

AP EUR/UCONN ECE 1400= EURO
SUMMER READING 2014

This year's summer reading consists of two components. Please read the information below very carefully and carry out the specific tasks involved.

Part One:

- Obtain the textbook for the class: *The Western Heritage Since 1300, AP EDITION*. You must obtain the 11th edition of this text. This year's (2013-14) class used this text.
- Read in the textbook for comprehension and understanding:
 - Pages lxiii-lxvi; Pages 1-34;
 - Chapter One, pages 35-58; and
 - Chapter Two pages 59-95
- We will discuss this material at the beginning of the year. For each of these chapters you should complete the "What you need to know" questions and identifications which are attached.

Part Two:

The above assignments are what will be done, for the most part, for each chapter of the text. Hopefully, however, broader issues will be discussed in class. The first broad issue that we will deal with is this question:

What is Europe?

Please note that the answers to this question are many. Change the verb tense and you can get a different answer. I would like you to attempt this question from multiple points of view:

What is Europe today?

What was Europe in 1450?

What is Europe geographically?

What is Europe politically?

What is Europe genetically?

What is Europe culturally?

What is Europe linguistically?

What is Europe mythologically?

*What is Europe in the context of
Archaeology and Palentology?*

Chapter 1 (pp 35-58): What you need to know:

The Big Issues:

- What were the causes and consequences of the “Black Death?” *Please note at this time that this course deals in broad themes. While you are expected to master knowledge of specific dates, (e.g. the death of Petrarch or the Battle of Agincourt) it is more important to be able to understand and describe the political/economic/social/intellectual and cultural factors that are involved in all such actions of men/women. Thus, in answering the above question, are you going to take into consideration such things as, the decline in the labor pool?; the expanding role of women? or, the price fluctuations of finished goods versus raw materials?*
- What does the Hundred Years’ War (note it was actually the 116 Year War) have to do with the formation of “national identity” in what we call France and England?
- What is the political/economic relationship of the Papacy to the Christians of Europe? How did that relationship affect its religious relationships to that same group?
- The two Johns, Wycliffe and Hus will play important roles after their deaths. Can you anticipate what those roles are? If so describe.
- How did conciliar both resolve Papal problems and create Papal problems?
- What role did Medieval Russia play in Europe during this period?

The important events, actors, ideas and developments of the chapter:

Please note that your answers to the above questions should contain all of the particulars of facts that collectively give the flesh to your answers. At this time see if you can make such a list of these identifications that you have included in your answers. In future WYNTK’s you will usually be given the listing.

European History – Chapter 2 “What you need to know!”

The BIG issues:

1. ***The Renaissance in Italy:*** What characteristics of Northern Italy led it to be receptive to “Classical Knowledge?” Who were the precursors in painting, poetry and use of the vernacular? Of the multiple explanations of what Humanism is, which do you accept and why? What is the essence of “civic” humanism? What type of art was being created, under whose sponsorship and for what purpose? Explain slavery in the Renaissance, but why is this history book dealing with this subject at this time?

2. ***The Politics of Northern Italy:*** Which city states were important? What was the role of the Pope in relationship to the leaders of the other city-states? What was his relationship to the Papal States? Why are the French so interested in Italy? Who are their competitors there besides the natives? What is Holy about the Holy Leagues? Is Machiavelli a man with no morals, or is he a practical political scientist? Explain.

3. ***The Northern Monarchical States:*** Why and how were specific areas coming under the control of a centralized state led by a King? Describe each one in terms of the consolidation of power in the King; France, Spain, England and the HRE.

4. ***The Renaissance in the North:*** What areas led in a rise of humanism and new learning in the North. How did Humanism differ in the North? Why is Erasmus so important? What role did the printing press play?

5. ***The New Worlds:*** There should be no great mystery here: describe the role of Portugal. Columbus’ voyages brought what consequences? What happened to the natives of the new world? What role did The Church Play? Describe the economy of extraction and exploitation. What was the impact on Europe of these voyages?

Terms/events/people/ideas:

-Map page 61	-Charles VIII	-Golden Bull
-social classes in urban areas	-Savonarolo	-Reichstag
-Cosimo de’ Medici	-Alexander VI	-Brothers of the Common life
-studia humanitas	-Pope Julius II	-Johann Gutenberg
-Petrarch (his works)	-Concordat of Bologna	-works of Erasmus
-Dante (“ “)	- <i>Il Principe</i>	-Reuchlin Affair
-Boccaccio (“ “)	- <i>Cortés</i>	-Sir Thomas More
-Quintilian (“ “)	-royal agents	-Jacques Lefèvre
-Florentine Academy	- <i>gabelle</i>	-Francisco Jiménez
-Platonism	-Charles the Bold	de Cisneros
-Civic Humanism	-marriages of Castile & Aragon – Black Legend	
-All the artists & their works	-children of “ “	-peninsulares
	-Red and White Roses	-encomienda
-Treaty of Lodi	-Bosworth Field 1485	

Geography: If a place is mentioned, you must know where it is!