

THE WEST IN THE WORLD, AP EDITION

The standards for the AP European history course align so well with our college text, *The West in the World*, that we decided to offer this AP edition. Our goal throughout the text is to intertwine the major themes of history into a narrative that traces the history of Europe, including its major interactions with the rest of the world, in an engaging way.

Our coverage of intellectual and cultural history is extensive, making sure that all explanations of even complex movements—from socialism to Romanticism to Bauhaus architecture—are clearly explained. The book shows how intellectual developments are linked to changes in social values, for example, how the Reformation influenced education and marriage patterns, or how economic depression affected the rise of authoritarian regimes. Our extensive use of art is unusual in a European history textbook, stressing how artworks provide windows into societies. Inventions and scientific developments are incorporated into the narrative and emphasized with many important “Thinking about Science and Technology” features.

Political and diplomatic history is not presented as a series of seemingly endless facts, but rather as part of a clear, seamless narrative. Students will follow the tension between political elites and the masses from the French Revolution, through the industrial revolution, and into modern power politics. Relations between the West and the rest of the world are continued in the developments of colonialism, imperialism, world wars, globalism, and efforts to bring peace.

The West in the World recognizes that people are at the heart of the political and intellectual movements of the past. A strong thread of social and economic history weaves through the narrative. For example, the coverage of the “Home Front” during World War I brings to life the impact of the war on families and work. Coverage of social life and gender roles is stressed and enhanced by the inclusion of a biography in most chapters.

Our book goes beyond the content by providing tools to engage students in historical thinking, analysis of evidence and key concepts, and understanding of historical interpretations. The “Thinking about” exercises in each chapter provide critical analysis exercises on numerous primary sources—both documentary and visual. A wide variety of maps and map exercises stress the impact of geography on the historical narrative. These tools encourage students to engage in the historical material in an active way. Finally, the Connect[®] History digital learning that

accompanies the text offers additional ways to help students succeed.

In sum, the engaging narrative carefully covers all the topics essential to the AP curriculum in European history. This AP edition of *The West in the World* allows students to engage with European history at a college level and develop the background and skills they need to succeed.

The AP edition of *The West in the World* includes the exciting addition of LearnSmart, McGraw-Hill’s online adaptive learning system. LearnSmart is the only adaptive learning program proven to improve performance. LearnSmart does this by effectively assessing a student’s knowledge of basic course content and helping them master it. By considering various factors, including a student’s confidence level and their responses to questions, LearnSmart identifies what an individual student knows and doesn’t know. It continuously adapts as the student answers questions, so they spend less time on concepts they already know and more time on those they don’t. LearnSmart also predicts what content a student is most likely to forget and periodically brings back those concepts to ensure that knowledge is retained. The result is that LearnSmart helps students study more efficiently and retain more knowledge, allowing instructors to focus valuable class time on higher-level concepts.

A NOTE ABOUT THE DATING SYSTEM

Beginning in about the seventh century, many people in the West began to use a dating system that counts backward and forward from the birth of Christ. Events that took place “Before Christ,” designated as B.C., were counted backward from year 1. Thus, something that happened 300 years before Christ’s birth was dated 300 B.C. Events that took place after the birth of Christ were also dated from the hypothetical year 1 and were labeled A.D., which stands for the Latin *anno Domini*, meaning “in the year of our Lord.”

In the twentieth century, many historians, scholars, and others who recognized that the West was not solely Christian wanted a dating designation that would apply more easily to non-Christians and that could be used more universally in a global context. They kept the same numerical system—counting backward and forward using the hypothetical date of Jesus’ birth—but changed the designations. Now the common usage is “B.C.E.,” which means “Before the Common Era,” and “C.E.,” meaning the “Common Era.” We first adopted this system in the third edition of *The West in the World*, and we continue this practice in the fifth edition.

TEACHING THE ART AND SCIENCE OF THINKING LIKE A HISTORIAN

The powerful pedagogy of *The West in the World* features easy-to-use historical and critical thinking tools that involve students in the quest for understanding the European past and forge vital connections to the present and future.

The **Thinking About** series of boxes focuses on three key areas: visual and written primary sources, geography, and science and technology. All include critical thinking questions to help students connect with, understand, and apply the material. This series allows AP students to connect to both broad themes and the everyday lives of Europe, by highlighting new ideas, shifting boundaries, and advances in science and technology.

thinking about sources
VISUALS

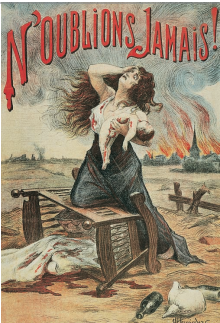


FIGURE 22.7
Let Us Never Forget

Numerous propaganda posters were produced on all sides of the war. This French poster depicts the fate of the Belgians when the Germans conquered the nation on the way to their main western adversary, France.

Analyze the Source

1. What kind of response do you think this scene was intended to stir in the viewer?
2. In what ways has the artist used visual clues to prompt the viewer to read this picture as a dramatic series of events that have just occurred?
3. Why might propaganda posters such as this example be effective in influencing public sentiment?

thinking about sources
DOCUMENTS

DOCUMENT 14.1
Kepler and Galileo Exchange Letters About Science

Many leading European scholars of the Scientific Revolution feared publishing their views, which were often unpopular with religious authorities. Such scholars sometimes turned to each other for support, as the following late-sixteenth-century letters between Kepler and Galileo suggest. Here the two men discuss their beliefs in Copernican theory.

Galileo to Kepler: "Like you, I accepted the Copernican position several years ago. I have written up many reasons on the subject, but have not dared until now to bring them into the open. I would dare publish my thoughts if there were many like you; but, since there are not, I shall forbear."

Kepler's Reply: "I could only have wished that you, who have so profound an insight, would choose another way. You advise us to retreat before the general ignorance and not to expose ourselves to the violent attacks of the mob of scholars. But after a tremendous task has been begun in our time, first by Copernicus and then by many very learned mathematicians, and when the assertion that the Earth moves can no longer be considered something new, would it not be much better to pull the wagon to its goal by our joint efforts, now that we have got it under way, and gradually, with powerful voices, to shout down the common herd? Be of good cheer, Galileo, and come out publicly! If I judge correctly, there are only a few of the distinguished mathematicians of Europe who would part company with us, so great is the power of truth. If Italy seems a less favorable place for your publication, perhaps Germany will allow us this freedom."

from Giorgio de Santillana, *The Crime of Galileo* (Chicago: University of Chicago Press, 1955), pp. 11, 14–15.

Analyze the Source

1. Why is Galileo reluctant to publish his views on the Copernican position?
2. In what ways does Kepler's reply suggest that the Scientific Revolution was already a growing movement by the end of the sixteenth century?

Thinking About Primary Sources

Critical thinking questions with each feature allow students to analyze point of view, historical causation, and change over time.

Thinking About Geography

thinking about
GEOGRAPHY



MAP 16.4
Europe, 1810

This map shows Europe at the height of Napoleon's empire.

Explore the Map

1. Where would you expect Napoleon's rule to have exerted the greatest impact?
2. What geographic problems did Napoleon face in trying to control his empire?

thinking about
SCIENCE & TECHNOLOGY



FIGURE 22.4 British Mark 1 Tank, 1916

The Invention of the Tank

Efforts to build movable protective devices for use as offensive weapons in warfare go back thousands of years. A modern form of these devices is the tank, a vehicle first developed during World War I. Trench warfare created a demand for an armored, self-propelled weapon that could bridge trenches, maneuver

across the cratered battlefields of the western front, and enable the infantry to break through enemy lines to victory. The British and French led efforts to develop this weapon. Manufacturers' early models were unreliable, and the tank's use on the battlefield was questionable—and sometimes led to outright failure.

Too easily, the vehicles became mired and exposed in difficult terrain. Moreover, the heat and fumes that built up inside often made crews sick—and even lose consciousness. But the British and French inventors persisted, modifying the vehicle's design and tactical features. They eventually came up with a practical tank that used iron armor for defense, an internal combustion engine for power, caterpillar tracks for mobility, and cannons and machine guns for weapons.

The British first employed these practical tanks at the Battle of the Somme in 1916 but with only limited success. The photo in Figure 22.4 shows the British Mark 1 tank spanning a trench at that battle. The tanks proved to be of greater effect during the last year of the war. However, because the slow-moving vehicles were vulnerable to artillery and antitank weapons, they required support from accompanying infantry and ground-attack aircraft.

As we will see in Chapter 24, the tank would become a much more potent and decisive weapon in World War II.

Connecting Science & Society

1. In what ways is the invention of a practical tank an example of the industrialization of warfare?
2. What role did inventors, producers, and the government, working together, play in the development of the tank?

Thinking About Science & Technology

The **Biography** feature spotlights the lives of men and women who embody major themes. Accompanying *Connecting People & Society* questions draw students into each individual's life and help them to link this personal experience to larger developments.

BIOGRAPHY

Isabella d'Este

(1474–1539)

Isabella d'Este was born the daughter of a duke in 1474 in the small Duchy of Ferrara, just south of Venice. She grew up in a court that appreciated Renaissance education and art.

The young girl was educated in the best humanist tradition. Her tutors taught her to read the great classics of the Roman world in the original Latin. She spoke Latin fluently at an early age.

She also was an accomplished musician and excelled at singing and playing the lute.

Duchess of

Mantua,

Diplomat,

and Patron

of the Arts

When she was 6 years old, Isabella's parents began searching for a suitable future husband for her. They approached the family of the nearby Duke of Mantua to discuss a betrothal between Isabella and their eldest son, Francesco. They sent Francesco's parents a portrait of the lovely black-eyed, blond child but assured them that "her marvelous knowledge and intelligence are far more worthy of admiration [than her beauty]." A betrothal was arranged that would unite the two houses trying to maintain independence from their powerful neighbors, Milan and Venice.

Isabella and Francesco were married in 1490, when she was 15. An elaborate ceremony joined the two families, and in her old age, Isabella proudly wrote of her

memories of the gifts, decorations, and lavish banquet that marked this turning point of her life.

Under the skillful rule of Francesco and Isabella, Mantua rose to the foremost rank of the smaller Italian city-states. Isabella involved herself in the art of diplomacy throughout the couple's reign. She wrote more than two thousand letters—many of them to popes, kings, and other Italian rulers. In one letter to her husband, Isabella assured him that he could concentrate completely on military matters, for "I intend to govern the State . . . in such a manner that you will suffer no wrong, and all that is possible will be done for the good of your subjects."

Like other Italians influenced by Renaissance pseudoscience, Isabella avidly believed in astrology. She embarked on no important venture without consulting her astrologers. But she also took an interest in the real-world findings of the time. She received correspondence about Columbus's discovery of America and the "intelligent and gentle" natives he found there.

Yet the educated duchess is most remembered as a patron of the arts. Recognizing excellence, she wanted to commission a work from Leonardo da Vinci, but the artist never found the time to oblige her. (See Document 10.1.)



FIGURE 10.2 Isabella d'Este

With a love of literature nurtured since her youth, Isabella accumulated a library that became one of the best in Italy. She took advantage of the new printing industry to acquire the first editions of the great classics as well as the contemporary works of Petrarch and Dante.

Isabella died in 1539, a year after losing her husband. In the last months of her life, a great scholar of the age called her "the wisest and most fortunate of women"—an apt epitaph for someone who so personified the Renaissance spirit.

Connecting People & Society

1. What opportunities did a wealthy woman have to participate in the intellectual life of the Renaissance?

Biography

The West in the World demonstrates the complex relationship between Western and world history through **The World & the West** and **Global Connections** essays.

THE WORLD & THE WEST

Moving into the Modern World

The world had changed dramatically since Europe began its "expansion" in the fifteenth century. By the mid-eighteenth century, the West had been sending out explorers, making new commercial contacts, establishing links, and racking up conquests in the non-Western world for almost three centuries. Had Europe's expansion changed the meaning of the West?

During the eighteenth century, the actual "boundaries" of the West did begin to shift. Russia brought under its direct control lands to the east in Siberia. By the second half of the century, Russians easily outnumbered those regions' indigenous inhabitants. It also pushed its borders south, particularly in the Caspian Sea region. Russia's growing empire blurred any line between the West and the non-Western world on the Eurasian landmass. Across the Atlantic, Europeans had colonized parts of the Americas as thoroughly that large sections of the Western Hemisphere were much more than mere outposts. Though thousands of miles away from Europe, they were becoming part of the West itself.

If not in control of other major regions of the world, people from the West were certainly in increasing contact with other cultures and civilizations across the globe. From the broadest perspective, Westerners shared important similarities with several of these civilizations. For example, all had economies based on agriculture and handicrafts; the factories, railroads, and steamships that would mark the industrial era in the West were yet to come. Moreover, several Asian civilizations had enough wealth and military might to put them in the same league as the European nations.

China, for instance, remained the dominant power in east Asia. By 1750, Qing emperors (1644–1911) had extended their control far into central Asia and the south. In those regions, they made Vietnam, Burma, and Nepal their vassal states. The long rule of the talented emperor Qianlong (Ch'ien Lung) (1736–1795) marked the height of the Qing (Ch'ing) dynasty. Wealthy, sophisticated, well-organized, and powerful, Qing China controlled the degree of contact it had with the West and supported its own trading networks throughout east and southeast Asian lands. China and other east Asian societies benefited from the West's growing thirst for their unique products as well as from crops that originated in the Americas. Farther east, Tokugawa shoguns had unified the Japanese islands and secured their rule. Like the Chinese, they managed to keep Western people at arm's length while promoting their own conservative values, such as adherence to a carefully ranked society and Confucian principles.

By the dawn of the eighteenth century, three powerful Islamic empires had come to dominate southern and southwestern Asia. The Mughals ruled most of the Indian subcontinent and commanded a formidable, cosmopolitan society. The Safavid dynasty reigned in Persia, prospering as a trade link between the East and West. The powerful Ottomans had expanded from their base in Anatolia into eastern Europe, southwestern Asia, and north Africa. As recently as 1683, they had mustered enough force to lay siege to Vienna, the capital of the Habsburgs' Austrian Empire. But the days of all three Islamic empires were slowly numbered. By 1750, the Safavid Empire had disappeared entirely, much of Mughal India was disintegrating and falling under British rule, and the Ottomans were losing control over various provinces.

Meanwhile, in the Western Hemisphere, the Spanish and Portuguese ruled most of Latin America. A varied mix of European, African, and Amerindian peoples populated those lands. In the Caribbean,

The World, ca. 1700

China
Japan
Mughal Empire
Safavid Empire

West's Colonial Holdings in the Americas
Ottoman Empire
Russian Empire

Western administrators governed societies populated predominantly by African slaves. Farther north, firmly established British and French colonies were spreading west as the expense of indigenous peoples. The twin disasters of disease and violence had already reduced these natives to a fraction of their numbers from 250 years earlier.

In Africa, states and societies based on kinship groups continued to develop as they had for centuries. Societies in west Africa and on the east African coast maintained long-established trade with Muslims from the north and east. By the eighteenth century, Islam had spread through these African societies. But the growing slave trade to the west generated wealth in Atlantic port cities and power in west Africa's coastal kingdoms, while creating great turmoil and human loss throughout much of sub-Saharan Africa.

Most of Oceania remained scarcely touched by the West during this time. Only toward the end of the eighteenth century did Europeans begin settling in Australia and initiating substantial contact with that land's Aboriginal peoples. During that same period, a number of Western explorers, merchants, missionaries, and settlers arrived on islands throughout the Pacific.

In the mid-eighteenth century, Europeans first carried goods and people overseas in astounding numbers and with great regularity. Some sailed to Western ports; others, to land beyond European control. Demand in the West for goods such as sugar, tea, coffee, and fabric, along with demand in China for silver, fueled this long-distance commerce. As the same time, a burgeoning hunger for slaves had forced millions of enslaved Africans across the Atlantic into the Americas.

In any event, Western sailors were shipping away at holdups of captives, economically and politically, nevertheless managed to retain control over most of their lands. And in Africa, much of the continent remained too difficult for the West to penetrate.

Western explorers still sailed and marched off in search of new opportunities. However, they were limited to the most remote regions—Oceania, the frozen stretches of the far north and south, jungle-choked lands in South America and sub-Saharan Africa. In many ways, the mid-eighteenth-century world was growing more tightly interconnected. At the same time, that world was becoming a stage for widespread competition and conflict between states and civilizations.

Thinking Globally

1. In what ways had the meaning of the West changed by the eighteenth century?
2. How did the civilizations of the West compare to civilizations in the wider world?
3. What geographic considerations might have helped to account for the West's lack of control over various areas of the globe outside the Atlantic world?

Essays titled **The World & the West** investigate what historians have considered the “West” and how the West related to the wider world in various periods. Featuring an accompanying map, each essay ends with *Thinking Globally* questions.

Global Connections essays reinforce the key idea that Europe has always developed within a world context. Analytical *Making Connections* questions ask students to see the links between the events in Europe and those in the wider world.

Western Africa, Brazil, and the Atlantic Slave Trade

Drawn by commercial opportunities, European vessels flocked to the west coast of Africa during the seventeenth and eighteenth centuries. The new trade, especially the lucrative and rapidly expanding commerce in slaves, turned west Africans' attention toward the Atlantic Ocean as well. European textiles, metal goods, and firearms poured into west Africa off the European ships. From Brazil and other lands in the Americas came new crops, such as manioc and maize, to supplement the yams, millet, and bananas that served as staples for sub-Saharan Africans. Prosperous port cities emerged, and west African states such as Dahomey and Asante gained power.

Other African societies weakened, and once-powerful kingdoms fell in the turmoil and wars provoked by slaving. In 1730, an officer of the Dutch West India Company involved in the slave trade concluded, “The great quantity of guns and powder which the Europeans have from time to time brought to west Africa have caused ‘terrible wars among the kings, princes . . . of those lands, who made their prisoners of war slaves.’” Moreover, the profits from slaving made many Africans “forget all labor.” Consequently, there was now “very little trade among the coast Negroes except in slaves.” Other methods of obtaining slaves only worsened the turmoil and

others were converted upon arrival in Brazil. “The system of baptizing the newly imported negroes,” he reported, rendered the slaves “more tractable.” Over time, these slaves learned to speak Portuguese, while “their own dialects are allowed to lie dormant until they are, by many of them, quite forgotten.” Many slaves died from diseases such as yellow fever or from brutal working conditions and poor nutrition. However, Koster claimed that slaves adapted to “the habits of their masters.” At the same time, their masters “imbibed some of the customs of their slaves; and thus the superior and his dependent are brought nearer to each other.”

The trans-Atlantic slaving connection between west Africa and Brazil continued into the nineteenth century. In 1888, Brazil—by then an independent nation—became the last state in the Americas to abolish slavery.

Making Connections

1. What were the consequences of the slave trade for the societies of western Africa and Brazil?
2. How did Brazilian masters deal with their slaves?

The West in the World ensures student success through **preview** and **review** features and an exciting digital program, **Connect History**.

A New Spirit in the West

10

The Renaissance, ca. 1300–1640

“This age is dominated by great men [who] labored much to aggrandize themselves and to acquire glory. And yet, would it not have been better if they had undertaken fewer enterprises and been more afraid of offending God and of persecuting their subjects and neighbors?” With these words, a contemporary biographer of Louis the Spider, king of France during the Renaissance, pinpointed both the strengths and weaknesses of this new age. Talented individuals accomplished much, yet often to the neglect of those in their care.

This rise of new talent first became evident in Italy during the disastrous fourteenth century, when some individuals responded to the troubled times with a clear-eyed realism that let them see opportunity amid the chaos. The transforming ideas of the era have been dubbed the Renaissance (meaning “rebirth”), and they promised a return to the spirit of ancient Greece and Rome that might restore the glory of the Roman Empire.

Political turbulence in the Italian city-states led visionary rulers to govern in new ways, developing innovative military strategies and novel diplomacy. This individual achievement in politics generated similar accomplishments in literature, architecture, and the visual arts as rulers became patrons supporting artists who mirrored their values. Just as these patrons stimulated artistic expression, intellectuals created a cultural movement that emphasized the study of Greek and Roman classics and praised realism and individual accomplishments. Perhaps the true greatness of the Renaissance lay in the application of these abstract ideas to real life. The innovative ideas that emerged in Italy subsequently spread throughout Europe as the ravages of the fourteenth century broke down old medieval structures and institutions.

Although these new ideas brought wealth and power to some, everyone did not benefit equally. Indeed, public policies in these centuries often worsened the lot of the poor and the powerless. Nevertheless, the Renaissance was an exciting, vibrant time that ushered Europe from the medieval world toward modern life.



- Each chapter begins with a high-interest **vignette** that forecasts the major themes and sets the historical stage. A **Timeline** covers the period as a whole and tracks the sequence of the events.

PREVIEW

A NEW SPIRIT EMERGES: INDIVIDUALISM, REALISM, AND ACTIVISM
Examine the characteristics of the Renaissance and humanism.

THE POLITICS OF INDIVIDUAL EFFORT
Trace the political fortunes of the Italian city-states.

INDIVIDUALISM AS SELF-INTEREST: LIFE DURING THE RENAISSANCE
Learn about families, slaves, economics, and intolerance.

AN AGE OF TALENT AND BEAUTY: RENAISSANCE CULTURE AND SCIENCE
Survey the arts of the Renaissance.

RENAISSANCE OF THE “NEW MONARCHIES” OF THE NORTH:
1453–1640
Explore the history and accomplishments of France and England.

- The chapter **Preview** highlights the main topic headings and states the learning focus for each major section.

REVIEW, ANALYZE, & CONNECT TO TODAY

REVIEW THE PREVIOUS CHAPTER

Chapter 9—“The West Struggles and Eastern Empires Flourish”—told of the disasters of the fourteenth century that contributed to the breakdown of medieval structures. It also told of the rise of empires in the East that would soon cast a long shadow on politics in the West.

- Review the political order of northern Europe in the Middle Ages and contrast it with the political life of fourteenth-century Italy. How did the turbulent politics of Italy contribute to the growth of Renaissance thought?
- Contrast medieval art, architecture, and literature with that of the Renaissance artists and humanists.

ANALYZE THIS CHAPTER

Chapter 10—“A New Spirit in the West”—considers the characteristics we have come to associate with the term **Renaissance**. It looks at the politics and social life of the Italian city-states that fostered these ideas and the magnificent accomplishments in the arts and science that accompanied them. It also follows the fortunes of the “new monarchies” of the north as Renaissance ideas spread.

- Review the characteristics of the Renaissance and consider what contributed to the development.
- One theme this chapter traces is the relationship between ideas—like individualism and realism—and actual events and accomplishments. Analyze some aspects of life and accomplishments of Renaissance Italy in light of these values, and consider how they were related.
- How did Renaissance ideas spread northward, and how were they transformed in France and England?

CONNECT TO TODAY

Think about these key values of the Renaissance: individualism over community, realism over faith, and activism over passive obedience.

- In what ways do contemporary U.S. society and culture also exhibit these values? In what ways are they expressed in public policy today?
- Does the Western tradition of taking these values for granted prevent positive interactions with societies that do not share these values? Explain.
- What examples can you cite from the world today wherein societies have censored religious criticism or suppressed individual liberties to strengthen the community? What do you think of such measures?

- Review, Analyze, & Connect to Today** questions at the end of each chapter ask students first to review the preceding chapters and to place the present chapter’s history in the context of what has come before; second, to analyze developments in the current chapter; and third, to connect the ideas and developments discussed in the chapter at hand to present-day issues.

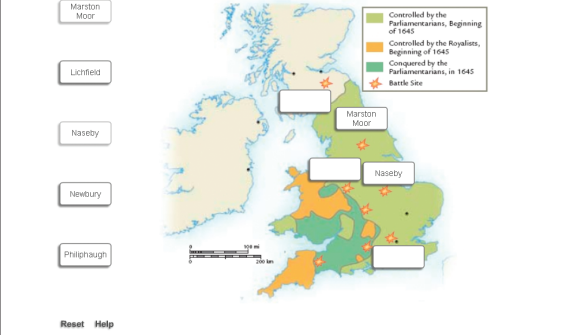
- Connect History** provides students with a fully integrated e-book with highlighting and note-taking features, plus interactive quizzes and activities that make learning and studying engaging and efficient.

CH-13 LO-08 Analyze the English Civil War, the Commonwealth, and the restoration

Question #4 (of 6)

4. **value: 10 points**

Drag and drop the location names to the appropriate places on the map.



Legend:

- Controlled by the Parliamentarians, Beginning of 1642
- Controlled by the Royalists, Beginning of 1642
- Conquered by the Parliamentarians, in 1645
- Battle Site

Location names to drag: Marston Moor, Lichfield, Naseby, Newbury, Philippsburgh

Reset Help

Check My Work

WHAT'S NEW TO THE WEST IN THE WORLD, AP EDITION

We have revised the narrative and the features throughout this AP edition so as to keep it up-to-date and in pace with the latest scholarly work. We have also made revisions in response to adopters' and reviewers' comments. On a chapter-by-chapter basis, the significant changes include the following:

PROLOGUE

- A new Prologue chapter for the AP Edition that covers the West from its earliest beginnings to 1300.
- The Prologue introduces students to AP themes and several key concepts they'll explore more fully in the later chapters.
- The Prologue includes revised discussions, updated maps, and new art and visuals from this fifth edition.

CHAPTER 9

- Completely revised section on Peasant Revolts
- Expanded coverage of Jan Hus with new illustration
- Refined coverage of Joan of Arc
- Revised section on "Wars of the Roses"
- Increased coverage on Ottoman janissaries

CHAPTER 10

- New "Thinking about Science and Technology" feature, "The Printing Press"
- New section on Northern Renaissance painting with new illustration by Dürer
- New image of St. Peter's Basilica along with new discussion of its construction

CHAPTER 11

- Increased coverage of witchcraft persecutions
- Increased coverage of Protestant theology, especially regarding Scripture reading
- Revised account of Spanish Inquisition and Index of Prohibited Books

CHAPTER 12

- New coverage on the Chinese explorations of the fifteenth century

CHAPTER 13

- Extended coverage on the pressures facing Austria in the east and the west
- New material on the Ottomans, challenge in eastern Europe and the Mediterranean

CHAPTER 14

- New material on the nature and image of the Enlightenment

- New comparison of scholarship and technology between the East and the West

CHAPTER 15

- Expanded discussion of Enlightened Absolutism
- New "Thinking about Science and Technology" feature, "The Golden Age of Canals"

CHAPTER 17

- New "Thinking about Science and Technology" feature, "The Electric Motor"

CHAPTER 20

- Extended coverage of resistance to imperial rule in India

CHAPTER 21

- Extended coverage of the "second" industrial revolution in Western and non-Western worlds
- Expanded discussion of social classes and organizations dealing with urban poverty
- New material on the traditional and changing image of women

CHAPTER 22

- Expanded discussion of the spread of World War I across the globe
- New material on revolutionary propaganda during the Russian revolution

CHAPTER 23

- Major reorganization of the whole chapter stressing the close connections between the rise of authoritarianism, fascism in Italy, and Nazism in Germany
- New "Thinking about Science and Technology" feature, "Penicillin and Antibiotics"

CHAPTER 24

- New material on the spread of authoritarian and totalitarian governments before World War II
- Expanded discussion of Japan and the war in the Pacific

CHAPTER 26

- Recent political developments in Russia
- Updated material on the European Union and the stresses it has faced in recent years
- Updated material on the war in Afghanistan and terrorism
- New section on the causes, course, and potential consequences of the Arab Spring
- Expanded discussion of environmental challenges in recent years
- Updated material on the economic recession after 2008
- Extended coverage of particle physics at CERN

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- Module 2: Gathering and Organizing Information**
- Module 3: Analyzing Primary Sources**
- Module 4: Interpretive and Advanced Skills**
- Comprehensive Skills Assessment**

Ways to Improve Your AP* Course Outcomes



Connect® History is a highly interactive learning environment designed to help students connect to the resources they will need to achieve success. Map activities, primary source exercises, image analyses, key term quizzes, and review questions provide a wealth of assignments to ensure that students are comprehending the reading and will succeed in the course. AP students practice their historical thinking skills and check their comprehension of key concepts using the AP chapter banks in McGraw-Hill's EZ Test. The chapter banks include more than 375 multiple-choice questions to accompany the chapters in *The West in the World*.



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ONLINE LEARNING CENTER FOR *THE WEST IN THE WORLD, AP* EDITION*

Online Learning Center at www.mheonline.com/shermanAP5

The West in the World is supported by a set of integrated supplements for teachers and students studying European History, including an **Online Learning Center (OLC)**. The student side of the OLC contains a variety of study resources, including quizzes, links to useful web resources, and a glossary.

The password-protected teacher side of the OLC contains the AP* Teacher's Manual, as well the DBQs, Test Bank, the AP* Correlation Guide, and PowerPoint presentations. All maps and the vast majority of images from the print text are included.

- The **AP* Teacher's Manual** includes a chapter overview and suggested pacing, learning objectives, essential terms and people, essential questions, warm-up activities, historical questions and answers, suggested lecture topics and activities for the AP classroom, practice free-response questions, and additional online resources. This Teacher's Manual helps guide the AP teacher through the essentials that must be covered to help students succeed on the AP exam.
- A series of complete practice **Document-Based Questions** allow students to hone their skills on one of the most difficult areas of the exam. Focusing on a variety of events, ideologies, and time periods, the practice DBQs and their accompanying rubrics will help both students and teachers identify point of view in all of the documents, discover appropriate ways to group the documents, and craft a strong thesis statement that addresses the prompt. Written and reviewed by AP European History teachers, these practice DBQs are a vital part of any student's AP European History Exam prep.
- A **Computerized Test Bank**, McGraw-Hill's EZ Test, allows you to quickly create a customized test using the publisher's supplied test banks or your own questions.
- The **AP* Correlation Guide** correlates the pages of *The West in the World, AP Edition* to AP course themes.

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