

ACHIEVER

Exam Prep Guide for AP® European History

Answers and Sample Responses for the Period 3 — Diagnostic Exam

MC Answers with Explanations

- Answer: D. HTS: CES & DAP; Themes: ECD & SCD; KC 3.2.** Anderson’s interpretation above describes how women’s exclusion from industrial employment resulted in their relegation to domestic work. This account does not consider the growth of leisure time (B), nor does it directly address the standard of living (A). There was a movement toward companionate marriage in the nineteenth century, but this account does not support the notion of shared roles (C). Rather, the interpretation focuses on the consequences of the industrial revolution for gendered work (D), and as a result, an idealization of female consignment to domestic labor.
- Answer: A. HTS: CCOT; Themes: ECD & SCD; KCs 1.4 & 3.2.** Recall that before the Industrial Revolution cottage industry played a major productive role (D) as a way for families to supplement wages. Early industrialization promoted female and child factory work, but most governments had restricted this labor by the period Anderson describes (B). Though factory work did result in a higher degree of regimentation, that point is not central to Anderson’s analysis, which deals with family dynamics. As Anderson argues, industrial labor began to fragment along gender lines, and as such, family life began to diverge from production as a single unit toward consumptive activities (A).
- Answer: C. HTS: COMP & MAC; Themes: ECD & SCD; KCs 3.1.** Eastern European industrialization was stunted due to more primitive economic structures. Such differences were manifested most in agriculture: serfdom (C) negated any incentive to implement the practices of the Agricultural Revolution. As a result, the capital, labor, and the commercial elites necessary for industrialization were lacking in Eastern Europe, stifling mechanization of production. The other choices express other issues facing eastern Europe (A, B, and D), but might have been overcome with different economic structures or approaches, or were also features of states in western Europe.
- Answer: A. HTS: CTX; Theme: SOP & NEI; KC 3.4.** The map depicts the diplomatic and political situation of Europe following the Congress of Vienna, in which France’s territorial gains made during the Napoleonic Wars were nullified, and it was quarantined by the enhancement of powers surrounding it. The Congress sought to establish a balance of power that could quash radical movements in other Great Powers (A). However, this balance was not one motivated by pacifism (B), and the absence of German and Italian unity (D) was central to the maintenance of this balance. Though the Habsburgs continued to hold diplomatic sway in central Europe, the main concern of its leaders was to maintain equilibrium across the continent.
- Answer: C. HTS: CAUS; Theme: SOP & NEI; KC 3.4.** The Congress of Vienna produced the diplomatic changes shown on the map, but the Concert of Europe was not a formal organization, and further, Britain did not wish it to function as the “policeman of Europe” (D). Although the Concert reflected conservative principles (A), a return to the status quo was not popularly accepted, resulting in continued influence of nationalism (counter to B) and consistent revolutions during this period, making C the answer.
- Answer: C. HTS: CCOT; Theme: SOP & NEI; KC 3.4.** Despite Metternich’s machinations, Germany and Italy both achieved unification (C) in the mid-nineteenth century. This development altered the map of Europe, consolidating a large number of principalities and duchies into two powerful nations. Imperialism (D) was restricted to changes in Africa and Asia, and the revolutions of 1848 failed to achieve their diplomatic objectives (A), while the Crimean War wrought only small changes in the Balkans (B).
- Answer: D. HTS: CAUS; Themes: SOP, ECD, & SCD; KC 3.4.** The author, a serf, praises the edict of emancipation and the “Liberator” Tsar, Alexander II. Alexander inherited a Russia stumbling through the Crimean War (B), decades behind the western powers in technology and industry (A), and fearing that if the serfdom were not abolished—Russia was the only nation in Europe still relying on it—it might happen through revolution (C). Concern with public opinion in western Europe took a backseat to these more immediate and pressing internal issues (D).
- Answer: A. HTS: CAUS; Theme: SOP; KC 3.4.** Alexander’s reforms, of which abolishing serfdom was only the most notable, failed to mitigate Russia’s inequality or backwardness. Revolutionary groups, led by the anarchist People’s Will, grew more insistent in their demands for the overthrow of the old order and succeeded in assassinating Alexander in 1881 (A). Though Russia continued to eat away at Ottoman territory, these successes owed

more to the latter's even weaker empire (B). Russia did later conclude an alliance with France, but this maneuver arose from diplomatic rather than internal considerations (C). Finally, industrialization eventually took root in Russia after around 1880, but agriculture remained dogged by inefficiency and land shortage, excluding D as the result of the emancipation.

- 9. Answer: C. HTS: CCOT & MAC; Themes: SOP & CID; KCs 3.4, 4.1, & 4.2.** This question might have seemed obvious, but make sure you consider cause and effect correctly. The Congress of Berlin forestalled Russian advances in the Balkans but did not necessarily undermine the monarchy's position (A). Nor did the Triple Entente, which would have been considered a diplomatic success in facing the Austro-German alliance (B). It may seem as if the answer is D, but the Russian Revolution represents the result not the cause of a changed attitude toward the monarchy. The real reason for that shift was the failures of Russia during World War I and the incompetence of the Romanov dynasty (C).
- 10. Answer: C. HTS: CAUS & COMP; Theme: ECD & TSI; KC 3.1.** Here is a straightforward topic that asks the reasons for Britain's early lead in industry compared to continental nations. Choices A, B, and D all capture key features of Britain's economic, political, and cultural infrastructure that provided an advantage over other nations. Historically Britain has relied on a strong navy (to defend its commercial empire) rather than a strong standing army, an advantage of its island location. C is the outlier.
- 11. Answer: C. HTS: CCOT; Theme: ECD, TSI, & SOP; KCs 3.1 & 3.4.** Germany's industrialization took off after its unification, which occurred in 1871 (C). The other dates represent key moments in German history (Congress of Vienna—A, revolutions of 1848—B, and onset of World War I—1914), but did not bear directly on the issue of industrialization.
- 12. Answer: B. HTS: CAUS & CCOT; Themes: INT, ECD, & TSI; KCs 3.5 & 3.1.** All of the choices relate to European imperialism in Africa, but only B is causally related to the chart, which shows the expansion of industry, a process that inherently requires a range of raw materials (some such as rubber only available overseas) and markets beyond Europe (B). Certainly, industrialization took place within the context of national rivalries, but states also conflicted over territory and arms (A). Racial ideologies developed separately or in parallel to industry but were not caused by it (C). Once encountering new aesthetic styles (e.g., Japanese woodblock prints), Europeans incorporated these into their art, but this itself was not the result of industrialization (D).
- 13. Answer: C. HTS: CTX & DAP; Theme: TSI & CID; KC 3.6.** Positivism emphasized the importance of scientific knowledge and its benefits for humanity; the image presents medicine in a heroic light, with a surgeon saving a patient and impressing the onlookers (C). No issues of class conflict or struggle among social groups are present, excluding Marxism (A) and Social Darwinism (B). An image like this would not have been produced with the Romantic framework, which extolled imagination and nature (D).
- 14. Answer: A. HTS: CAUS & MAC; Themes: TSI & INT; KCs 3.5 & 3.6.** With imperialism, Europeans had to battle new diseases, such as malaria. Medical advances, like quinine, allowed for the penetration of the African interior and building the Panama Canal (A). Class conflict continued into the twentieth century and was not eliminated by medical advances (B). States patronized science, but it would be an overstatement to say that they controlled it in this period (C). Science historically relied on the exchange of ideas, but there is nothing inherent in the image that suggests that (D).
- 15. Answer: B. HTS: SAS & CES; Themes: TSI, SCD, & ECD; KCs 3.2, 3.3, & 3.6.** No women are depicted, eliminating A; nor are there any efforts shown to address the situation of the poor (B). Liberalism did shift toward intervention during this period, but the scene provides no evidence of government intervention (D). This leaves B—medical advances provided for a higher life expectancy and an improved level of sanitation that were vital to a more thriving urban life by 1900.
- 16. Answer: C. HTS: CTX, DAP, & CAUS; Theme: CID & ECD; KCs 3.6, 3.2, & 3.3.** Bernstein calls into the question the assumptions of orthodox Marxism regarding capitalism, namely that it will collapse inevitably due to the increasing misery of the proletariat. Imperialism did not necessarily solve class conflict, even if some decision-makers thought it might (A). Volatility in business cycles would have confirmed that capitalism was in crisis, counter to Bernstein (B). Feminists did begin to win rights during this period, but that was often the work of middle-class women who would not have promoted Marxism (D). Choice C is correct—governments began to improve living standards in industrial cities through new infrastructure and reforms.
- 17. Answer: C. HTS: SAS; Themes: CID & SOP; KCs 3.6 & 4.1.** Any of these facts fills out a picture of Bernstein; however, the passage deals primarily with the disagreements between standard Marxists and Bernstein's evolutionary socialism. Thus, C bears most directly on that issue and more so than A, B, or D.
- 18. Answer: B. HTS: DAP & CES; Themes: SCD & CID;**

KC 3.2 & 3.6. The appeal of Marxism reminds historians of the development of class identities that paralleled the growth of industry, giving us the answer (B). No mention is made in the selection about Britain (A) or nationalism (D). Choice C is appealing, since Liberalism did shift during this period, but Bernstein only addresses increasing wealth, not government means to regulate it (C).

- 19. Answer: C. HTS: CAUS; Themes: SCD, ECD, & CID; KC 3.3.** The era addressed by the map provided Jews with new opportunities for citizenship and integration into European society (D), but also with a more virulent anti-Semitism, manifested in political parties and movements. As a result, many Jews migrated to avoid persecution (A). Economic difficulties led to targeting of Jews (B) as scapegoats for those ills. European nations during this period did not generally provide refugee destinations for Jews, which led to the call by Jews for a homeland in Palestine.
- 20. Answer: B. HTS: CAUS & CCOT; Themes: SOP, NEI, & SCD; KC 3.3.** As noted above, Jews called for a homeland as a haven for persecuted Jews, known as Zionism (B). Some Jews were involved in radical movements, but A is an overstatement and not directly responsive to what the map depicts. Public education expanded in this period, but it often promoted the nationalist goals of states, not necessarily tolerance (C). Jews did not generally convert to Christianity to escape persecution, excluding D.
- 21. Answer: D. HTS: CTX & CES; Themes: SOP, NEI & SCD; KC 3.3.** As the map shows, Jews were forced to live in a particular region of Russia, and the arrows generally indicate Jews leaving that area, since they were often subject to government sponsored persecutions known as pogroms (D). Even though A, B, and C (Dreyfus Affair) all demonstrated anti-Semitism, it was strongest and received strongest state support in Russia.
- 22. Answer: D. HTS: DAP & CTX; Themes: CID; KC 3.6.** During the 1850-1914 period, advances in philosophy and the social sciences increasingly emphasized the irrational nature of humans, as shown in Le Bon's writing (D). No references to physics are made (A), and even though realism (B) and Romanticism (C) are often considered polar opposites, neither is evident, since Le Bon does not glorify human rationality (B) or the inspiring power of intuition (C).
- 23. Answer: A. HTS: CES & CCOT; Theme: SOP & NEI; KC 3.4.** Le Bon begins by describing the great-power politics of distant aristocratic leaders; Metternich, who led the Congress of Vienna (A) best fits this description. Napoleon (B) and Bismarck (C) both manipulated public opinion to their advantage, even if they may have harbored conservative goals. Queen Victoria operated within the framework of a parliamentary democracy and projected an aura of bourgeois respectability, not what Le Bon analyzes (D).
- 24. Answer: C. HTS: CES & MAC; Themes: SOP, CID, & SCD; KC 3.4 & 3.6.** Le Bon warns of the impact of a mass political environment—the susceptibility of the people to a mob mentality. This fits best with C, as the cost of such manipulation produced an environment that haunted most states on the eve of World War I. A is an appealing choice, but Le Bon does not suggest that the mob can be organized toward focused political action (A). No mention is made of colonies (B), and we cannot tell from the passage itself what impact it may have had (D).
- 25. Answer: C. HTS: COMP & CES; Theme: CID & TSI; KC 3.6.** Le Bon studied the subconscious nature of mob psychology, which fits him well with the ideas of Freud (C), who studied the same. Marx focused on material conditions, not psychology, in his analysis of society (B). Darwin looked to biology and not the psychological dimension of human behavior (A). Einstein used mathematics to articulate his theory of relativity, far removed from Le Bon's concerns (D).
- 26. Answer: B. HTS: CCOT & MAC; Theme: SOP, NEI, & CID; KC 4.2.** The use of mass psychology for political purposes reached its apex with the totalitarian dictatorships of the World War II era (B). As an external venture, colonial pursuits did not have a direct impact on the nature of European polities, excluding A. Social welfare, as targeted government benefits, do not fit with the nature and tone of Le Bon's analysis (C). Though feminists operated within the framework of mass politics, their movement tended to mobilize a select group (D), as opposed to entire nations, as in B.
- 27. Answer: C. HTS: CAUS & DAP; Theme: INT, SOP, & ECD; KC 3.5.** All of the choices express important factors promoting European imperialism in Africa and Asia. Lugard notes the rivalries among the great powers (A) and importance of securing access to raw materials and markets (B). Both Lugard and Kipling express ideas of racial superiority, through different media (D). Choice C is not referenced directly in either passage, so is excluded.
- 28. Answer: A. HTS: CAUS & MAC; Themes: INT, NEI, & SOP; KC 3.5.** The pursuit of colonies inflamed and complicated national rivalries (A). Movements of social change may have coincided with anti-colonialism but preceded them (B), as did the unification of Italy and Germany (C). Though subjectivity in culture did advance after 1870, this development was not directly related to imperialism (D).
- 29. Answer: B. HTS: CCOT & CAUS; Theme: INT; KC 3.5 & 4.1.** You can eliminate A, since Social Darwinism pro-

moted colonial control. Some colonial areas developed more advanced weaponry, but independence was won more through sustained resistance, non-violent and guerrilla tactics, excluding C. Many colonial areas eventually developed methods of manufacture similar to the mass production associated with Europe, crossing out D. That leaves B, and indeed, by the eve and immediately after World War I, many colonies had turned to ideas of self-determination against their European oppressors (B).

- 30. Answer: D. HTS: SAS & CES; Themes: INT & CID; KCs 3.5 & 3.6.** Both sources presuppose the existence of conflict globally over resources and ways of life (D). No references are made to Freudian concepts directly (A), nor does either author propose a Marxist analysis of imperialism (B). Kipling’s work might be considered a satire, and Lugard’s work is non-fiction, eliminating C.

- 2.**
- a)** It was definitely political motives that created the urge to colonize African and Asian countries. Many leaders used economic reasons to justify getting colonies, but they mostly wanted to compete for nationalistic reasons. Italy united only in the 19th century and to prove themselves as a power, they tried to conquer colonies in North Africa, often failing.
 - b)** Colonies provided Europeans with many new goods and helped produce a stronger market for these products. All of this pursuit just made nations want even more colonies.
 - c)** Eventually the colonized peoples of Africa and Asia revolted against the control by Europeans. In China, a secret group called the Boxers staged an uprising in Beijing, which the Chinese dynasty was even unable to control. This showed how imperialism upset traditional regimes and often later led to revolutions, as with the takeover of China later by Mao Zedong.

SAQ Sample Responses with Commentary

- 1.**
- a)** Industrialization caused many problems, like child labor, poverty, and pollution. The cartoon shows a polluted river with a skeleton rowing a boat, along with floating, dead animals. Many new factories dumped their waste into urban rivers, helping to spread diseases like cholera and typhus.
 - b)** In response to pollution, governments decided to create more livable cities with complete urban planning, as Baron von Haussmann did with Paris in the late 19th century. He added parks, shopping areas, and museums to make cities more of a destination for tourists.
 - c)** Since this is a satirical magazine, its goal was to highlight or even exaggerate social problems, like poor urban conditions. The intended audience would be anyone who lived in Britain but especially people who could influence the government, like the wealthy or reformers.

This SAQ models a concise approach. It uses the image and background knowledge to identify and briefly explain the issue of pollution (and disease). In Part B, the response clearly explains the urban planning of Haussmann. To conclude, there is an appropriate analysis of the magazine’s purpose linked to the intended audience (“influencers”). **Score: 3 points**

The response here sandwiches a weaker effort between two more specific ones. Parts A and C both earn points for providing specific examples in support of their explanations. First, it employs an appropriate example of the Italian pursuit of an African colonial empire to argue for the importance of geopolitical motives. Last, we are given the example of the Boxer Rebellion and brief analysis of how it illustrates both the effect of and response to European imperialism. Though Mao Zedong is out of the period, the response first establishes its point within the period, and then extends it forward, earning the point. However, no points are earned for Part B, as it lacks specific examples or adequate explanation. **Score: 2 points**

DBQ Sample Response with Commentary

The period from 1840–1914 is most accurately labelled as the Second Industrial Revolution. With the expansion of trade and with many governments, like Great Britain, encouraging the economic boom that came with it, it is not surprising that urbanization and consumerism would become popular. As the economy expanded from new industries, women found employment in white-collar jobs. For women at this time, they may have had greater presence in the workforce than ever before and a stronger political voice, but the stereotypes of women socially limited their achievement of equality.

The biggest effect the Industrial Revolution had on women was the integration into the workforce. Document 6 pictures several women working at a telephone exchange, an invention brought forth by the Industrial Revolution. This job, among other factory jobs such as those in textile factories, were the ones available to women, unspecialized. This may seem like not the greatest improvement, but document 5 describes how women were forced to make a choice between carrying out family duties and being a member of public life. The author of this document was aiming to explain how the family of 1880s Germany came to be, and in it he explains that economic oppression of women was not relieved with industrialization. Although this lifting of “domestic slavery” as he described it was not beneficial to the woman socially, it did open up opportunity for a public presence which is shown in document 7. The suffragettes chained themselves to the leader of Great Britain’s house in an attempt to prove that women should be given equal rights under the law. These women chained to the fence were known as first-wave feminists. Another document, 3, written by another feminist, was one that described a woman’s place in revolution. She details how women were eager to join in the Revolutions of 1848 because of how poorly they fared in getting equality in social life. In this she is referring to how the feminists during the French Revolution marched on Versailles in an attempt to win more rights. However, once Napoleon came to power in 1799 many of these rights were revoked. It is more important to note that the author, d’Hericourt, wrote this in response to Jules Michelet, an advocate for the stereotype put into place over many centuries. Her work was directed to women, while his was towards men.

Michelet’s opinions in document 2 to which d’Hericourt was addressing were ideals that were not uncommon. He says that a woman’s job is to stay at home and “nourish the heart of a man” as he offers her food, shelter, and protection. His marriage manual tells men to make the money and allow their wives to spend it as they would be better at regulating household activities. His purpose in writing this is to publicize his ideas about women. A document that furthers his point is Document 1, a work by middle-class British writer Elizabeth Sanford in 1842. This is one of the highest points in British industrial dominance and this author is most likely writing this in response to women joining the workforce and gaining independence. She says that women should be grateful for the dependence they have on men described by Michelet because weakness is not a blemish but an attraction to men. This is similar to Simone de Beauvoir’s writings describing women as “the Other,” being excluded from public life as they are not equal to men but instead inferior. Even after gaining political rights, women were still not socially equal as combatting ingrained opinions is not as simple as granting suffrage. Document 4 describes this as the author, John Stuart Mill, tries to show that the greatest problem with modern society is that it combats the role of people being born into their position while women remain in chains for being female.

Although women during 1840–1914 gained traction both politically and professionally, it cannot be marked as a complete equality because of how women were viewed socially. This relates to the period of the Scientific Revolution because women were involved in fields like chemistry and alchemy but were forced under their father or husband because of the social implications that would come with a woman publishing in a scientific journal or joining a scientific group like the Royal Academy of Sciences in England.

This response takes a direct approach in addressing the rubric. First, the student provides adequate background (Contextualization) on the Second Industrial Revolution and impact it had on women. Then the response follows with a fairly clear thesis, in which it identifies factors that both upheld and contradicted the era as one of equality for women (Thesis). Next, the essay uses all of the documents accurately, although tending to reduce some of their complexities. However, the response comes up just short of the Source Analysis point, as it provided examples for only 2 documents: Document 3 (historical context for

March on Versailles) and Document 1 (historical context for industrial changes). The explanation of purpose in Document 2 lacks sufficient explanation. To earn the Evidence Beyond Documents point, the response provides a brief but effective discussion of Simone de Beauvoir. Although the conclusion provides an appropriate cross-chronological connection to the Scientific Revolution, it falls just short of earning the Complexity point. **Score: 5** (+1 for Thesis, +1 for Contextualization, +2 points for Document Use, +1 for Evidence Beyond Documents)

LEQ Sample Responses with Commentary

LEQ 2

Industrialization caused many problems in the period 1815–1914, like overcrowded cities, poor working conditions, and pollution. To address these problems, workers created trade unions, political parties, and advocated for socialism. Though workers continued to demand rights, their responses to these problems grew more radical during the nineteenth century, as Marxism advanced, eventually leading to the Russian Revolution after 1914. Governments and reformers over time also enacted regulations and policies to clean up cities and provide better conditions.

With the first factories, workers gave up their skilled positions or farms and worked under regimented schedules, often with 14-hour work days. Basically workers in places like Manchester had no control over their work and almost no leisure time. The first efforts to create unions in Britain failed, since the government was hostile to these forms of political organization. However, as industry spread to the continent, workers began to realize their power and created their own movements, like the SPD in Germany and the Labour Party in Britain. From these parties, workers gained improved wages and working conditions, but progress was slow.

After the failed revolutions of 1848, workers became more radical and promoted Marxist socialism and anarchism, both of which promoted violence to overthrow the government. Anarchists assassinated many leaders after 1870, including the tsar of Russia, which only made states more repressive in dealing with workers. However, right before WWI, the SPD had become the largest party in the German parliament. Because of this threat, governments began to enact reforms, like the Public Health Act and recognizing the right of unions to organize. By 1900 leisure time had increased and cities were being reformed, like the rebuilding of Paris. With different perspectives, workers and reformers both tackled the big issues of industrialization, making factories and cities more livable.

Industrialization created massive wealth but it also produced problems of poverty and inequality. This same divide is true of exploration and colonization, with the Europeans gaining worldwide power with their trade, while indigenous peoples were exploited and enslaved, getting the “poverty” part of the economy. Unlike the workers who gained more rights eventually, the native Americans just found their way of life wiped out by Europeans.

Despite some odd organization and references, this response meets all points on the rubric. The introduction provides a clear thesis with a sense of change over time and suggesting a range of responses, as well as a minimal Contextualization with reference to the problems of industrialization and a range of responses.. Though the body paragraphs overlap, the essay clearly focuses on the CCOT skill and provides at least 3–4

examples applied to the thesis. Finally, the conclusion briefly but clearly connects the topic to another situation of “winners and losers”—exploration and colonization. This discussion earns the Complexity point. **Score: 6** (+1 for Thesis, +1 for Contextualization, +2 for Use of Evidence, +1 for Targeted RP (CCOT), and +1 for Complexity)

LEQ 3

Many ideas and cultural expressions dominated the nineteenth century, such as the Enlightenment and natural selection by Charles Darwin. During this period, science really advanced and took up a powerful position in European society. Artists experimented with many different styles. It truly was an exciting time to live.

The Enlightenment was the so-called Age of Reason. Many philosophes proposed theories to show how the world follows the laws of nature and applied these to human activities. For example, Rousseau talked about how to raise children to provide for more love and care, and not just punishing them harshly. Darwin's ideas contradicted this, because it was all about the "survival of the fittest" for him. In fact, many people took Darwin's ideas and came up with racist theories and justified imperialism and, later on, the Nazis. Few people would call these harsh theories progress, and even though Darwin was a scientist, his ideas were used for irrational goals.

Many artistic movements came about between 1815-1914. Romantic art and Impressionism were two of the biggest. Most Romantic painters wanted to focus on feelings and the beauty of nature. There's a painting with a man standing alone looking out at the ocean, thinking about the vastness of it all. Since the Romantics focused on feelings, they didn't really support reason or progress. But Impressionism does promote progress, since painters now could move away from just picturing reality to putting creativity into their scenes. The camera was invented during this period, making it unimportant to artists to paint "what they saw."

There are many great ages of progress and reason in European history. One of these was the Renaissance. Humanists revived the classics and tried to move out of the religious beliefs of the Dark Ages. This gave society a strong idea of progress, through education and creating new styles of art, linked to human achievements. That's where the idea of progress came from that extended into the 1815–1914 period.

This essay makes some appropriate points—on Darwin's impact, Romantic emphasis on feelings, and the approach of Impressionism. However, the response nowhere provides a thesis, despite a few oblique references in the introduction, nor does it offer sufficient background for Contextualization. The discussion on the Enlightenment is outside the time period and, thus, tends to detract from the essay. Overall, the response

does address the targeted RP (CCOT) but inconsistently; the same is true for use of evidence. The conclusion, however, does add to the essay by providing an accurate connection, albeit briefly, to the Renaissance as a time of progress (Complexity). **Score: 3** (+1 for Use of Evidence, +1 for Targeted RP (CCOT), and +1 for Complexity)