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Setting a Policy for AP[®] European History

The purpose of this guide is to provide college faculty and administrators with research data, participation and performance data of AP[®] European History students, curricular content, and sample exam questions to facilitate the establishment of appropriate credit and placement policies for AP European History.

The Advanced Placement Program[®] (AP) provides motivated students with the opportunity to take college-level courses while still in high school. Students demonstrate their mastery of the curriculum by taking AP Exams—35 exams are available in 20 subject areas. In 2005, more than 1.2 million students took AP Exams worldwide. Of the 2.1 million AP Exams taken in 2005, more than 85,000 were in European History. More than 3,000 colleges and universities, including many international institutions, accept qualifying AP Exam scores for credit, placement, or both.

Throughout its 50-year history, the AP Program has maintained high standards of rigor in its courses and exams. Since its inception, AP has been a respected force in American education due to the critical involvement of college and university faculty members.

History Faculty Involvement in AP

College and university faculty members play a vital role in every stage of development of an AP course and exam, helping to ensure their high quality. Each AP discipline has its own Development Committee—composed of college and university professors and experienced AP teachers—that is responsible for creating the course guidelines and exam questions. College and university faculty members also serve as the Chief Readers, responsible for establishing the exam-scoring guidelines and overseeing the annual AP Reading of the free-response section for their academic discipline.

“I have always found students with an AP background easy to identify in a college classroom. They usually have a better understanding of historical evidence and of how to evaluate various types to form organized, coherent arguments. They have had good experience working with document types and have a sense of historical interpretations as well as how to read critically.”

— Michael Galgano, AP European History Development Committee Chair
Professor of History, James Madison University

How to Set an AP Policy

The College Board encourages higher education institutions to base their AP policy decisions on data and research, and recognizes that different institutions and departments will set different policies, based upon factors unique to their institution, student body, and academic discipline. The best way for colleges and universities to determine their AP credit and placement policies is to conduct their own research on the performance of AP and non-AP students at their own institution and in their own department.

Research on AP European History Student Performance

Research studies show that students who do well on an AP Exam are academically prepared to place out of a corresponding college course and move on to the next higher-level course in the discipline.

Taking the AP course and exam stimulates further interest in the subject area and encourages deeper disciplinary knowledge.

Research studies show that students who take the AP European History Exam are more likely to take further course work in history than students who do not take the AP Exam. Higher scores on the AP Exam make this trend even more pronounced, with a greater likelihood of majoring or minoring in the discipline. See Table 1 for data from this research study.

Table 1: Additional College History Course Work AP European History Students Versus Non-AP Students

	AP EXAM GRADE	PERCENT TAKING ADDITIONAL HISTORY COURSES	AVERAGE NUMBER OF COLLEGE HISTORY COURSES TAKEN
AP European History Students	AP 5	65	2.1
	AP 4	56	1.7
	AP 3	54	1.3
Non-AP Students	Non-AP	54	1.2

PDF copies of this research and other research studies can be found at apcentral.collegeboard.com/colleges/research.

In addition to research studies on AP student performance, the College Board conducts college comparability studies to measure the degree to which the AP courses and exams are equivalent in content and difficulty to corresponding college courses. The AP Exam scoring rubric is established so that the lowest composite score that earns an AP grade of 5 is equivalent to the average score earned by college students who received grades of A in a comparable course. The lowest score that earns an AP grade of 4 is equivalent to the average B, and the lowest score that earns an AP grade of 3 is equivalent to the average C.

The research that the College Board conducts is intended to help institutions and academic departments as they establish appropriate AP policies. AP Central® (apcentral.collegeboard.com), the College Board's online home for AP professionals, contains other resources

that may assist in this process, including the Course Description, released exam questions, and sample student responses at different levels of ability.

For more information go to: apcentral.collegeboard.com/euro/exam

AP European History Students, Course, and Exam

Participation and Performance Data for AP European History Students in 2005

Total Number of Schools Offering AP European History: 4,011

Table 2: AP European History Exam Score Distribution, 2005

EXAM GRADE	NUMBER OF EXAMINEES	% AT
Score of 5	10,073	11.8%
Score of 4	16,926	19.8%
Score of 3	31,396	36.8%
Score of 2	14,696	17.2%
Score of 1	12,336	14.4%
	85,427	100.0%

Figure 1: AP European History Examinees by Gender, 2005

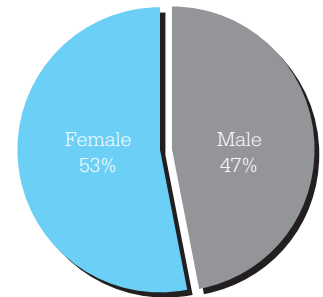
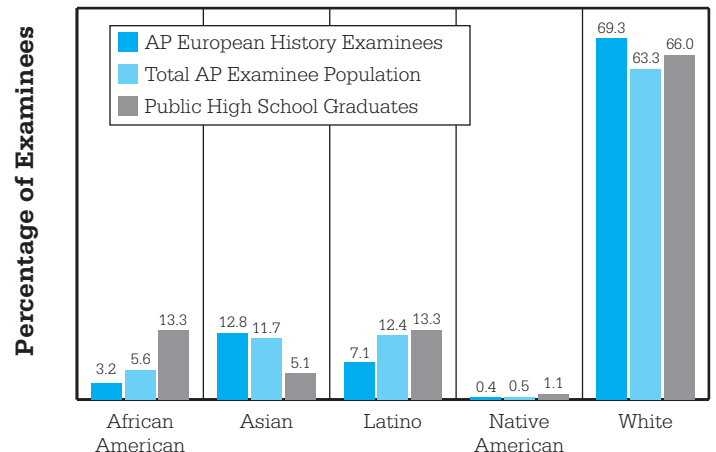


Figure 2: AP European History Examinees by Race and Ethnicity, 2005



The AP European History Course

The AP European History course is designed to provide students with a learning experience equivalent to that of an introductory college course in European history or western civilization (1450 to the present). The course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the topics and materials in European history.

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

The Development Committee creates the guidelines for the AP European History course and designs the AP Exam. Periodically the Development Committee conducts curriculum surveys, sent to professors who teach the comparable college-level course, that help ensure that the AP European History course remains current with concepts and themes as taught in college and university classrooms. In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness

of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are used by the Development Committee to adjust the course and the exam.

The Development Committee has created a topic outline that covers the main subject areas that should be addressed in an AP course in European History. Additionally, students learn how to interrelate categories or trace developments in a particular category through several chronological periods. For this reason, historical periodization, and its relation to the following themes, is addressed in the course.

Beginning in fall 2006, AP European History teachers and principals of schools where AP European History is taught must certify that their 2007-08 courses follow all the requirements stipulated by the Development Committee, including using a college-level textbook, in order to ensure that the AP course reflects college-level standards. By completing this AP Course Audit, high schools will receive individual licenses to label their European history courses "AP." In fall 2007, colleges and universities will receive a list of all high schools authorized to use the "AP" designation for their European history courses.

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as "-isms," such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual
- Impact of global expansion on European culture

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health-care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

AP Credit Policy Info on the Web

Information about AP credit and placement policies at more than 1,000 colleges and universities is available on the College Board's Web site at www.collegeboard.com/ap/creditpolicy.

The AP European History Exam

The exam is three hours and five minutes in length and is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam.

In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post-2001 period.

The free-response section of the exam includes three essay questions: the first is a document-based essay question (DBQ) for which students must analyze primary sources, and the remaining two are thematic-based questions. Students are given a 15-minute reading period initially, and then 45 minutes to answer the DBQ and 70 minutes to respond to the two thematic essay questions. For the thematic questions the students are offered a choice of essay topics. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches.

AP European History free-response questions from recent exam years are listed below.

Question 1 (DBQ)

Analyze attitudes toward and responses to “the poor” in Europe between approximately 1450 and 1700.

Historical Background: Between approximately 1450 and 1700, almost 50 percent of Europe's population lived at a subsistence level, that is, having the minimum food and shelter to sustain life. In times of famine, wars, and economic dislocation, poverty increased, and up to 80 percent of a region's population faced possible starvation.

Document 1

Source: Catholic priest, sermon, France, fifteenth century.

Whoever gives a penny to the poor for God while in good health, it will be worth 240 pennies after [his or her] death. To give a penny in sickness is worth 20 pennies. To bequeath money after death, that is worth a leaden penny, because there is no great value in giving what one cannot hold on to.

Document 2

Source: Town council, resolution, Dijon, France, 1482.

In order to care for the poor begging creatures and the poor children who go shrieking at night throughout this city, we will rent at the city's cost a barn or other place to put them for the night and to care for them as well as possible.

Document 3

Source: Juan Luis Vives, Spanish humanist, *On Assistance to the Poor*, Bruges, Spanish Netherlands, 1526.

When the general funds have been expended, those without means of subsistence are driven to robbery in the city and on the highways; others commit theft stealthily. Women of eligible years put modesty aside and, no longer holding to chastity, put it on sale. Old women run brothels and then take up sorcery. Children of the needy receive a deplorable upbringing. Together with their offspring, the poor are shut out of the churches and wander over the land. We do not know by what law the poor live, nor what their practices or beliefs are.

Some know that they have a duty of charity to the poor, yet they do not perform what has been commanded. Others are repelled by the unworthiness of the applicants. Still others withdraw because their good intention is embarrassed by the great number, and they are uncertain where first or most effectively to bestow their money.

Document 4

Source: Emperor Charles V, imperial decree for the Netherlands, 1531.

Experience shows that if begging for alms* is permitted to everyone indiscriminately, many errors and abuses will result, for they will fall into idleness, which is the beginning of all evils. They and their children will abandon their trade or occupation for a wicked and contemptible life and condemn their daughters to poverty, unhappiness, and all manner of wickedness and vice. Above all, those who are poor and sick, and other indigents unable to earn a living, should receive food and sustenance, to the glory of God, our Savior, and according to His will.

*Charitable gifts of food or money

Document 5

Source: Town council, meeting minutes, Rouen, France, 1542.

—Those who are unwilling to work should indeed be expelled from the city, but those who are simply unable to find work should not be treated thus. Instead, they should be put to work on sites in the city in exchange for food until such time as they succeed in finding work in their trades.

—Idleness is harmful to the public good and should not be tolerated. Idlers should not be considered as poor.

—Before expelling the poor from the city we must consider whether our defensive capacity would not suffer from such a measure. After all, it is the people, and not the judges and the councillors, who will fight if the need arises.

Document 6

Source: William Turner, English doctor, *New Booke of Spiritual Physick*, London, England, 1555.

When I practiced medicine in my lord the Earl of Somerset's house, many sick beggars came to me, and not knowing I was a physician, asked me for alms. Instead, I offered to heal them, for God's sake. But they would have none of that, for they would much rather be sick and live with ease and idleness than to be well and to honestly earn their living with great pain and labor.

Document 7

Source: Poorhouse regulations, Suffolk County, England, 1588.

Every strong rogue, at his or her first entrance into the house, shall have 12 stripes with the whip on the bare skin and every young rogue or idle loiterer shall have 6 stripes in the same manner. All unruly and stubborn persons shall be corrected oftener and given heavier shackles, a thinner diet, and harder labor until they are brought to reasonable obedience and submission to the master of the poorhouse.

Document 8

Source: Cardinal Richelieu, royal councillor, unofficial statement on poverty, France, 1625.

Instead of working as they should to earn a living, vagabonds and good-for-nothings have turned to begging, taking the bread from the sick and deserving poor to whom it is due. We desire that in every town in our kingdom rules and regulations for the poor should be established, so that not only all those of the said town but also of the neighboring areas should be confined and fed, and those who are able to do so should be employed on public works.

Document 9

Source: Rembrandt van Rijn, *Beggars Receiving Alms at the Door of a House*, Netherlands, 1648.



National Gallery of Art, Rosewald Collection.

Document 10

Source: Vincent de Paul, Catholic priest and founder of a religious order that ministered to the poor, speech to members of his order, France, 1658.

If there are those among us who think that they are in the Order to evangelize the poor and not to look after them, to see to their spiritual but not to their temporal needs, then I have to tell them that we must assist the poor and see that they are helped in every possible way. And I have heard it said that what enabled bishops to become saints was their alms-giving.

Document 11

Source: Jean Maillefer, wealthy merchant, letter to his children, Reims, France, 1674.

I have heard the poor talk and learned that those who have grown accustomed to this life cannot leave it. They have no cares, pay no rents or taxes, have no losses to fear. They are independent, they warm themselves by the sun, sleep and laugh as long as they like, are at home everywhere, have the sky for a blanket, the earth for a mattress. In a word, they have no worries.

Question 2

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

Question 3

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

Question 4

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

Question 5

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

Question 6

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

Question 7

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

Question 8

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

Question 9

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

“The AP European History Exam was undoubtedly the most important and thought-provoking test that I took during my high school career. There will always be individuals who will complain that a standardized test can never truly measure someone’s knowledge of a given topic, but the AP Exam does an uncanny job of gauging one’s historical ability, both in terms of historical information already committed to memory, and in terms of knowing how to go about the process of researching and writing history. The document-based question is written in an ingenious format: you are not expected to already know the information being presented before you, and thus the challenge is not to simply rattle off facts—instead, you are forced to do primary-source research, interpret the information, and synthesize it into a cohesive argument.

The knowledge I gained from my AP European History course has been arguably the most important knowledge for my college career so far. The information I learned about continental philosophy, the development of modern nation-states, the roots of religious tension, the causes of the great wars, and myriad other historical items have prepared me for courses on international political economy, Russian literature, medieval social history, and graduate-level research courses on early modern England. I will be forever grateful for the time and effort I put in to my AP European History class, and into the AP European History Exam.”

—Abraham Reisman, AP European History student
Oak Park and River Forest High School, Class of 2004
currently undergraduate at Harvard University

Question 10

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

Question 11

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

Question 12

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

Question 13

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

Question 14

Historians speak of the rise of mass politics in the period from 1880 to 1914. Define this phenomenon and analyze its effects on European politics in this period.

Question 15

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

Question 16

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

Question 17

Discuss the economic policies and institutions that characterized mercantilist systems from 1600 to 1800.

Question 18

Analyze the factors responsible for decolonization since the Second World War.

Question 19

Compare and contrast the victorious Allied powers’ treatment of Germany after the First World War with their treatment of Germany after the Second World War. Analyze the reasons for the similarities and differences.

“I’ve been involved in the Advanced Placement Program twice, in the 1980s with AP European History, and now for some years with World History. AP involvement has provided me with real insights into history teaching and into the achievements of many high school teachers. The results help me think about history learning in general, and about appropriate college programs in particular. It’s simply a very stimulating engagement.”

— Peter Stearns, AP World History Development Committee Chair
Provost and Professor of History, George Mason University

How to Get Involved

There are many ways college and university faculty members can help maintain the high standards of the AP Program:

- Participate in a college comparability study
- Be an AP Reader
- Contribute multiple-choice test items for the AP Exam
- Become an AP Faculty Consultant

For more information, please go to: apcentral.collegeboard.com/highered/getinvolved

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The College Board: Connecting Students to College Success

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