
Errata sheet for

AP European History

This document lists corrections and/or refinements made to the AP European History Course and Exam Description since it was published in May of 2019.

Corrections as of September, 2019

The items listed below have been corrected in the online version of the CED. Teachers can print out the individual pages in order to update their printed CED binders.

In Topic 3.8 (p.89) the following content was unintentionally omitted from the Course and Exam Description:

- KC-2.2: The expansion of European commerce accelerated the growth of a worldwide economic network.
 - KC-2.2.I: Early modern Europe developed a market economy that provided the foundation for its global role.
 - KC-2.2.II: The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

In Topic 9.15 (p. 211) the following content was unintentionally omitted from the CED:

- KC-4.1.V: Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.

LEARNING OBJECTIVE

Unit 3: Learning Objective H

Compare the different forms of political power that developed in Europe from 1648 to 1815.

REVIEW: UNIT 3 KEY CONCEPTS

KC-2.1

Different models of political sovereignty affected the relationship among states and between states and individuals.

KC-2.1.I

In much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries.

KC-2.1.II

Challenges to absolutism resulted in alternative political systems.

KC-2.2

The expansion of European commerce accelerated the growth of a worldwide economic network.

KC-2.2.I

Early modern Europe developed a market economy that provided the foundation for its global role.

KC-2.2.II

The European-dominated worldwide economic network contributed to the agricultural, industrial, and consumer revolutions in Europe.

TOPIC 9.15

Continuity and Change in the 20th and 21st Centuries

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 9: Learning Objective P

Explain how the challenges of the 20th century influenced what it means to be European.

REVIEW: UNIT 9 KEY CONCEPTS

KC-4.1

Total war and political instability in the first half of the 20th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union.

KC-4.1.IV

As World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century.

KC-4.1.V

Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace.

KC-4.2

The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.

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SUGGESTED SKILL

 *Argumentation*

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.