A.P. European Civilization (APEC): The Course

This Advanced Placement Course in European History places attention upon understandings equivalent to those gained in a college-level introductory course. The emphasis is on the general narrative of European history from approximately 1400 to 2000, that is, from the Renaissance to the present. The course includes an examination of the political and diplomatic, intellectual and cultural, as well as social and economic history of Europe.

In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement Course in 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 primary sources, and (c) an ability to express that understanding and analysis in writing.

The Summer Assignment: 5% of your Fall Term Grade

Because we are pressed for time throughout the school year leading up to the AP exam in May, the Summer Assignment is designed to give you the background necessary to “hit the ground running” as we dive into the Renaissance in August. Your grade will, in part, be determined by your ability to follow these directions as they are written. The Summer Assignment is as follows:

1. Obtain a copy of the course textbook from the MCHS library (Western Civilization, by Jackson Spielvogel, 9th edition). Students may check out the assigned book from the Library between Tuesday May 28, 2019 and Friday June 7, 2019.
2. Read chapter 11 in the text (pages 299-330)
3. As you read, create notes on the material you feel is important in the chapter. You may choose any note format you like: Cornell notes, standard outline, mind map, etc. All work must be your own.
   ➢ The Summer Assignment Worksheet is the second page of this file. This worksheet is designed to guide you as you read the assigned pages in the textbook. It should not be turned in.
4. Type your notes:
   ➢ use Times New Roman or Verdana font, 10 or 12 point only
   ➢ the notes may be as long or as short as you wish – your score does not correlate to the length of your notes
   ➢ print a cover page with the following in the upper left-hand corner: “APEC”, your name, your student ID
   ➢ staple the cover page & the notes together into one packet. Use a heavy-duty paper clasp if you have too many pages to staple. (DO NOT USE REPORT COVERS OF ANY KIND)
5. You will be tested on the material in chapter 11 through a multiple choice assessment on Friday August 23, 2019. You may use your outlines during the test as open notes.
CHAPTER 11—SUMMER ASSIGNMENT WORKSHEET

VOCABULARY TERMS: People, places, ideas, & things you should know about

1. "little ice age" 26. condottieri
2. Black Death 27. grandi, popolo grasso, popolo minuto
3. bubonic plague 28. Council of Ten and the doge
4. *yersina pestis* 29. Pope Boniface VIII's *Unam Sanctam*
5. pneumonic plague 30. Avignon
7. flagellants 32. Great Schism
8. pogroms 33. the Antichrist
9. Statute of Laborers 34. Conciliarism
10. the *Jacquerie* 35. Marsiglio of Padua
11. Wat Tyler and John Ball 36. Council of Constance
12. Florence's *ciompi* 37. purgatory
13. the longbow 38. good deeds and pilgrimages
14. the Battle of Crecy 39. Meister Eckhart
15. Henry V 40. Modern Devotion
16. the Battle of Agincourt 41. Brothers of the Common Life
17. Joan of Arc 42. William of Occam
18. Charles the dauphin/VII 43. nominalism
19. gunpowder 44. Dante's *Divine Comedy*
20. the *gabelle* 45. Petrarch's sonnets
21. the *taille* 46. Chaucer's *Canterbury Tales*
22. dukes of Burgundy and Orleans 47. Christine de Pizan
23. the *Golden Bull* of Charles IV 48. Giotto
24. Italian communes 49. the "four humors"
25. the Visconti and d'Este families 50. clocks, eyeglasses, and paper

DISCUSSION PROMPTS: You should be able to discuss, or comment on, any of these ideas in class:

1. To what extent were climate and disease key factors in producing economic and social changes?
2. Discuss the factors that led to the urban and rural revolts in the fourteenth century. Was desperate poverty a chief cause? Why or why not?
3. "When Adam delved and Eve span, who was then a gentleman?" Discuss the key characteristics and implications of this revolutionary slogan as it contributed to the formation of English peasant political culture.
4. Discuss the Hundred Years' War: What were its causes? Why did the war continue for so long a period in the fourteenth century? What advantages did each side possess? What were the results of the war in the fourteenth century for France and England?
5. What major problems did European states face in the fourteenth century? How are these problems evident in the history of England, France, and the Holy Roman Empire?
6. What changes occurred in the political life of Italy during the fourteenth century?
7. Trace the events of the papacy's decline during the fourteenth century.
8. What were the main causes of the Great Schism? What were the major results of this great political and religious conflict?
9. What do we mean by vernacular literature? Give some examples of fourteenth-century vernacular literature and compare them to the vernacular literature of the twelfth and thirteenth centuries. Was there a significant change in subject matter? Why or why not? What common themes remained?
10. How did the adversities of the fourteenth century affect urban life and medical practices at the time?