme 6: National and European Identity (NI)

This theme focuses on how and why definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time.

Since 1450, Europeans have understood their place in the world based on their membership in various and sometimes overlapping entities, ranging from small local groupings to fully developed nation-states and multinational organizations. Questions concerning identity have remained constant, even as shifting political, social, economic, religious, and cultural developments, such as the intensely patriotic calls for greater national unity in the 19th century, have brought new units and affiliations into being. In the early modern period, Europeans identified with language groups and political units of varying sizes, such as the Renaissance-era city-state. Early modern Europeans also identified with emerging nation-states such as a unified Spain under King Ferdinand and Queen Isabella, imperial dynasties such as the Habsburg Holy Roman Empire, and the idea of a unified Christendom.

In the 17th and 18th centuries, monarchs like Louis XIV of France and Peter the Great of Russia built upon a common language and cultural identity in their respective countries to foster the development of national cultures centered around the creation of new types of institutions. In England, after a civil war and period of political experimentation, a system of government emerged where the power of the monarchy was checked by an increasingly bold Parliament. These countries also created national symbols that inspired loyalty in their subjects, though senses of national affiliation were always subject to challenges and change, and were not equally powerful across Europe. Meanwhile, the intellectual movement of the Enlightenment, coupled with French revolutionary ideals, offered a different vision of European identity based on a shared belief in reason, citizenship, and other Enlightenment values.

In the 19th century, countries like Germany, Italy, and the Kingdom of the Netherlands were unified through wars, political negotiations, and the promotion of intense feelings of national belonging. At the same time, Romantic writers and artists fostered and built upon feelings of loyalty to the nation, producing works appealing to a common language or cultural identity. However, in the multinational empires that dominated central and eastern Europe until World War I, nationalism also served as a divisive force. At the same time, regional identities based on units either greater or smaller than that of the nation-state—e.g. Basque, Bavarian, pan-Slav, Flemish, or Irish—remained popular and influential throughout much of Europe. And even at the height of nationalism, for many workers socialism and the international struggle of the working class competed with nationalism as a framework for identification and loyalty. Especially with the growth of mass politics and media, western Europeans could also identify as part of a larger global entity, whether “overseas France,” or the British Empire and in the 20th century the British Commonwealth—each of which was assumed to have a unique mission and position in the world.

After World War I, with the exception of the emergent Soviet Union, Europe was dominated by nation-states. In central and eastern Europe, some states were riven with conflicts, and minorities that found themselves in vulnerable positions turned to the international League of Nations for protection. During World War II, Germany sought to create a pan-European empire based on an extreme version of German national identity and power. During the second half of the 20th century, as Europeans recovered from the strain of two world wars, Western European empires fractured and transformed into new political units. As they reconceived their role in a postwar world, Europeans could now identify with larger transnational organizations, such as the European Coal and Steel Community, or the community of countries assembled under NATO or the Warsaw Pact. Europeans have increasingly identified as members of the EU, even as regional and national affiliations continue to call into question the idea of a shared European identity.

This reconception of Europe has not been without difficulties, as Britain's late entry into the European community and subsequent decision to leave the EU illustrate. Europe as a concept has been and remains complex, evolving, and subject to changing perceptions, regulations, and legal frameworks. European identities since 1450 have been a fluid concept, with overlapping and non-competing identities enduring even in the age of nation-states. As new national entities form, merge, and in some instances disappear, these developments help shape popular understanding of what it means to be European.

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

NI-1 Explain how and why national identities were created, developed, and challenged.	1.1.II	Invention of printing; spread of new cultural ideas
	1.2.II	Growing state control of religious institutions during the Reformation; challenges to state authority
	1.2.III	Growing religious, political, and economic competition between states
	1.3.I	Expansion and the enhancement of state power
	1.3.III	Competition between states for territories
	1.5.I	New ideas about state sovereignty and political institutions
	1.5.III	Struggles between monarchs and various corporate and minority language groups
	2.1.I	Absolutism and state centralization
	2.1.II	Challenges to absolutism and the creation of alternative political systems
	2.1.IV	French Revolution as a challenge to the existing social and political order
	2.1.V	Nationalist reactions to Napoleon
	2.2.III	Commercial rivalries
	2.3.IV	Enlightenment values; revival of emotion and sentiment
	2.3.V	Eighteenth-century art and citizenship
	2.3.VI	Emotion and nationalism in the early 19th century
	3.1.II	Industrialization and German unification
	3.1.III	Technology and the integration of national economies
	3.3.I	Ideologies as responses to industrialization and revolution
	3.3.II	State responses to the problems of industrialization.
	3.3.III	Social responses to the problems of industrialization
3.4.I	Concert of Europe	
3.4.II	Nationalist movements	
3.4.III	German and Italian unification	
3.5.I	Imperial expansion in the 19th century	
3.5.III	Rise of nationalist movements in colonies	
3.6.I	Romantic emphasis on intuition and emotion	
3.6.II	Impact of 1848	
4.1.I	Nationalism and the outbreak of the First World War	
4.1.III	Radical nationalism and fascism/Nazism	
4.1.V	Nationalist movements in Africa and Asia	
4.2.I	Fascist ideology and nationalism	
4.2.V	New nationalism in Eastern and Central Europe	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.	1.2.I	Challenges to monarchical control of religion
	1.2.III	Conflict between different religious groups
	1.4.V	Continued influence of local identities
	1.5.I	Demise of unified Christendom; Peace of Westphalia
	1.5.III	Tension between monarchs and corporate and minority language groups
	2.1.I	Polish partition
	2.1.IV	Class grievances in the French Revolution
	2.3.I	Enlightenment challenges to traditional institutions
	2.3.III	Challenges to absolutism
	3.1.III	Increasing economic globalization
	3.2.I	Emerging class consciousness during industrialization
	3.3.I	Radical political thought; rise of Zionism
	3.4.I	Conservative suppression of nationalism; revolutions of 1848
	3.5.III	Nationalist movements in colonies
	4.1.I	Global nature of First World War
	4.1.II	Versailles Settlement and the League of Nations
	4.1.III	Rise of Soviet Union
	4.1.IV	United Nations; Cold War; NATO; collapse of Soviet Union
	4.1.V	Separatist movements; ethnic cleansing
	4.1.VI	Decolonization
4.2.I	Russian Revolution; Marxist-Leninist thought	
4.2.II	Fascism; communism	
4.2.IV	Marshall Plan	
4.2.V	Soviet dominance of Eastern Europe	
4.3.I	Postmodernism	
4.4.I	Globalization	
4.4.III	Postwar immigration	
4.4.IV	European Integration	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe from 1450 to the present.	1.2.II	Religious pluralism and religious divisions; state control of religious institutions
	1.2.III	Conflict among different religious groups
	1.3.I	Economic motives for overseas expansion
	1.3.III	Trade networks; commercial rivalries
	1.4.I	Money economy; increased trade
	1.5.I	New monarchies and state centralization; growth of secular states
	1.5.III	Struggle between monarchs and corporate and minority language groups
	2.1.I	Absolutism; Partition of Poland
	2.1.III	Peace of Westphalia
	2.1.V	Napoleonic rule in Europe
	2.2.I	Rise of global economy
	2.2.II	Overseas trade
	2.3.IV	Enlightenment challenges to religious worldviews
	2.4.II	Consumer revolution
	3.1.I	British industrial dominance
	3.2.I	New class identities
	3.3.I	Socialist/Marxist thought; national unification; Zionism
	3.3.II	Liberal interventionism; compulsory education
	3.3.III	Mass politics; worker movements
	3.4.I	Conservative suppression of nationalism
	3.4.II	Dual monarchy in Austria-Hungary
	3.5.I	Quest for raw materials
	4.1.III	Fascism/Nazism; radical nationalism
	4.1.IV	Cold War; COMECON
	4.1.V	Ethnic cleansing
	4.1.VI	National self-determination
	4.2.I	Economic modernization of Soviet Union
4.2.II	Fascist/Nazi propaganda	
4.2.III	Economic depression	
4.2.IV	Marshall Plan; welfare states	
4.2.V	Communist economic planning; Gorbachev's economic reforms	
4.3.I	Impact of the Depression	
4.3.III	Secularism; persistence of religious identities	
4.4.I	Post-war consumer culture	
4.4.III	Economic miracle; postwar immigration	
4.4.IV	Transnational identities	

Learning Objectives

Students are able to ...

Relevant Topics in the Concept Outline

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.	1.2.III	Wars of religion
	1.3.I	Colonial expansion; rise of mercantilism
	1.3.III	Colonial competition
	1.3.IV	Exposure to overseas goods and peoples
	1.5.I	Thirty Years' War; Peace of Westphalia
	1.5.II	Military revolution; Peace of Westphalia; balance of power
	2.1.III	Peace of Westphalia; Battle of Vienna; Louis XIV's wars
	2.1.IV	French revolutionary wars
	2.1.V	Napoleonic control of Europe
	2.2.II	Growth of overseas trade
	2.2.III	Colonial and commercial rivalries
	2.3.VI	Revolution- and war-inspired emotional attachments to the nation
	3.4.I	Revolutions of 1848
	3.4.II	Crimean War
	3.4.III	Garibaldi's military campaigns in Italy
	3.5.I	Competition for colonies
	3.5.II	European military supremacy
	3.5.III	Diplomatic tensions over colonies
	3.6.III	Social Darwinism
	4.1.I	Diplomatic tensions leading to First World War; Russian Revolution; global nature of First World War
4.1.II	Wilsonian ideas; Leagues of Nations; Versailles Settlement	
4.1.III	Fascism and radical nationalism	
4.1.IV	Cold War; NATO; COMECON	
4.1.VI	National self-determination; decolonization	
4.2.I	Russian Revolution	
4.2.II	Spanish Civil War	
4.4.I	Impact of Total War; genocide	
4.4.IV	European integration	