

1/2 question answered →

discuss ~~before~~  
after

Cervantes 1 ✓

Andrea Cervantes

Per. 2

LEQ Outline #1

Q1: Analyze whether or not Romanticism can be considered a turning point as a European literature, art, and intellectual movement. (PERIODIZATION)

**Introduction:** Within the years of the French Revolution and the conquests of Napoleon, there was the emergence of new intellectual movement known as Romanticism. Romanticism is the artistic and intellectual counter movement against the Enlightenment that focused on strong emotion, imagination, and freedom from classicalism. (Contextualization)

Romanticism must be analyzed in order to conclude if it can be considered a turning point in European literature, art and intellectual movement. (Restatement)

Romanticism can be considered a turning point for European literature, art, and intellect because of two main reasons. The movement emphasized the individuality and worth of each separate people and culture. (X) It also inspired a heavy focus on imagination and spirituality contrasting the dry rationalism in the Enlightenment. (Y)

**Body P 1:** Romanticism can be considered a turning point in European literature, art, and intellectual movement because of the emphasis on individuality and emotions of each separate people and culture.

- Immanuel Kant, influence of Romanticism, wrote "The Critique of Pure Reason" and "The Critique of Practical Reason" that consisted of categorical imperative, an innate sense of moral duty or awareness, that would appeal to romantic writers and artists. (Evidence)
  - The term, Categorical Imperative, was used to regard the natural tendency to act in a situation as one would have other people react and provide proof of man's natural freedom. It was a basis of human morality that could not be proved by discursive reasoning because it was a special power in humans because it could penetrate beyond the limits of largely passive understanding seen in poets and artists like "Wanderer above the Mist" by Caspar David Friedrich and Lord Byron. (Analysis)
- Poets such Coleridge would be influenced by the emphasis on individuality and worth in his works such as "The Rime of the Ancient Mariner" which is a story of a sailor cursed for killing an albatross. (Evidence)
  - The emphasis on individuality and worth can be seen because the poem uses the protagonist to raise the issues of guilt, punishment, and the redemptive possibilities of humility and penance. This form of writing promotes man's ability to better themselves and find their worth.
- Romanticism would cause literature and art to obtain a gothic feel surrounded by emotions of horror, apprehension, and awe. Many artworks and books would contain tragedies shrouded in mystery such as "A Philosopher in a Moonlight Churchyard" by Philip de James de Louthembourg.
  - The use of emotions in arts and literature was created by the emphasis on individuality and importance of finding one's self worth. The art suggests the

no mention before

good

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belief that the world is essentially mysterious because it uses the gothic feel to draw in apprehension and awe. (Analysis)

- Romanticism influence of individuality and emotions would cause the rise in Italian nationalism.
  - Due to the Romanticism emphasis on individuality, this would cause the Italians as many other ethnic groups to define a people and nation by a common language, customs, and history. This would cause Italy have an increase in cultural nationalism and revolt in order to be a sole nation secure in its own character.

**Body P 2:** Romanticism can be considered a turning point because it focused heavily on imagination and spirituality.

- While the Enlightenment was based on rationality and science, Romanticism argued that not everything can be rationalized because it uses imagination and a higher power. This can be seen in Kantian philosophy where there is a special power in humans mind beyond the limits of human understanding. (Evidence)
  - The Romantic influence would cause writers to enhance poetry by following the creative impulses of the mind. The belief of imagination would cause authors like Samuel Taylor Coleridge to believe that God is at work in his mind. The romanticism ideas of spirituality and imagination was a turning point because of the amount of authors it affected to write in that manner.
- The Romanticism would affect intellectually because of the creation of methodism that described Christianity as "an inward principle...the image of God impressed on the spirit, a fountain of peace and love springing into everlasting life." (Evidence)
  - The romantic influence on intellect was important because the emphasis on imagination and spirituality that contrasted the beliefs of the Enlightenment and caused the changing focus imagination and a higher power. (Analysis).
- The emphasis on imagination and spirituality would cause new directions on continental religion such as "The Genius of Christianity" by Viscount Francois.
  - This "romanticism bible" drew in imagination and spirituality to make the argument that God was based on the foundation of imagination and emotions. The focus of spirituality drew in because it made the argument that religion was based on unique experience not explained through rationality. (Analysis)

**Conclusion:** Finally, Romanticism must be analyzed in order to conclude if it can be considered a turning point in European literature, art and intellectual movement. (Restatement) It can be considered a turning point because of the focus on individuality and emotional influence during this time. (X) It can also be considered a turning point because of emphasis on imagination and spirituality. (Y) This movement can be seen as similar as Humanism from the Renaissance movement in the 1550s. It is similar because the ideology of christianity, liberal education, and antiquity would affect literature, art, and intellect the same was as the Romanticism period. The ideology would create beautiful art such as the Sistine Chapel by Michelangelo such as emotions in the "Wanderer Above the Mist" by Caspar David Friedrich. (Synthesis)

ok, this works  
another art movement

and before?



Emily Morgan

Connor

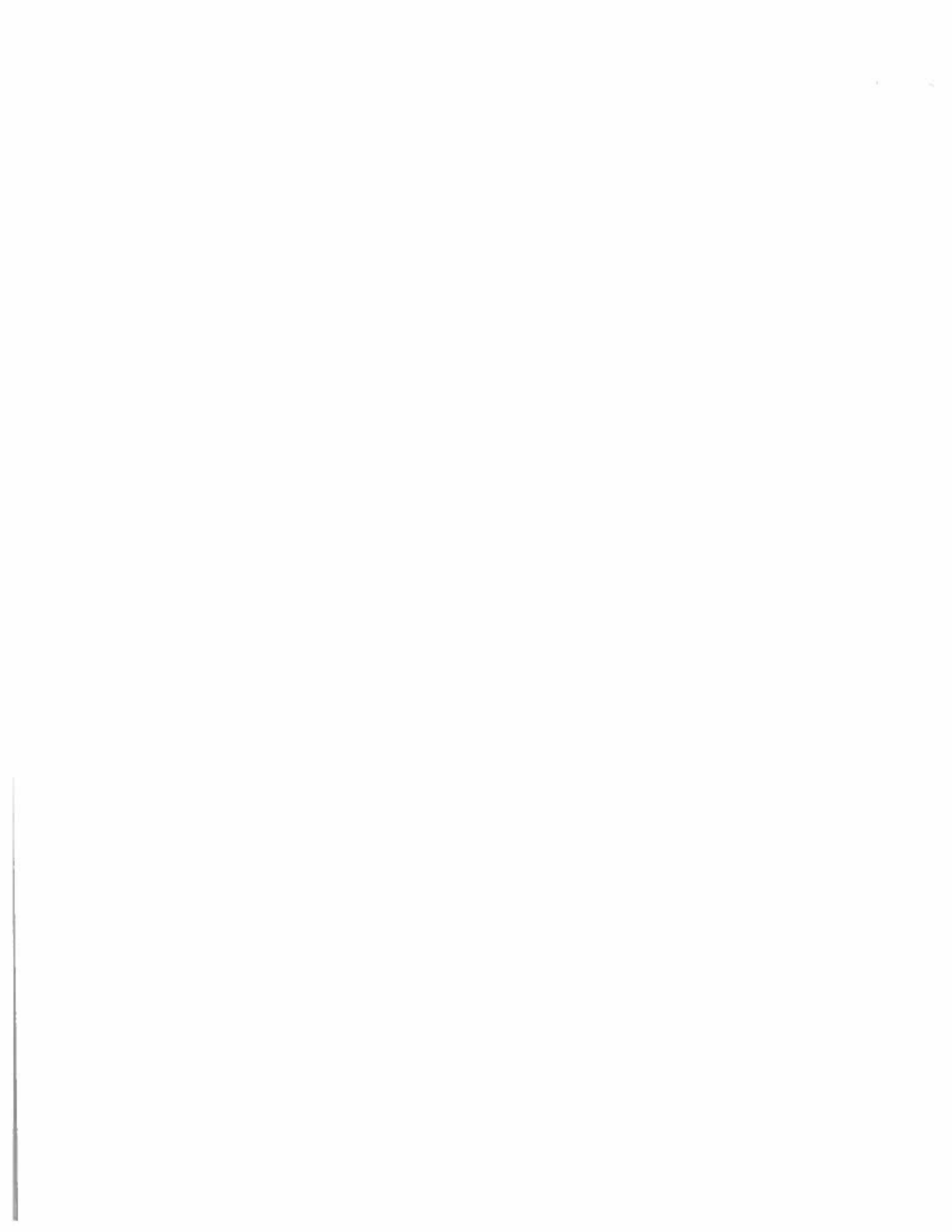
AP Euro P. 2

17 February 2017

Compare the idea of the rights of the individual with groups defined as “other” during the 18th and 19th centuries (COMPARISON).

In Europe, the 18th century witnessed the beginning of the French Revolution, the transition into obsolescence for the Old Regime, the Enlightenment. The 19th century, on the other hand, bore Napoleon’s Empire, Romanticism, conservatism, and the republican 1848 revolutions (**contextualization**). The rights of the individual with groups defined as “other” during the 18th and 19th centuries had both similarities and differences (**restatement**). Peasants had less and women had more rights in the 18th century whereas anti-semitism acted as an oppressing force in the 19th century (**X**). These two time periods were similar, however, due to the systematic oppression of “others” and the limitations of their rights based on corrupt government (**Y**).

- I. The 18th century hosted classist oppression while the 19th century saw greater mistreatment of women and Jews (**thesis**)
  - A. Peasants
    1. Throughout all of Europe, the class that owned the most land also controlled the local government (**evidence**).
      - a) Nearly all peasants were subject to specific dues. Their rights were stripped of them as they were exploited for labor when it was well-known that they had no other option once they were in debt. Because the aristocracy also dominated parliaments and governments heavily, laws were passed to benefit them through tax exemptions, exclusive rights (such as the English Game Laws, which prohibited peasants from hunting specific luxury game), and lack of regulations (**analysis**).
  - B. Women
    1. Women held a more respected and crucial role in the economy and household during the family economy of the 18th century, but lost that throughout the Industrial Revolution of the 19th century (**evidence**).
      - a) In preindustrial Europe, rural families typically participated in the family economy where each member of the family worked with one another and held specific jobs to complete a process of production. In this case, every member was treated as an equal because they all contributed equally, including women. However, the Industrial Revolution influenced the middle class to exploit timid women and children for cheap labor. Many women often simply resorted to staying at home and watching over children, whereas men acted as wage earners (**analysis**).
  - C. Jewish People



1. Although there had always been a history of anti-semitism in Europe, it intensified during the 19th century, as shown by the Dreyfus Affair (evidence).
  - a) At the end of the 19th century, Alfred Dreyfus, a Jewish army officer, was accused of conveying secret information to the Germans and was sentenced to imprisonment in the penal colony of Devil's Island. However, the entire judicial process lacked clear evidence and backlash ensued when citizens discovered how information was still being leaked to the Germans, therefore eliminating Dreyfus as a suspect for the original accusations. Rather, it is clear that the court-martial who accused him used him as a scapegoat. The anti-Dreyfusards were often openly anti-Semitic (analysis).
- II. Both the 18th and 19th centuries experienced systematic oppression through corrupt governments.
  - A. Peasants
    1. The Aristocracy and middle class passed all oppressive laws legally through parliament (evidence).
      - a) All of the laws that prohibited peasants from dressing a certain way, denied them the ability to organize, subjected them to taxes and abused, and in general mistreated them were passed legally in parliament. Although women were also paid awfully low wages and forced labor for long hours during the Industrial Revolution, the capitalist government allowed for it. In the case of Dreyfus, the system had been corrupt but a judicial hearing was still held, as the law requested (analysis).
- III. The infringement of individual rights in groups considered as "others" is also exemplified in the 15th century with the Spanish Inquisition. During the Spanish Inquisition, Jewish and Muslim people were tortured and forced to convert or leave Spain. Their rights as individual beings were infringed upon through corrupt, yet "legal", processes of law (synthesis).

Good





Garrett Ho  
Mrs. Connor  
AP Euro  
February 17th, 2017

Q3. Compare and Contrast Bismarck with Metternich (COMPARISON)

**Introduction:**

Throughout European history, there had been many nationalistic movements that arose during the times of Bismarck and Metternich such as the one in Greece. Despite Greece being a small example, it is part of a bigger picture of the impact nationalism had on throughout both Western and Eastern Europe. (contextualization) While Bismarck and Metternich shared several characteristics in common, they still differed in many ways. (restatement) Both of them were extremely conservative in their personal viewpoints. (x) On the other hand, they disagreed on the push for nationalism. (y).

**Body Paragraph #1:**

**Topic Sentence:** Metternich and Bismarck were similar in the aspect of adopting a conservative viewpoint.

**Evidence:** Metternich's sympathy for conservatism was evident in his antagonism toward any movement towards constitutionalism. His conservative ideas were evident within his actions of suppressing the public.

**Analysis:** He did so by dissolving Burschenschaften and further went on by suppressing the public with press censors to ensure no nationalism or liberalism becomes widespread.

**Evidence:** Bismarck displayed conservative viewpoints when he was elected to the provincial diet, where he was so reactionary he disturbed the king. Also his actions displayed his conservative intentions.

**Analysis:** He believed a German unification, but under a single emperor rather than a republic which indicated his conservative viewpoints. As a conservative, he believed that instead of a democracy, a strong leader should be in place to lead the country.

**Body Paragraph#2:**

**Topic Sentence:** Metternich and Bismarck were different on their on whether nationalism should be encouraged or not.

**Evidence:** Metternich on one hand believed that nationalism and the push for a constitution was dangerous to the Austrian empire due to the several ethnicities thus greatly restricted anything that advocated for it such as the Burschenschaften

**Analysis:** Dissolving the Burschenschaften was a preliminary step to eliminate nationalism from Austria, Metternich further went on by banning any institution that encouraged nationalism within Austria.

**Evidence:** Bismark on the other hand <sup>good</sup> was an extreme advocate for nationalism within the Germanic states and planned to put Prussia as the leader of all of them.

**Analysis:** His desire for nationalism was strong as could be very evident y his use of diplomatic and military means to forcibly unify the German states into a strong national entity by placing William I as German Emperor.

*give examples here. Explain how/ why for more analysis.*

**Conclusion:**

**Restatement:** During the nineteenth century, significant historic changes were implemented by these two men, Bismark and Metternich. They both had a lot in common such as their conservative viewpoints of how to run the government; however, they both disagreed on topics such as whether or not nationalism is beneficial for the country. Metternich believed it was unhealthy for Austria while Bismark adamantly pushed for nationalism in his country.

**Synthesis:** Another era where two men of considerable power that were both similar and different in many ways were Louis XIV and Napoleon Bonaparte. Both were huge advocates of war by their constant conquest and thirst for land. However, they both differed on how to control the government. Louis XIV used Versailles as a manipulative tool for the nobility while Napoleon won the hearts of the people to gain political power.

*good*

Minjae Oh  
Mrs. Connor  
AP Euro Period 2  
17 February 2017

discuss  
before &  
after

4. Explain how geographic, economic, social, and political factors affected the pace, nature, and timing of IR in western and eastern Europe (CAUSATION)

**Contextualization:** The Industrial Revolution had begun in Great Britain during the eighteenth century with the advances in textile production. Britain, in turn with its natural resources and strong foreign and domestic demand for goods, had influenced other continental nations in western and eastern Europe to industrialize.

Should  
be  
I H

**Restatement:** Several geographic, economic, social, and political factors affected the pace, nature, and timing of the Industrial Revolution in western and eastern Europe.

**X:** Natural resources, an adequate capital, native technologic skills, a growing food supply, a social structure that allowed considerable mobility, and domestic/foreign demand for goods had given Britain and western Europe an edge in achieving a new capacity for production in manufacturing.

**Y:** Easter Europe's industrialization was far behind that of its western European counterparts partly due to different, more traditional beliefs and lack of natural resources, and did not start to industrialize until the beginning of World War I.

no  
mention  
of  
political  
factors  
example for

1. X-paragraph: topic sentence: Great Britain industrial leadership can be attributed to many factors.

• **Evidence:** Geographically, they are an island and have many open water ports and connections with the continental states next to them.

• **Analysis:** Britain can easily trade with other countries and supply demands that are in other countries. They are also economically stable and politically stable. They have a steady system of the House of Lords and the House of Commons, aka a constitutional monarchy, that can determine what is best for Great Britain.

good

• **Evidence:** The Irish Potato Famine saw the death of as many as one million people. This dramatic population decline had the most profound impact of all factors upon Ireland's future.

but  
England?

Social?  
be  
clear

discuss } pop. explosion



• **Analysis:** The failure of the British government to attempt to remedy the crisis enflamed tensions over British domination of Ireland as many blamed British trade restrictions for much of the calamity. The famine alerted many in Ireland to the need to diversify and modernize agricultural production in the country.

*pop. explosion*

• **Evidence:** Western Europe is more financially able to industrialize.

• **Analysis:** Western Europe is not as rural as eastern Europe and they have the capital to open factories and such. They are more organized in their social structure, and lower classes have enough rights so that there will be no revolts or overthrowing of the government or authority.

*examples*

2. Y-paragraph: topic sentence: Eastern Europe is not as stable politically, socially, geographically, or economically.

• **Evidence:** Most eastern European states are landlocked.

*which is it? state clearly*

• **Analysis:** Since most states were landlocked, trading products made in factories was difficult and inefficient. However, many eastern states like Russia wanted to gain territories by the sea or next to the sea. Russia wanted to gain Walachia and Moldavia from the Ottoman Empire because those territories were by the Black Sea.

*economic?*

• **Evidence:** When eastern Europe decided to industrialize, the effort was called "westernizing".

• **Analysis:** An example of this is Peter the Great who tried to westernize Russia. He determined that the best way to catch up with the great powers of western Europe was to become like them.

*1600s though ok.*

**Conclusion:** Many factors affected the Industrial Revolution in both western and eastern Europe. Western Europe was far ahead of eastern Europe due to geographical advantages and economic betterment.

**Synthesis:** Socially, long-standing grievances amongst peasants and laborers erupted in conflict over merchant control of prices and landlords' exorbitant rents. The dislocation and change of a modernizing, urbanizing, and industrializing society called into question many traditional aspects of society and politics. Increasingly wealthy commoners, the emerging middle class, sought a greater say in politics and commercial policy.

*X*

*this is part of question (not broadening question)*



Bernett Wang  
Mrs. Connor  
AP Euro P.2  
16 February 2017



Essay #5: Analyze how warfare affected the political map of Europe and in shifting the global balance of power in the 19th century. (CCOT and Causation)

I. Intro

A. The 19th century in Europe was a time of great change with the end of the Congress of Vienna due to conflicts with the states that were a part of it. After it's end, the rising nationalism led to the unification of many countries such as Italy and Germany. These changes within Europe were a step closer to modern Europe formulating and changing it much of what it is today (**Contextualization**). Warfare affected the political map of Europe and the shifting global balance of power in multiple ways with some things changing, and remaining the same (**Restatement**). During the 19th century in Europe, things that changed were with the map of Italy's territory, and the weakening of Austrian power (**X**). Continuities were with the political map of the Ottoman Empire and their power (**Y**).



II. Body 1

A. During the 19th century, the map of Italy was greatly changed, and Austrian power was weakened.

1. Evidence

a) Through multiple wars and alliances, Italy was able to unify and this changed its political map completely.

(1) **Analysis:** In Early 1859, through an alliance with France, Piedmont provoked a war with Austria ending with Austrian defeat. They were able to gain Lombardy from this along with Parma, Modena, Tuscany, and Romagna uniting with them. They then gained Venetia from helping Prussia in the Austro-Prussian war, and Rome from the Franco-Prussian war. Italy was now a united state controlling all of the area.

b) Because of the many conflicts against Austria, their power was weakened greatly.

(1) **Analysis:** After Austria's defeat against Piedmont, they lost Lombardy, and then soon after they lost Venetia in the Austro-Prussian along with being permanently excluded from German affairs. Because of Austria's defeat in the Austro-Prussian war, they now also needed to cooperate with the Magyars, and became a dual monarchy now called Austria-Hungary.

Good  
works

III. Body 2

A. There were also many continuities with the map of the Ottoman Empire and static power

1. Evidence

a) With all the changes occurring in Europe, the Ottoman empire's territory remained the same





(1) **Analysis:** The Crimean war had started partly because of Russian occupation of Moldavia and Walachia. After the defeat of Russia, the Treaty of Paris made Russia have to leave those two provinces, and the Ottoman Empire was now back to the way it was. They did not gain or lose any significant territory from this war.

b) Ottoman power had also remained the same with not much change at all

(1) **Analysis:** Even though the Ottomans were victorious in the Crimean war, they did not gain any power, but instead it helped them to stay in the position that they were already in. Although, they did make many reforms to strengthen themselves internally, it was still not much of a gain in power.

#### IV. Conclusion

A. Due to warfare in Europe during the 19th Century, there were many changes and continuities to Europe's political map, and global balance of power (**Restatement**). Comparable to what warfare did in 19th century Europe, the rise of Napoleon Bonaparte had also greatly changed Europe's political map and balance of power. After Napoleon took power in France, he went on to conquer many territories through warfare such as when he became king of Italy from the battle of Austerlitz. By late 1812, Napoleon had controlled nearly all of Europe changing Europe's balance of power completely (**Synthesis**).

yes.



Jordan Chen

Mrs. Connor

AP Euro/Period 0

15 February 2017

Well done w/ tough question but ?  
must discuss before + after

### Unit VII Essay Outline #6

**6. Analyze how new political and economic theories from the 17<sup>th</sup> century and the Enlightenment challenged and affected absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights (CAUSATION)**

#### I. Introduction

As the Old Regime started to come to an end in the early 18th century, an intellectual movement known as the Enlightenment began to rise all across Europe. Drawn from the ideas of 17th century philosophes such as John Locke, Rousseau, Voltaire, and Adam Smith, the Enlightenment emphasized reason and observation over the traditional thoughts established during the Old Regime (Contextualization). These 17th century and Enlightenment thinkers challenged and affected absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights through their political and economic ideas (Restatement). Intellectually, social and economic ideas from notable philosophes criticized absolutism in its functions and structure (X). Not to mention, these philosophes also were influential in the development of constitutional states, parliamentary governments, and the concept of individual rights through their thoughts on governmental control over society (Y).

} good

} ok good

#### II. First Body Paragraph

##### A. Challenges to Absolutism

1. Example: John Locke's *An Essay Concerning Human Understanding*

good from 17th c.

Analysis:

- Tabula Rasa: People being seen as rational people when being first born and it is the environment around the person that shapes their place and ideals in life
- How it challenged absolutism: States in a sense that when a person is born they are able to receive the same opportunities as others (regardless by class) through the society and therefore



should be entitled to have civic equality; many radicals started to push for reform to have a more fair governmental system like a republic or at least a constitutional monarchy that would install this

## 2. Example: Rousseau's Social Contract

Analysis:

- Argued that government was a social contract (state concerns over individuals) and that authority came from this agreement rather than being given through merit or handed down from God
- Enticed the idea that absolutism was benefiting only the kings and nobility, and not the general good of society

## 3. Example: Adam Smith's Wealth of Nations

Analysis:

- Challenged the economic department of absolutism
- Compelled a case that capitalism is better than mercantilism due to...
  1. More competition amongst people (will bring more flow of money to just more than the higher classes and king)
  2. Won't be any governmental intervention so people were able to trade freely without worrying about internal barriers

### III. Second Body Paragraph

#### A. Influences to the development of constitutional states, parliamentary governments, and the concept of individual rights

##### 1. Example: Concept of Individual Rights/Constitutionalism: John Locke's *The Second Treatise of Civil Government*

Analysis:

- Everyone is endowed with unalienable, "god-given" rights that one is born with; referred to as natural rights, these are the right to life, liberty, and property described in Locke's work
- It is up for the government to protect these rights no matter what
- \*Influenced states to have a constitutional monarchy in order for this to happen
- Ex: France during the French Revolution: Compelled the National assembly to change government into constitutional monarchy and as well as pass the Declaration of the Rights of Man and Citizen to establish this

##### 2. Example: Parliamentary Government: Montesquieu's *Spirit of the Laws*

Analysis:

- Based on his love for the British governmental system



- Wrote that laws can be comprehended through reason, and that people are governed by these laws
- Stated that in order to prevent despotism from happening in a state, there should be separation of state powers with political power divided and shared by a group of classes and branches holding unequal rights and privilege
- Legislative power: Parliament      Executive: King/Queen      Judicial: State/Local Courts
- Each branch is able to check one another in actions, but most power was held in parliament (except in times of war, then Executive)

## V. Conclusion

All in all, changes towards absolutism and the development of constitutional states, parliamentary governments, and the concept of individual rights in states can all be attributed towards the new political and economic interest of the 17th century and Enlightenment thinkers (Restatement). Similarly, Enlightenment philosophers are alike towards Socialists in their criticisms of absolutism. Although Socialism is known to have started countless dictatorships across the world throughout history by influencing Communitistic doctrine, its main idea is to essentially equal the playing field for all classes like how John Locke and Rousseau wanted it. Socialism enticed the working class to push for reform for civic equality and more rights benefitting the general good, criticizing absolute monarchies of not letting society do so, which was exactly what most Enlightenment thinkers criticized absolutists as well (Synthesis).

better if you just broaden  
question

\* Social theories also  
Challenged.

