

Syllabus Development Guide: AP[®] European History

The guide contains the following sections and information:

Curricular Requirements

The curricular requirements are the core elements of the course. Your syllabus must provide clear evidence that each requirement is fully addressed in your course.

Scoring Components

Some curricular requirements consist of complex, multipart statements. These particular requirements are broken down into their component parts and restated as “scoring components.” Reviewers will look for evidence that each scoring component is included in your course.

Evaluation Guideline(s)

These are the evaluation criteria that describe the level and type of evidence required to satisfy each scoring component.

Key Term(s)

These ensure that certain terms or expressions, within the curricular requirement or scoring component that may have multiple meanings, are clearly defined.

Samples of Evidence

For each scoring component, three separate samples of evidence are provided. These statements provide clear descriptions of what acceptable evidence should look like.



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Curricular Requirement 1

The course includes a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1a

The course includes a college-level European history textbook.

Evaluation Guideline(s)

The syllabus must cite the title, author, and publication date of a college-level European history textbook.

Key Term(s)

None at this time.

Samples of Evidence

1. The syllabus cites a textbook from the AP European History Example Textbook List.
2. The syllabus cites a textbook from the AP European History Example Textbook List. It is supplemented with additional college-level resources such as Dennis Sherman, *Western Civilization: Sources, Images, and Interpretations, Volume 2: Since 1660* (New York: McGraw Hill Education, 2011), which contains resources such as Samuel P. Huntington, “Terrorism and the Clash of Civilizations;” Niall Ferguson, “The Future after 9-11-01;” Mark Juergensmeyer, “Religious Terrorism;” Michael Ignatieff, “The War in Iraq;” “The Middle East and Iraq, 2003” (map); Elizabeth Kolbert, “Global Warming;” Rosemary Righter, “The Rise of China;” and Thomas L. Friedman, “Globalization.”
3. The syllabus cites the 9th edition of Jackson Spielvogel’s *Western Civilization* (New York: Wadsworth Publishing, 2015).

Curricular Requirement 1

The course includes a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1b

The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Evaluation Guideline(s)

The syllabus must cite specific examples of sources from each category: 1. Textual (documents), 2. Visual (images, artwork artifacts, films), 3. Maps, and 4. Quantitative (charts, tables, graphs).

Key Term(s)

Visual sources: could include artifacts, artwork, films, photographs, political cartoons, etc.

Textual sources: diaries, government reports, letters, newspapers, novels, etc.

Quantitative sources: charts, tables, or graphs made up of numerical or statistical data.

Samples of Evidence

1. The syllabus assignments regularly include analysis of specific written documents (e.g., Olympe de Gouges, “Declaration of Rights of Woman and the Female Citizen,” 1791); maps (e.g., map of Europe 1789-1815); quantitative evidence (e.g., tables illustrating the spread of railways in Europe); and images (e.g., Pablo Picasso, *Guernica*).
2. The course outline regularly assigns a wide variety of specific primary sources with titles and authors (e.g., Pico della Mirandola, *Oration on the Dignity of Man*, 1486); maps (e.g., map of Europe in 1713); images (e.g., World War I propaganda posters); and quantitative data (e.g., graph of grain production in nineteenth-century Europe).
3. The course includes regular use of an array of primary sources. For instance:



Samples of Evidence

Week 23: Interwar Years

(continued)

Textbook: Selections from Chapters 18, 19, and 20 (The Russian Revolution & the Emergence of the Soviet Union; Democracy, Anti-Imperialism, and the Economic Crisis after the 1st World War; Democracy & Dictatorship in the 1930s).

Main Activity: Socratic Seminar - Were Fascism and Communism inevitable forms of government following World War I? Sources drawn from the following: excerpts from Hitler, Churchill, Mussolini, Stalin, Franco, and Lenin. Students analyze political propaganda in terms of cartoons and posters, as well as maps and charts of Soviet agricultural production (1928-32) and industrial production (1927-39).



Curricular Requirement 1

The course includes a college-level European history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.

Scoring Component 1c

The course includes multiple secondary sources written by historians or scholars interpreting the past.

Evaluation Guideline(s)

The syllabus must include at least four secondary sources, one about each of the four historical periods.

The syllabus must cite the title and author of each source.

Key Term(s)

Secondary source: an analytical account of the past, written after the event, and used to provide insight into the past.

Scholar: an interpreter of the past who is not necessarily a historian (e.g., art historians, economists, political scientists, and sociologists).

Samples of Evidence

1. The syllabus assigns at least one book, excerpt, or article by various historians from each of the four historical periods. For example, John Oldland, “Wool and cloth production in late medieval and early Tudor England,” *The Economic History Review* 67, no. 1 (February 2014): 25–47; Nuala Zahedieh, “Colonies, copper, and the market for inventive activity in England and Wales, 1680–1730,” *The Economic History Review* 66, no. 3 (August 2013): 805–825; Ian Gazeley and Sara Horrell, “Nutrition in the English agricultural laborer's household over the course of the long nineteenth century,” *The Economic History Review* 66, no. 3 (August 2013): 757–784; and Matthias Blum, “War, food rationing, and socioeconomic inequality in Germany during the First World War,” *The Economic History Review* 66, no. 4 (November 2013): 1063–1083.



Samples of Evidence

(continued)

2. The course outline assigns articles or book chapters for each historical period by historians, such as Ross King's *Brunelleschi's Dome* (New York: Bloomsbury USA, 2013); G. Duran's "Absolutism, Myth and Reality;" Edgar Feuchtwanger's *Bismarck* (London: Routledge, 2002); and Paul Kennedy's *The Rise and Fall of the Great Powers* (New York: Vintage, 1989).
3. The course outline assigns articles or book chapters for each historical period by historians Phillippe Aries, *Centuries of Childhood: A Social History of Family Life* (New York: Vintage, 1965); Georges Lefebvre, *The Coming of the French Revolution* (Princeton, NJ: Princeton University Press, 2015); Alan Farmer, *The Unification of Germany 1815-1919* (London: Hodder Education, 2007); and Frantz Fanon, *The Wretched of the Earth* (New York: Grove Press, 2005).



Curricular Requirement 2

Each of the course historical periods receives explicit attention.

Evaluation Guideline(s)

The syllabus must show explicit evidence of instruction in all four periods extending from 1450 into the twenty-first century.

Key Term(s)

None at this time.

Samples of Evidence

1. The syllabus lists textbook chapter headings that address the complete chronological scope of each period. For example, a teacher using Hunt et al., *The Making of the West* (Boston: Bedford/St. Martin's, 2012) might use the chapter headings beginning with Chapter 13, "Crisis and Renaissance, 1340-1492," and then move sequentially through the text concluding with Chapter 29, "A New Globalism: Opportunities and Dilemmas, 1989 to the Present." By doing so, the teacher would clearly demonstrate explicit attention to each of the four historical periods.
2. Each syllabus unit includes a culminating activity or assignment that assesses student understanding of the period being studied. For instance, a roundtable discussion might be held at the end of each chronological period on topics such as:
 - In what ways did European states and institutions use religion and culture to control society in the fifteenth, sixteenth, and seventeenth centuries?
 - In what ways did Enlightenment thinkers challenge previously held notions of human nature and religious beliefs?
 - Analyze the extent to which Romantic artists and writers contributed to German and Italian national identity in the 1800s.
 - Assess the ways in which the following individuals challenged the established order in the period 1871-1914: Freud, Einstein, Pankhurst, Herzl, and Bernstein.



Samples of Evidence

(continued)

- Consider the factors that led to the expansion of women’s participation in the paid workforce over the course of the century from 1914 to 2014.
3. It is not necessary to begin with the Renaissance. Some teachers may choose to organize their course with the first section devoted to the modern era, perhaps defined as 1945-2010, to be sure that they will have time to bring coverage to the present. After that, the syllabus might go back to the chronological starting point of the course, and cover the periods c.1450-1648, 1648-1815, 1815-1914, and 1914-present in a more traditional chronological framework.



Curricular Requirement 3

Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students explore or investigate specific examples of historical events or developments in depth in order to illustrate key or supporting concepts. These examples could be drawn from the illustrative examples in the *AP European History Course and Exam Description*.

Key Term(s)

None at this time.

Samples of Evidence

1. In a group activity, students study the nineteenth-century industrial and political revolutions. They will evaluate the reactions of specific ideologies (such as liberalism, conservatism, and socialism); individuals (such as John Stuart Mill, Robert Owen, and Karl Marx); and government interventions (such as public housing, urban redesign, and public parks) to those revolutions.
2. In a writing assignment, students address the means through which the British Empire expanded and consolidated power by providing at least one example from the seventeenth, eighteenth, and nineteenth centuries.
3. In two groups, students chart the changing subnational identity of Flanders/Netherlands and Bohemia/Czechs from 1450 to the early 2000s, noting continuities and changes over time during the early-modern period, the age of nation-states in 1800 and the early 1900s, and after WWII.



Curricular Requirement 4

Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Evaluation Guideline(s)

The syllabus must include six student assignments or activities, each of which is related to one of the six themes.

Each assignment or activity must be labeled with a specific learning objective.

Key Term(s)

Learning objective: a description of what students should know and be able to do by the end of the course as articulated in the *AP European History Course and Exam Description* and organized according to the six course themes.

Samples of Evidence

1. The course outline describes specific activities related to each of the themes at relevant points in the course. For instance:

Theme 1 (INT) - Interaction of Europe and the World

INT-5: Students will engage in classroom discussion on the impact of European colonial expansion on ordinary people in Europe.

Theme 2 (PP) - Poverty and Prosperity

PP-4: Students will engage in a classroom debate on the pros and cons of the English legal process of enclosure, using primary source documents to inform their positions.

Theme 3 (OS) - Objective Knowledge and Subjective Visions

OS-8: Students will debate the difference implied by the contrasting use of Counter Reformation and Catholic Reformation, choose the term they find best applies, and then defend their stance in a quick write format (exit card, timed writing).

Theme 4 (SP) - States and Other Institutions of Power

Samples of Evidence

(continued)

SP-2: Students will role-play the New Monarchs to demonstrate the novelty of their approaches to government.

Theme 5 (IS) - Individual and Society

IS-3: Students will engage in a debate over questions of basic human rights raised by contact with new peoples in the Americas and the Pacific.

Theme 6 (NI) - National and European Identify

NI-1: Students will debate the relative importance of German national identity as a cause for the Protestant Reformation.

2. The course outline describes specific activities related to each of the themes at relevant points in the course. For instance:

Theme 1 (INT) - Interaction of Europe and the World

(INT-5): Students will construct graphs and tables to illustrate the economic and demographic consequences of European imperialism in Africa in the nineteenth century.

Theme 2 (PP) - Poverty and Prosperity

(PP-4): Students will write research papers on the impact of industrialization on diet and standards of living in Western Europe between 1815 and 1914.

Theme 3 (OS) - Objective Knowledge and Subjective Visions

(OS-7): Students will contrast Enlightenment beliefs in reason with Romantic visions of nature by creating a graphic organizer.

Theme 4 (SP) - States and Other Institutions of Power

(SP-9): Students will examine the Concert of Europe and, using a debate format, evaluate its strengths and weaknesses.

Theme 5 (IS) - Individual and Society

(IS-4): Students will examine various struggles for equal rights in voting by researching primary and secondary source documents on the subject and create their own DBQ.

Theme 6 (NI) – National and European Identities

(NI-2): Students will research and present the changing identity and status of a selected German

Samples of Evidence

state within the Holy Roman Empire from 1500 to 1700.

(continued)

3. The course outline describes specific activities related to each of the themes at relevant points in the course. For instance:

Theme 1 (INT) - Interaction of Europe and the World

(INT-5): Students will debate the relative effectiveness of the Marshall Plan and NATO in containing the spread of communism in eastern Europe.

Theme 2 (PP) - Poverty and Prosperity

(PP-4): Students will research the impact of the welfare state on individual prosperity in various European states between 1945 and 2010 and present their findings to the class in PowerPoint presentations.

Theme 3 (OS) - Objective Knowledge and Subjective Visions

(OS-6): Students will prepare research papers on the intersection of the arts and sciences during what Europeans referred to as the Age of Anxiety following WWII.

Theme 4 (SP) - States and Other Institutions of Power

(SP-7): Students will research the evolution of Russian government since 1989, and then role-play key individuals from Gorbachev to Putin.

Theme 5 (IS) - Individual and Society

(IS-1): Students will use social media to investigate and report on the changing role of the individual in society in an age of rapid technological change (post-2001).

Theme 6 (NI) – National and European Identities

(NI-4): Students will debate whether the expansion of the European Union from a small group of similar western European countries in the 1950s to a large group of diverse countries by the early 2000s was a source of strength or weakness.

Curricular Requirement 5

Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity requiring students to analyze a primary source for each of the following features: author's point of view, author's purpose, audience, and historical context.

The syllabus must cite or describe the primary source used for the assignment or activity. The source can be a text or visual.

Key Term(s)

Visual sources: could include artwork, artifacts, films, political cartoons, photographs, etc.

Samples of Evidence

1. Students compare and contrast political cartoons from the French Revolution. Keeping in mind the era's overall historical context, students analyze the artist's purpose and point of view, as well as the perspectives of intended audiences, such as the middle class and/or royalty and aristocracy.
2. Students will assess passages concerning the purpose and conduct of warfare within the overall historical context of the Renaissance. Students may select their evidence from Niccolo Machiavelli's *The Prince* (1513) or *The Art of War* (1520), or from Erasmus of Rotterdam's *Handbook of A Christian Knight* (1501). Students will use the APPARTS technique to investigate and complete their analysis of the primary sources.
3. After viewing representative clips from Leni Riefenstahl's *Triumph of the Will* (1935), and Charlie Chaplin's *The Great Dictator* (1940), students are asked to explain, within the overall historical context of the Nazi era, differing purposes, intended audiences, and points of view advanced by each movie.

Curricular Requirement 6

Students are provided opportunities to analyze and evaluate diverse historical interpretations. —
Analyzing Secondary Sources

Evaluation Guideline(s)

The syllabus must include at least one assignment or activity in which students analyze the interpretation of at least two secondary sources beyond the textbook. This must be accomplished in one comparative assignment or activity.

The syllabus must cite the sources used for the assignment or activity.

Key Term(s)

None at this time.

Samples of Evidence

1. Students examine the role of multiple and overlapping regional, national, and imperial identities at the Congress of Vienna and afterwards, presenting to the class a case study of a central European region, following selected readings from Brian Vick, *The Congress of Vienna* (2014) and Charles McLean Andrews, *The Historical Development of Modern Europe* (1904).
2. Students write an essay examining different interpretations of the causes of World War I. These might include authors writing between the wars such as Luigi Albertini, *The Origins of the War of 1914* (New York: Enigma, 2005); Sidney Fay, *The Origins of the World War* (New York: The Free Press, 1967); and Bernadotte Schmitt, *The Coming of the War: 1914* (Howard Fertig, 1931). Authors who wrote after World War II include B.H. Liddell Hart, *A History of the First World War* (London: Pan MacMillan, 1992); A.J.P. Taylor, *The Origins of the Second World War: World War One and the International Crisis of the Early Twentieth Century* (Oxford: Oxford University Press, 2009); and Barbara Tuchman, *The Guns of August* (New York: Presidio Press, 2004). Finally, more recent revisionist authors include Dale Copeland, *The Origins of Major War* (Cornell, NY: Cornell University Press, 2001); Holger Herwig, ed., *The Outbreak of World War I: Causes and Responsibilities* (Lexington, MA: D. C. Heath & Company, 1990); Annika Mombauer, *The Origins*



Samples of Evidence

of the First World War: Controversies and Consensus (London: Routledge, 2002); and Hew Strachan, *The First World War* (New York: Penguin Books, 2005).

(continued)

3. Students participate in a debate in which they analyze different interpretations of the goals and achievements of Enlightened Absolutists from diverse perspectives such as those of Immanuel Kant, *What is Enlightenment?* (1784); G.P. Gooch, *Frederick the Great - The Ruler, The Writer, the Man* (New York: Alfred A. Knopf, 1997); Geoffrey Bruun, *The Enlightened Despots* (Dumfries, NC: Holt Rinehart & Winston, 1957); Leonard Krieger, *Kings and Philosophers, 1689-1789* (New York: W. W. Norton & Company, 1970); Fritz Hartung, *Enlightened Despotism* (1957); and Peter Gay, *Age of Enlightenment (Great Ages of Man)* (Fairfax, VA: Time Life, 1966).



Curricular Requirement 7

Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students compare related historical developments and processes across regions, periods, or societies (or within one society).

Key Term(s)

Societies: examples could include groups based on nationality, religion, gender, ethnicity, social class, political ideology, etc.

Samples of Evidence

1. Students research an article on modern twenty-first-century liberalism in Europe and compare the essential qualities of this outlook to the characteristic values of classic liberalism of the early nineteenth century.
2. Using a graphic organizer, students compare and contrast the development of absolutism in Western Europe to the development of absolutism in Eastern Europe from 1450 to 1789.
3. Students write an essay that compares and contrasts the lives of common people and elites during the period of 1650-1750. Students then compare and contrast the lives of people during the period 1650-1750 with their lives today.



Curricular Requirement 8

Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred.

Key Term(s)

None at this time.

Samples of Evidence

1. Students will write an essay examining the various ways in which the influx of silver into Europe from the Americas during the sixteenth century influenced both economic and social trends in at least two Western European countries.
2. Students will engage in a class discussion that evaluates the conflict between monarch and Parliament during the English Civil War within the context of the competition for power between monarchs and other elites in seventeenth- and eighteenth-century Europe.
3. Students use demographic tables and graphs as a basis for analysis of the ways in which internal migration within the European Union has transformed national identities in the late twentieth and early twenty-first centuries, with particular emphasis on the movement of Eastern Europeans into Western Europe and the incorporation of Muslim communities into traditionally Christian countries.

Curricular Requirement 9 **Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation**

Evaluation Guideline(s) The syllabus must describe at least one assignment or activity that explicitly addresses both cause and effect.

Key Term(s) None at this time.

Samples of Evidence

1. Students create a PowerPoint featuring both Protestant (e.g., Cranach, Dürer) and Catholic (e.g., El Greco, Rubens) artists of the sixteenth century, to illustrate the effect of Reformation doctrines on artistic themes and images.

2. Students write an essay analyzing both internal and external forces that could account for the transformation of the French Revolution between 1789 and 1806.

In a short in-class writing exercise, the pupil defends or refutes a simple thesis involving a single cause and a single effect. For example, “Stalin’s collectivization of agriculture in the 1930s was a major cause of the Soviet victory over Nazi Germany in the 1940s,” or “The philosophy of Jean-Jacques Rousseau provided a major cause of the Jacobin regime’s use of terror to maintain political control during the radical phase of the French Revolution.”

3. Throughout the course, students create a graphic organizer in which they identify multiple causes and consequences of major historical events such as the Atlantic slave trade, European imperialism, and the development of the European Union.

Curricular Requirement 10

Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Evaluation Guideline(s)

The syllabus must describe at least one assignment or activity in which students identify historical patterns of continuity and change within one time period or across multiple time periods, relating these patterns to a larger historical process.

Key Term(s)

None at this time.

Samples of Evidence

1. Students produce a root, trunk, and branch CCOT tree diagram to help them see continuities and changes over time regarding the central (“trunk”) issue of “The German problem.” Causes of German unity are roots, German power is the trunk, and effects of that are three main limbs: Holy Roman Empire power 1450-1648; Prussian power 1688-1763; and German Empire 1871-1918. Students complete the roots and the branches from the three limbs. They then provide a summary thesis statement at the top of their diagram.
2. Students create a PowerPoint presentation on twentieth-century Soviet art to illustrate the ways in which the state attempted to control social norms and values over time.
3. Students use quantitative data to create a series of graphs showing the changes in demography from c. 1900 to 1968 in France, including age distribution, gender distribution, and percentage of immigrants living in France as permanent residents or citizens.



Curricular Requirement 11

Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Evaluation Guideline(s)

The syllabus must describe an assignment or activity in which students focus on developing a historically defensible and evaluative claim (thesis) based on evidence.

Key Term(s)

None at this time.

Samples of Evidence

1. After reading relevant portions of the textbooks including *The Proud Tower* by Barbara Tuchman (New York: Random House, 1996); *The First World War, Volume I: To Arms* by Hew Strachan (Oxford: Oxford University Press, 2003); and *The Real War 1914-1918* by B.H. Liddell Hart (Boston: Little, Brown and Company, 1963); students individually draft a concise thesis sentence identifying the major causes of the First World War.
2. Working in small groups, students create a comprehensive thesis statement concerning relationships between major historical events. Examples might include the relationship between nineteenth-century Romanticism and Nationalism; or the relationships between a) the seventeenth-century English Civil War, the Puritan Revolution, and the Glorious Revolution, on the one hand, and b) political and economic developments in England and its American colonies in the eighteenth century, on the other.
3. Students examine the changing identity of Scotland within Great Britain since the early 1800s, analyzing Scotland's national identity from Walter Scott in the early/mid 1800s, to the world wars, and to the rise of Scottish nationalism and the independence movement of today. Working in pairs, students construct a continuity and change over time thesis statement concerning Scottish identity within this period.

Curricular Requirement 12

Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Evaluation Guideline(s)

The syllabus must describe at least two essay assignments in which students develop and substantiate an argument using historical reasoning, considering ways evidence could be used to support, qualify, or modify the argument.

Key Term(s)

None at this time.

Samples of Evidence

1. Using evidence from the textbook and from the writings of Bonnie Anderson, Judith Zinsser, and Mary Wollstonecraft, students write an essay that provides an argument concerning the ways in which attitudes toward women changed during the Enlightenment period.

In an essay, students use both primary and secondary sources to construct an argument about exactly what changed in Eastern and Western Europe following the collapse of the Soviet Union between 1989 and 2014.

2. After reading Jacob Burckhardt's *Civilization of the Renaissance in Italy* (London: Penguin Classics, 1990), students write an essay supporting or challenging the argument that the Renaissance was really a rebirth rather than a continuation of natural change.

Students write an essay on the factors that contributed to the development of class structures, constructing an argument that draws on the writings of Karl Marx and Herbert Spencer.

3. Using evidence from primary and secondary sources in the course textbook and in *Western Civilization: Sources, Images, and Interpretations, Volume 2: Since 1660* (New York: McGraw Hill Education, 2011), students formulate an argument on the question: "To what degree did innovations in industry, transportation, and technology affect the economies of Western and Eastern Europe



Samples of Evidence

following World War II?”

(continued)

Drawing on an assessment of primary and secondary source evidence, students write an essay that creates and defends an argument as to whether the Reformation resulted in a greater change to European politics or European society.