

AP European History

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"HISTORY! It's the most fun you can have in school!"

There are at least two goals in A.P. European history: to learn the history of Europe from about 1450 to the recent past and to prepare for the A.P. examination in European history. My own goals include getting to know you and having fun.

The A.P. examination consists of three parts: multiple choice questions, a document-based question (DBQ) and two free-response thematic essay questions. Part of the curriculum for A.P. Euro, therefore, includes instruction in how to attack these tasks effectively. To give you experience and skill in these types of evaluation, tests will be in one or more of these formats.

To learn enough material to be worth evaluating, we will do a variety of activities individually and also in small and large groups. In addition to reading and writing, activities will include discussion, lecture, research, and debate. I am eager to hear your suggestions for other activities as well.

Each activity or test is worth a certain number of points and your grade is the percent you earn of the total points assigned. The scale is A = 91-100, B = 81-90, C = 71-80 and so on. I do not offer extra credit in this program, except for the quick five points you can earn by bringing in a box of tissue, a bag of cough drops, a box of pencils, a package of notebook paper, or a bag of Hershey's kisses for the good of the class. If you do not think five points is a lot, consider the difference between 86 and 91. Only one per quarter, please.

I assume most of you have successfully completed World History A, and American History A or AP. I assume most of you know how to "do school." If you have special needs, or learning differences, I hope you will speak with me about them promptly so that I can help you succeed.

**DRACONIAN LATE POLICY:** Your work is due on the date it is assigned and during the class period you usually attend. Your work is due **whether or not your absence from school is "excused."** Late work is accepted until the end of the quarter but will not earn more than 71% of possible points. If you are late for an assignment you should still do it: Something is always better than nothing.

**EXPECTATIONS:** **Academic honesty (ask me if you do not know what it means!);** prompt, prepared and regular attendance; respect for classmates and instructor; neither potables, comestibles, gum or grooming behavior in class; hard work. A sense of humor is a plus.

THIS IS "THE TREE"

THE COURSE PACK FOR AP EURO

## Table of Contents

<b><i>HOW TO DO IT</i></b>	<b><i>1</i></b>
ESSAY WRITING	2
STYLE SHEET FOR HISTORY	3
VERBS FOR THEMATIC ESSAYS	5
TERMS TO USE WHEN MAKING COMPARISONS	6
GENERIC FOR WRITING THE THEMATIC ESSAY	7
SPECIFIC ATTACK ON THEMATIC ESSAY	8
CAN <u>YOU</u> DO THE DBQ?	9
MORE ABOUT POINT OF VIEW	10
MORE ABOUT GROUPS	11
OUT-THINKING THE AP	12
RULES OF THE ROAD	13
DECODING QUESTIONS ON THE AP TEST	14
TO DIAGNOSE YOURSELF ON TEST WEAKNESSES	16
OTHER STUFF	17
GENERAL PRINCIPLES FOR LEARNING SOMETHING ON YOUR OWN	18
FORMAT FOR SUMMARY OF AN ARTICLE	19
BOOK REVIEWS	20
<b><i>A STUDY GUIDE</i></b>	<b><i>21</i></b>
<b><i>LEARNING TOOLS FOR EURO</i></b>	<b><i>179</i></b>
THEMATIC ESSAY QUESTIONS	180
THEMATIC ESSAYS FOR MILITARY HISTORY	181
THEMATIC ESSAYS FOR EUROPEAN DEMOGRAPHICS AND SOCIAL HISTORY	182
THEMATIC ESSAY QUESTIONS FOR RENAISSANCE	183
THEMATIC ESSAY QUESTIONS FOR REFORMATION	184
THEMATIC ESSAY QUESTIONS FOR AGE OF DISCOVERY/COMMERCIAL REVOLUTION	186
THEMATIC ESSAY QUESTIONS FOR RISE OF NATION STATES	187
THEMATIC ESSAY QUESTIONS FOR SCIENTIFIC REVOLUTION	190
THEMATIC ESSAY QUESTIONS FOR ABSOLUTISM	192
THEMATIC ESSAY QUESTIONS FOR THE ENLIGHTENMENT	194
THEMATIC ESSAY QUESTIONS FOR FRENCH REVOLUTION	197
THEMATIC ESSAY QUESTIONS FOR NAPOLEON	200
THEMATIC ESSAY QUESTIONS FOR INDUSTRIAL REVOLUTION	201
THEMATIC ESSAY QUESTIONS FOR REACTION, ROMANTICISM AND NATIONALISM	203
THEMATIC ESSAY QUESTIONS FOR LATE 19TH CENTURY POLITICAL AND SOCIAL HISTORY	209

THEMATIC ESSAY QUESTIONS FOR 20TH CENTURY RUSSIA	213
THEMATIC ESSAYS QUESTIONS FOR WORLD WAR I	215
THEMATIC ESSAYS FOR THE WORLD BETWEEN THE WARS, GREAT DEPRESSION, RISE OF FASCISM AND NAZISM	217
THEMATIC ESSAYS FOR WORLD WAR TWO	219
THEMATIC ESSAYS FOR COLD WAR	220
THEMATIC ESSAY QUESTIONS FOR WOMEN	223
CROSS CHRONOLOGICAL QUESTIONS FOR THEMATIC ESSAYS	224
THEMATIC ESSAYS FOR WORLD ECONOMY	227
<b>TIMELINES</b>	<b>228</b>
SUPERFICIAL EXCURSION THROUGH MEDIEVAL EUROPE	229
USEFUL DATES FOR UNDERSTANDING CONFUSION IN THE CATHOLIC CHURCH AND THE HOLY ROMAN EMPIRE	232
TIMELINE FOR ISLAM AND OTTOMAN EMPIRES	234
USEFUL DATES FOR THE NEW MONARCHIES	237
USEFUL DATES FOR THE REFORMATION	238
THEMATIC TIMELINE FOR ENGLISH RELIGIOUS/POLITICAL FREEDOM	241
BLOW BY BLOW: THE ENGLISH CIVIL WAR	244
TIMELINE ON FRANCE	250
EVOLUTION OF SPANISH NATION-STATE AND ITS ECONOMY FROM FEUDAL CHAOS TO CONSOLIDATION TO CHAOS AGAIN	253
MUCH ADO ABOUT THE DUTCH	255
HAPLESS HABSBURGS AND HARRIED HOHENZOLLERNS	258
DATES FOR LATER HRE'S/HABSBURG EMPERORS	258
FRANCE, ITALY, GERMANY	259
UNIFICATION OF ITALY STEP BY STEP	261
UNIFICATION OF GERMANY STEP BY STEP	262
IMPERIALISM REARS ITS UGLY HEAD	264
MILITARY, DIPLOMATIC AND POLITICAL TIMELINE FOR 1870-1914	264
QUICK ROMP THROUGH RUSSIAN ABSOLUTISM	267
SLOGGING STEP BY STEP THROUGH THE COLD RUSSIAN WINTER	273
TIMELINE FOR THE RISE OF FASCISM AND NAZISM AND THE ROAD TO WWII	279
COUNTDOWN TO CATASTROPHE	283
TIMELINE FOR THE COLD WAR	286
<b>CHARTS AND COMMENTARY</b>	<b>291</b>
THE RENAISSANCE	292
ROAD MAP TO HEAVEN	301

ENLIGHTENMENT FOR THE PEOPLE	303
SCIENCE GUYS	306
HOBBS, LOCKE AND ROUSSEAU	314
CATALOG OF REVOLUTIONARIES AND THEIR ENEMIES	319
LEFT, RIGHT, LEFT, RIGHT	328
ENGLISH DOMESTIC POLITICS	334
<i>WHO'S A TORY? WHAT'S A WHIG?</i>	335
<i>QUICK SUMMARY of LIBERAL IDEOLOGY</i>	339
<i>CATHOLIC EMANCIPATION</i>	340
<i>HOME RULE FOR IRELAND</i>	341
<i>CORN LAW REPEAL</i>	342
<i>REFORM ACTS</i>	343
<i>SUMMARY OF POOR LAWS</i>	344
MEMO ON MARXISM	345
INSTANTANEOUS ART THROUGH THE AGES	347
A SYLLABUS OF THE CENTURIES	352
AN ARRAY OF SOCIALISTS	366
A BOUQUET OF ISMS	368
ENGLISH DOMESTIC POLICY 1858-1914	374
BISMARCK'S DOMESTIC POLICIES and what happened after he was fired	378
FRENCH GOVERNMENTS 1852-1914	380
DOMESTIC POLITICS IN ENGLAND, FRANCE AND GERMANY IN THE INTERWAR PERIOD	387
TREATMENT OF TREATIES	392
PEACE SETTLEMENTS	398
DOMESTIC POLICIES IN E, F AND G	401
THE FACTS YOU NEED TO KNOW	411
MAPS YOU ABSOLUTLEY NEED TO KNOW	412
THE DATES YOU ABSOLUTELY NEED TO KNOW	413
WORD CHRONOLOGY FOR EURO	417
EXTRA ADDED ATTRACTIONS	419
THE DEFAULT SETTINGS FOR EUROPEAN HISTORY	420
WHAT'S IN A NAME?	421
FAMOUS PHRASES	422
HOW TO RUN A EUROPEAN COUNTRY	423
HISTORIANS AND HISTORIOGRAPHY	424

# HOW TO DO IT

# ESSAY WRITING

## STYLE SHEET FOR HISTORY

1. LESS IS MORE. Every word should add to your argument. If a word or phrase is not necessary for clarity or beauty, LEAVE IT OUT!
2. SAY WHAT YOU MEAN.
3. Tense agreement! Use ALL past tense or ALL present tense. Almost always, past is best for history.
4. Do not abbreviate.
  - 4a. Avoid contractions.
5. USE ACTIVE VOICE! Do not write: "The paper was written by Bubba." Do write: "Bubba wrote the paper."
6. No first or second person. Period. The end. That means NO "I", "you", "we", "me," "your," "our," or "us."
7. "Person" and "one" are singular. So are "everybody", "everyone", "no one", "nobody." It means these words must be followed by singular pronouns such as "he" or "she." And, of course, the verbs must be singular as well. DO NOT WRITE: "Everybody thinks they are a good writer." DO WRITE: "Everybody thinks he or she is a good writer."
8. "Lastly" is not a good word. Use "finally." And while you are at it, avoid numerical adverbs like "firstly" or "secondly". Use instead "first" or "second."
  - 8a. Do not use words like "scenario" or "utilize" when you can use words like "scene" or "use."
9. DO NOT EQUIVOCATE. DO NOT BE TENTATIVE. Make assertions. Then prove them with evidence.
10. Do not write "in conclusion." If the reader cannot tell you are concluding, you have not done your best work.
11. Adverbs such as "definitely," "really," "very," "greatly," "strongly," "basically" weaken your writing.
12. Do not use "this" as a noun. When it is an adjective, it needs a noun to modify. In general, after "this" you need a noun.
13. Use parallel construction. Remember to use "to" in a parallel construction with infinitives.
14. "Accept" means to agree to something. "Except" means to exclude.
15. "Affect" means to make a difference in something. "Effect" means to cause something, or, alternatively, the result of something.
16. Distinguish correctly between "their," "there," and "they're"
17. Distinguish correctly between "your" and "you're."
  - 17a. Distinguish correctly between "its" and "it's." You will NEVER USE "it's" in formal prose if you follow these rules because it is a contraction.
18. "Hate" is a verb. "Hatred" is a noun.
19. "Quote" is a verb. "Quotation" is a noun.
20. "Cite" is a verb. "Citation" is a noun.
21. **NEVER** WRITE "would of," "could of," or "should of" for "would have," "could have," or "should have." Never! Never! Never!

22. Avoid Colloquialisms.
23. DOUBLE SPACE YOUR TYPED WORK!
24. Check your spelling before turning in work. Run the spell-check on your computer written work!
25. Watch out for overuse of "also."
26. Do not start or end a paper with useless or obvious phrases such as "The question I choose to answer is...," "This paper is about...," "I am going to prove thus-and-such and use evidence." Follow Nike: Just Do It.
27. People WHO  
Things THAT
28. Learn or remember that "a lot" is TWO words. That is a lot!
29. Spell "separate" correctly.
30. Do not write, "hopefully" when you mean, "it is to be hoped," or "one hopes." "Hopefully" is an adverb.
31. NEVER start a paper with "According to Webster's New Collegiate Dictionary..." or any other dictionary reference.
32. DO NOT begin compare/contrast papers with generic openings like "This and that are very different but they also have similarities."
33. DO NOT use "economical" which means "tending to save money" for "economic" which means "having to do with the economy"
34. Tired phrases to avoid:
  - a) An author "goes on to say..."
  - b) Something is a "key factor" or worse yet, something is "key."
  - c) ANYTHING (but especially an economy) was "in shambles."
35. Do not write: "Butch was a person who snored." DO WRITE: "Butch snored."
36. Do not write: "Doofus was able to burp." DO WRITE: "Doofus burped."
37. AVOID THE CONSTRUCTION: "It was then.....that..." or, "It was this person who..."
38. Do not confuse "want" with either "lack" or "desire."
39. ALWAYS refer to authors, and people you are writing about, by their LAST NAMES only. No titles, no honorifics, and above all, NO FIRST NAMES. Use of first names is demeaning.
40. Do not write that a country or a leader was "upset" by something. Similarly do not write that countries or people were "happy" about something.
41. Novels are ALWAYS FICTION! Do not write that a work is a "novel" if it is NOT!
42. "Impact" is NOT a verb in formal English. Neither is "disrespect."
43. Things are BASED ON other things, NOT "based off of" other things.
44. Do not use "in order to." Just use a nice active verb.
45. Nations should be referred to as "it" or "her" (the old-fashioned style) but not as "they."
46. Do not use "amongst." There is nothing wrong with "among." Same thing for "betwixt" and "amidst."
47. If you can count something use "number." If you must measure something use "amount."

## VERBS FOR THEMATIC ESSAYS

1. Analyze: determine the nature and relationship of the component parts of; explain the importance of; break down.
2. Assess: judge the value or character of something; appraise; evaluate. Decide how true or false a statement is.
3. Compare: examine for the purpose of noting similarities and differences, focusing more on similarities.
4. Contrast: compare to show the unlikeness or points of difference.
5. Criticize: make judgments as to merits and faults; criticism may approve or disapprove or both.
6. Define: give meaning (A word, phrase, concept); determine or fix the boundaries or extent.
7. Describe: give an account; tell about; give a word picture.
8. Discuss or examine: talk over; write about; consider by ARGUMENT or from various points of view; debate; present the different sides.
9. Enumerate or list: mention or itemize separately; name one after another.
10. Evaluate: give the good points and the bad; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.
11. Explain: make clear or plain: make known in detail; tell the meaning of; make clear the cause or reason.
12. Illustrate: make clear or intelligible as by examples.
13. Interpret: explain the meaning; make plain; present your thinking about.
14. Justify: show good reasons; present your evidence; offer facts to support your position.
15. Prove: establish the truth of something by giving factual evidence or logical reasons.
16. Relate: show how things are connect with each other or how one causes another.
17. Summarize: state or express in concise form; give the main points briefly.
18. Trace: follow the course.
19. To what extent: tell how far something goes on an imaginary continuum. Another way to envision this directive is as a balance. Does the scale tip one way or the other? a lot or just a little?

## TERMS TO USE WHEN MAKING COMPARISONS

Both...  
Each...  
Is similar...  
Is different...  
Is comparable...  
Analogous to...  
Likewise...  
On the other hand...  
Corresponds to...  
Are related to...  
As well as...  
Contrasts with...  
Rejects...  
Not only... but also...  
In contrast to...  
Yet...  
While...  
Still...  
However...  
Despite...  
At the same time...

1. When you write compare and contrast essays you must not just list the attributes of each topic. You must relate their similarities and differences to each other.
2. Sometimes a compare and contrast question is construed to require you to note how things are different as well as how things are the same. To be safe if you do not see many differences you should explicitly note that there are overwhelming similarities and that the differences are insignificant.

## GENERIC FOR WRITING THE THEMATIC ESSAY

1. Follow the style sheet.
2. Define your terms.
3. Decide what, if any, is the implied periodization in the question. Be sure to tell the reader that you know what the dates signify. (BUT - ALAS - Sometimes the periodization of the question is capricious. You'll have to DECIDE if the dates signify a specific time period or not.)
4. Use examples to support your generalizations. Dates, names, events, places. **DETAIL IS GOOD!**
5. Consider any potential problems with your evidence or argument. Discuss how your thesis can account for them, or how they are irrelevant.
6. It is important to **ANSWER THE QUESTION THEY ARE ASKING** and to let them know that you are answering the question.
7. It is important to recognize the implicit structure of the answer dictated by the question, or hiding within the question. When you answer the question, be explicit about the categories in the question as you respond to them.
8. **LOOK** for **CHANGE OVER TIME** and **DECIDE FOR YOURSELF** if is a relevant factor in the answer.
9. **DO NOT B.S. THE ANSWER** or try to twist the question to mean what you want it to mean or what you know about. The readers can tell. Even if your essay is great, if it does not answer the question you will get a zero.

## SPECIFIC ATTACK ON THEMATIC ESSAY

Remember: The Main Thing To Do is "ATFQ!"

Answer The Freakin' Question!

1. Decide what the question is asking.
  - a) Pay particular attention to the verbs in the question.

b) Consider the nature and scope of the question. Should your answer be chronological, or topical? Should your answer be based on social, political, cultural or economic history?
  - c) Look for an implicit structure for your paper within the question.
2. Think for a while, maybe making brief notes.
3. List the "magic words" for the topic. Figure out what the "magic" dates signify. Remember that a Magic Word is "that without which there is no A."
4. Formulate a thesis. Your thesis is the answer to whatever question you are investigating, or the answer to the question posed by the test. Another way to put it is that your thesis is the statement that you are asserting is true, the truth of which you will attempt to demonstrate in your paper.
5. Outline your response.
6. Write the paper.
  - a) Your first paragraph will include both your thesis and a preview of the evidence you will adduce.
  - b) The superlative first paragraph will have an intriguing, artful or clever beginning. In short, it will be more like literature.
    1. Your beginning may set up the context of the question, linking the known to the unknown (what you will prove by the end of the paper.)
    2. You might consider using analogy or metaphor.
    3. You might pose a commonly held position, or misperception, and then attack it.
  - c) For conclusion there are three standard formulae: KAPOW! WHEE! and HUMMM! Here are some examples:
    1. POW! It happened! (For chronological or causal argument.)
    2. That's why it happened HERE first/best. (For locus arguments.)
    3. It couldn't have happened anywhere else. (Also for locus.)
    4. And we will see the implications of it, such as.... in the future.
    5. If only X then there would have been (have not been) Y.
    6. Paradox or Irony: And so on the surface it seems to mean X, but it really means Y... It is both X and Y... In spite of trying to be X it ended up being Y.
    7. That's the way it was but they did not know it then.
    8. Frankenstein POW! S/he created something s/he could not control.
    9. Fugue ending: HUMMMMMM. Brings all the melodies of your argument together in a nice round note. Especially good if you have used metaphor or simile at the beginning and throughout your paper.

## **CAN YOU DO THE DBQ?**

### **HOW TO INTERROGATE A DOCUMENT**

1. What is the document?
2. Who wrote the document?
3. When and where was it written?
4. Why was it written?
5. Who was the intended audience for the document?
6. What does the document say?
7. FINALLY: What does the document mean?

### **SPECIFICS FOR WRITING THE DBQ**

1. Formulate a thesis about history, not merely about the documents. **MAKE SURE YOUR THESIS ANSWERS THE FREAKIN' QUESTION!** With any kind of writing, remember to ATFQ!
2. Focus your discussion on the documents and the inferences you can draw from them.
3. Use all the documents.
4. Do not quote extensively. **LONG QUOTATIONS ARE BAD!**
5. A good DBQ **ANALYZES** and **DRAWS CONCLUSIONS** from the documents. You should avoid the "laundry list" approach; that is, do not merely summarize each document.
6. Look for trends of change over time in the documents. (Sometimes "change over time" is not a relevant factor in the question, so **LOOK** for it, but don't require it.)
7. Refer to the content, or the author, of the document so specifically in your text that the reader cannot help but notice the document you are referring to without your having to cite it in parentheses.
8. According to the AP guys these are "indicators of analysis":
  - analytical essay structure (thesis, discussion with evidence, conclusion.)
  - organization of evidence in categories, especially ones not specified in the question itself. **GROUPING is GOOD!**
  - frequent reference to the terms of the question.
  - combination/juxtaposition of documents.
  - recognition of contradictions, ambiguities in documents.
  - reference to the **POINT OF VIEW** ("attribution") and the **PURPOSE** of the document.

### **HOW THE "CORE SCORING" WORKS:**

You have to get the first six points of the "Basic Core" before you can get the three optional points for being cooler and fancier. Here are the six points:

1. having an acceptable thesis. Such a thesis **ANSWERS THE QUESTION!**
2. using a minimum of  $\frac{3}{4}$  of the documents.
3. addressing **ALL PARTS** of the question.
4. showing accurate understanding of the documents by using them to support an argument, with no more than one major error in content interpretation.
5. analyzing bias or point of view. Discuss bias or point of view explicitly at **least three times!**
6. grouping the documents into **at least three groups**.

## MORE ABOUT POINT OF VIEW

Your AP Readers will require evidence of understanding Point of View in at least 3 explicit instances. Here are some ways to apply POV.

1. You can reference the *internal bias* you see in the document. Examples of name calling, loaded language, and other kinds of rhetoric betray the prejudices or biases of the author.
2. You can reference *external bias*. What is the author's self-interest that makes him or her say the things he or she does? Do people of certain groups usually construe issues in certain ways?
3. You can write "The author thinks (or says) X because he or she wants (or needs, or believes) Y. According to the AP the idea is to show "awareness that the gender occupation, class, religion, nationality, political position or ethnic identity of the author may well have influenced the views expressed in the document."
4. Remember that it does not count as understanding "Point of View" if you merely say what the author of a document thinks. You are using POV when your discussion *accounts* for what the authors are saying. Explain WHY someone holds a certain view, or speaks about something in a certain tone.
5. You can demonstrate you understand the *tone* of a document by using vivid verbs. Instead of "The author says..." try "The author condemns, lauds, pleads, complains, exults, rants..." Any word that relates to the feelings or values of the author will convey his or her POV.
6. It is not enough to merely say that someone was "biased" or "prejudiced." To earn credit you must give the reader your EVIDENCE for asserting that someone is biased. The evidence may come from the document itself, or from your understanding of the external bias of the author.
7. You must NOT accept every document you read as fact! Pay attention to the circumstances behind the creation of the document and the goals of the author.
8. You may discuss the reliability and accuracy of a source. According to the AP you should "critically examine the source for its reliability and accuracy by questioning whether the author of the document would be in a position to be accurate and or would likely be telling the truth. The student can also evaluate the type of source, e.g. a letter or official report, showing an understanding that different types of sources vary in their probable reliability."
9. You can group some documents by author. When you do so you show awareness that certain types of authors, by being in that certain type, will share and express similar views.
10. You will NOT earn "Point of View" points merely for using attribution when you discuss the documents, even if you do it every time.
11. You may group and evaluate documents by type. Public documents such as government statistics may be compared to private documents such as diaries or letters.

## **MORE ABOUT GROUPS**

1. You need to group the documents three different ways in your DBQ. It takes two documents to make a group.
2. Your groupings need to be **RELEVANT** and **VALID**! You may not just discuss authors whose last names begin with “Q” and get credit for a valid grouping.
3. Here are some ways to group documents:
  - a. **TYPE**, i.e., letter, book, diary, political platform, government document, statistics, newspaper account, business records, etc.
  - b. **GENDER** of the author
  - c. **EDUCATION, OCCUPATION, SOCIAL or ECONOMIC CLASS** of the author
  - d. **PERIOD** in which they were written
  - e. **POINT OF VIEW**
  - f. **IDEOLOGY**
  - g. **NATIONALITY** of author
  - h. **RELIGION** of author
  - i. **LOCATION** of author, i.e., rural, urban, Paris
4. You may make a group out of two or more documents whose points of view disagree with each other. The idea is to show that you can combine and juxtapose the ideas, and that you recognize that the documents are “talking” to each other.

## **OUT-THINKING THE AP**

## **RULES OF THE ROAD**

### Guide to the AP Euro Exam for 2005

Questions come from intellectual/cultural, social/economic and political/diplomatic history of Europe from 1450 to the recent past.

The test takes three hours and five minutes, made up of a 55 minute multiple choice section and a 130 minute free-response section.

In the multiple-choice, about half of the questions deal with the period from 1450 to the Napoleonic Era, and one half deals with the period from the Napoleonic Era to the present. There are 80 questions total.

Of the 80 questions about one third focus on cultural/intellectual themes, one third on political/diplomatic and one third on social/economic.

In Part A of the free-response portion there is a 15 minute MANDATORY reading period followed by the 45 minute DBQ.

In Parts B and C you are asked to respond to TWO (2) thematic essays in 70 minutes. You will choose one essay from each of two groups of three choices. You will be advised to spend the first five minutes planning and the next 30 minutes writing, and you should heed that advice.

In scoring the test the multiple choice is of equal weight with the free-response. Within the free-response, the DBQ is worth 45% and the two thematic essays together are worth the other 55%.

**SHOULD YOU GUESS ON THE MULTIPLE CHOICE?** For questions with five choices you will lose one-fourth of a point for a wrong answer. So there is little to gain by guessing at random. On the other hand, if you can eliminate even one of the choices it may help you to try the question. And, obviously, the more choices you know are wrong the greater your chance of getting credit.

You need about 60% correct multiple guess items to score a 3, and 75% for a 4 or 5, assuming your writing is good.

## DECODING QUESTIONS ON THE AP TEST

THING ONE: CALM DOWN, READ THE QUESTION SLOWLY, AND PAY ATTENTION TO THE "EXCEPTS," THE "ALL BUTS," AND THE "IS NOTS".

My father says: "When all else fails, read the instructions."

THING TWO: DON'T SWING AT THE FIRST PITCH.

NOW... There are six types of questions on the test: Identification, analysis, quotation, interpretation of a picture/art object/cartoon/photo, maps, and graphs or charts.

### Identification

ID's require very specific information linking things like ideas with thinkers, authors with books, kings with laws or wars, ideology with era and so on. About 35-40 percent of AP questions are identification. You can often eliminate obviously wrong answers. Then you may be on your own. To guess or not to guess? Well, it's only 1/4 off for a wrong one, and if you have eliminated some already...

### Analysis

These questions ask you to make connections with cause and effect or chronology. The information they require is less specific than ID's so you may have an easier time eliminating the wrong answers and selecting the right one. Roughly 20-25 percent of the AP questions are analysis. It helps a lot to know the general time frame of events and ideas. (That's one thing the Dates YANTK are good for.) Putting events in the correct order is a good way to attack these questions.

Often there is an IMPLIED time frame, date or dates, in the questions, which, if you can decipher it, will help you figure out the answer. For example if you know the approximate periods of the agricultural revolution and the industrial revolution, and you know WHY the one has to come before the other, you can answer lots of analysis questions about 18th century economics.

Often words can suggest either a date to work with or an idea to attach to them. If your question is about England in the "mid-18th century" you can translate that phrase into something concrete like "approximately 1750" or "between 1725 and 1750" and then apply the Dates YANTK.

If you can, attach a "magic word" in the question to its cultural, political or artistic time period so you can figure out when the issue discussed is happening.

Ideas have a chronology, too. To do analysis on intellectual history questions, try to figure out the most basic assumption of underlying the issue. Then you can move on to the ideas or behaviors that come AFTER accepting that assumption. For example, Enlightenment thinking starts out assuming the universality of human nature and reason. If you assume that everyone is reasonable, you will end up rejecting previous ideas about the church, and ideas of particularism will be a rebellion or rejection of the Enlightenment. Thus: Religion first, Enlightenment second, Romanticism third.

### Quotation

These questions are like analysis questions in that they require less specific information than the ID's. They account for about 10 percent of possible questions. You do them the same way as analysis questions - use chronology and cause/effect to eliminate the obvious wrong answers. Next, see if you can find a "magic word" or a recognizable fact piece in the quotation that you can tie to one of the remaining answers.

### Interpretation of Visual Sources or Art

These questions account for less than 10 percent of the questions on the AP. They require you to identify the artist, style, subject or period of a work of art, or they may require interpretation of a cartoon, photo, or picture. If it is a pure identification question and you know it, you are golden. If not, eliminate the obvious wrong ones and try to use analysis on the remaining choices. IF YOU SEE A PIECE OF ART, remember that you can eliminate two or even three answers without knowing anything about art: the wrong answers will have fact errors in them and may not refer to, or require you to understand, the picture at all.

### Map Interpretation

These questions, also less than 10 percent of the AP exam, require only general map skills and some general history, which I would hope you have. Just take the time to read the question and the map slowly and think it through. If it seems too hard, you are probably overlooking something.

### Graphs and Charts

Another less-than-ten-percent category, these questions provide all the information necessary to answer the question correctly. Read them slowly and attack them as you would in a DBQ.

IF YOU DRAW A COMPLETE BLANK: First of all, it's okay. Second, move on and come back to the question if there is time.

The AP guys expect some variation in courses across the nation, so you only need about 75% of multiple choices right to score in the 4 or 5 range, assuming your writing is good.

## **TO DIAGNOSE YOURSELF ON TEST WEAKNESSES**

When you get the results of your practice test you can diagnose your weak places so you can focus your studying.

Go over your wrong answers and figure out the category or categories of your mistakes. Categories could include test-taking problems like "swinging at the first pitch," failure to read/understand the question or confusion with the "ALL EXCEPTS." Sometimes the problem is a content area, such as a country (like Russia, for example) or a SPERM factor such as economics. Sometimes your mistakes will relate to one part of learning history, like chronology or causality. If that's the case it is an easy fix: make timelines like there was no tomorrow! Your diagnosis should tell you two things: what your test taking pitfalls are and also what your knowledge weaknesses - in either concepts or content - are.

If you have test problems you know to stop and take a deep breath and focus extra hard on these particular kinds of questions. If possible, you can make a written reminder to yourself on your test to help you avoid these mistakes. For example, if you get caught on the "EXCEPT" questions go through the test and circle all these questions so you will know to stop and think carefully before answering.

If you are "century challenged" write out the dates that correspond to the words in the question such as 1900-1920 for "early 20th century" or 1740-1760 for "mid-18th century." You will then recognize some Dates YANTK that attach to the period which should help you get to the right hunk of time, recall what is going on, and eliminate at least some obviously wrong answers.

## **OTHER STUFF**

## GENERAL PRINCIPLES FOR LEARNING SOMETHING ON YOUR OWN

### Research and Study Ideas

The idea is to start with a general knowledge and add more specific knowledge as you go along. In research you cannot ask a good enough question to get a good paper until you know something about the field. When you know enough about something, you will also know what more you want to know, and you may even know what remains in the field to be discovered. When you know what you want to know, you have a question that is the focus of your research. The answer to your question is, of course, your thesis!

1. When starting a topic about which you do not know very much it is a good idea to get an overall time frame and periodization from someone else, i.e., Langer's, now Stearns's Encyclopedia of World History or Usborne's World History Dates, or any of a number of encyclopedias. Later on you will be able to make your own.

2. It is also a good idea to get an overview of the players, concepts and issues from someone else, for example, from your textbook. In fact, useful superficial overview is the specialty of textbooks. Later on you will be able to conceptualize the issues for yourself. The bibliography in the back of a good college text will include "Suggestions for Further Reading." It will probably mention the most important authors on your topic and direct you to good sources on minor but related topics.

3. If you want to find out about the historiographical issues on a topic sometimes they are discussed in the back of a textbook. Or you can do a search for historiography in the library or on the internet. What you are looking for, or asking the librarian to help you look for, is a "review of the literature" on your topic. When you get your article on historiography it will tell you who the heavy hitters are and roughly what they said. Then you can look up the relevant ones and read the books.

4. You can find out about topics even if they are not listed in the index of a book. For example, if your question "education" is not listed you can attack it through towns, social classes, trade, literacy, work, economy, religion or rulers. If your question is shelter you can attack it through towns, villages, social classes, ruling classes, economy, geography, agriculture and art work. You can use artwork and literature to deduce answers about society, and social issues. You can use laws to make good guesses about social conditions.

5. You can find out about food and clothing and music of different eras in histories of food, clothing, and music. Just because your topic is Germany does not mean that all the information you want will be found in specific histories of Germany.

6. It is a good idea to figure out the socio-economic pyramid for the place and time you are studying.

7. It is a good idea to figure out the geographic features and boundaries of the place you are studying at the time you are studying it. Maps help.

8. It is a good idea to get started right away. Things always take longer than expected and, well, stuff happens.

9. To learn narrative content you can make your own *safety nets*. Make charts, or timely lines for any of these generic questions, and plop your information into the categories. Some good categories include: different groups and their grievances or agendas, goals of a group or nation compared to outcomes or achievements (especially good for treaties and wars,) compare and contrast anything over SPERM categories, periodize the chronology of anything, make a causality chart or triangle for any event, compare and contrast leaders for their isms, goals, background, or achievements, compare and contrast conditions of classes or groups according to country, place people, religions, political movements on a Right-Left Continuum.

## **FORMAT FOR SUMMARY OF AN ARTICLE**

1. Complete bibliographical entry for article.
2. In one sentence, state the question the author is asking.
3. In one sentence, state the author's thesis.
4. Development
  - a) Describe the structure of the author's argument.
  - b) Explain what evidence the author gives to prove his/her point.

## **BOOK REVIEWS**

Book reviews should concern themselves with the author's thesis, the kinds of evidence used to support the thesis, and your assessment of his or her success. This last element is what makes a book review as opposed to a book report, which merely summarizes the book's contents. In order to evaluate an author's success in proving his or her thesis you should ask questions as you do your reading. How does the author set up the question he or she attempts to answer? Does he or she establish the importance of the question? Might other questions about the general subject be more fruitful? Does the author betray a point of view or political bias that is helpful or harmful to his or her purpose? What parts of the problem does he or she emphasize or neglect? Does the author have a specific audience in mind and does this affect his presentation?

Any good book review should be written as though the reader had not read the book in question. Hence, the reviewer must, as efficiently as possible, inform the reader about the contents of the work: its time period, subjects, general organization of the material, structure of the argument and so on. You ought to know, or to learn, enough about the subject to be able to analyze the writer's grasp of the facts and the validity of his or her interpretation.

# **A STUDY GUIDE**

for

Palmer and Colton's A HISTORY OF THE MODERN WORLD

including extracts from Colton's study guide

with original material by Jessica Young

Chapter 1: THE RISE OF EUROPE

Section 1 "Ancient Times: Greece, Rome and Christianity"

The Greek World

ID:

The Roman World

ID:

The Coming of Christianity

ID: St. Augustine, City of God, City of Man, Christian dualism, caesaropapism

1. How was Christianity revolutionary for both philosophy and politics?
2. What does Palmer say are the implications of Christian dualism for the development of the West?

Chapter 1, Section 2 "The Early Middle Ages: The Formation of Europe"  
The Disintegration of the Roman Empire

ID:

The Byzantine World, the Arabic World and the West about 700 C.E.

ID:

The Church and the Rise of the Papacy

ID: Petrine supremacy, "power of the keys," Battle of Tours (732 C.E.), Charles Martel

## Chapter 1, Section 3: "The High Middle Ages: Secular Civilization"

### Changes After C.E. 1000

ID: Horse collar, three field system, feudalism, lords, vassals, Holy Roman Emperor (962 C.E.), serfs, manorial system

1. To what does RRP attribute the decline in the supply of slaves?
2. What improvements were made in agriculture?
3. What characteristic of European civilization emerges here?
4. Difference between England's system of succession and Germany's? Consequences thereof?
5. Difference between slaves and serfs?
6. Consequences of increased agricultural productivity?

### Rise of Towns and Commerce

ID: Venice, Flanders, Hanseatic League, guilds, masters, journeymen, apprentices.

1. Role of Jews in promoting trade?
2. What problems did towns have with the feudal system?
3. What political rights did the towns desire?
4. From whom did the towns acquire their political rights?
5. Difference in strength and rights of towns in England/France vs. Italy/Germany?
6. Consequences of strong towns for political unity?
7. Why does RRP say that the "spirit of the medieval economy was to prevent competition?"
8. Consequences of growth of towns for demise of serfdom?

### Growth of National Monarchies

ID: cortes, diets, Estates General, parliament, Magna Carta,

1. Two "innovations" of royalty
2. Significance of Magna Carta?
3. Describe the evolution of parliaments
4. Who comprised the "estates of the realm?"
5. Distinctive characteristics of the English Parliament?
6. Significance of ability of members of H. of C. to commit their constituents?

Chapter 1, Section 4 "The High Middle Ages: The Church"

Development of the Medieval Church and Papacy

ID: Pope Nicholas II (1059 C.E.), Pope Gregory VII (Hildebrand), Henry IV the HRE, lay investiture, excommunication, "to go to Canossa," Pope Innocent III, Fourth Lateran Council (C.E. 1215), heresy, sacrament, transubstantiation

1. Significance of Nicholas II's decree about election of popes?
2. Reforms of Gregory VII?
3. Achievements of Lateran Council?

Intellectual Life: The Universities, Scholasticism

ID: Anselm, Thomas Aquinas, scholasticism, Summa Theologica, "realism,"

1. How did Aristotle's works return to Europe?
2. What intellectual problem did acquaintance with Aristotle cause Christian theologians?
3. Intellectual consequences of scholastic philosophy?

Do you agree that "in disorder there is a kind of freedom?"

Chapter 2 THE UPHEAVALS IN CHRISTENDOM  
Section 5 - "Disasters of the Fourteenth Century"

The Black Death and Its Consequences

ID: Black Death, jacqueries, Wat Tyler's Rebellion, Hundred Years War, War of the Roses

1. What were the social, political and economic consequences of the Bubonic Plague?
2. How did the economic and demographic forces present after the Plague lead to weakening of the feudal system?
3. What problems confronted kings after the Plague and how did they respond ?
4. What were the positive effects of the Hundred Years War for England?

Troubles of the Medieval Church

ID: Unam Sanctum, Babylonian Captivity of the Church, Great Schism of the West, annates, John Wyclif, John Huss, Lollards

1. What provoked Boniface VIII to issue the bull Unam Sanctum?
2. How did the Great Schism of the West undermine the strength of the Catholic Church?
3. Symptoms of "mass neurosis?" What are they what do they suggest? Do you agree with this characterization?
4. What did the ideas of Huss, Wyclif and the Lollards have in common?

The Conciliar Movement

ID: Council of Constance, Martin V, simony, indulgences, Pragmatic Sanction of Bourges, Council of Basel, Popes Nicholas V, Pius II, Innocent VIII, Alexander VI, Julius II, Leo X.

1. Relate the Conciliar Movement to the development of Parliaments in England?
2. Manifestations of corruption in the church?
3. How did the Popes limit the success of the Conciliar Movement?

Chapter 2, Section 6 - "The Renaissance in Italy"

ID: Querelle de femmes, Christine de Pizan, Book of the City of Ladies

Italian Cities and the New Conception of Life

ID: Renaissance, Quattrocento, city-state, Florence, Dante, Petrarch, Boccaccio, Machiavelli, Medici Family: Giovanni, Cosimo, Lorenzo the Magnificent, virtu, Benvenuto Cellini, Savonarola.

1. What is new about Renaissance thinking?
2. Characteristics of Renaissance painting, architecture and sculpture?
3. Definition of virtu
4. How secular was the Renaissance?

Humanism: The Birth of "Literature"

ID: vernacular, Decameron, Divine Comedy

Schooling, Manners and Family Life

ID: Castiglione, Book of the Courtier,

1. Effects of Italian Humanism on education?
2. What were some important educational innovations of the Renaissance?
3. How and why were marriages arranged among the upper classes? In what ways did these arrangements affect the demography of the family?

Politics and the Italian Renaissance

ID: condottieri, Machiavelli, The Prince, New Monarchies

1. Machiavelli's ideal ruler?
2. Significance of The Prince?
3. Political weaknesses of Italy during the Renaissance?

ASK ME who Cesare Borgia is.

Chapter 2, Section 7, "The Renaissance outside Italy"

Religious Scholarship and Science

ID: "Pagan humanism vs. Christian humanism," Fuggers, Gutenberg, Regiomontanus/Nicholas of Cusa/Copernicus, Faust.

1. Two ideas, north and south, of the "new Renaissance spirit"

Mysticism and Lay Religion

ID: mysticism, Sisters and the Brothers of the Common Life, Modern Devotion

1. Define mysticism and explain its implications for relationship of the individual with authority.
2. Components of the Modern Devotion?
3. Motives, clientele and content of education provided by Brothers and Sisters?

Erasmus of Rotterdam

ID: E of R (1466-1536), Praise of Folly, Handbook of the Christian Knight.

1. What were Erasmus's accomplishments?
2. What problems did Erasmus see in the Catholic Church and how did he combat them?

## Chapter 2, Section 8 - The New Monarchies

Please note these dates for the beginnings of the New Monarchies:

France – 1453, Spain – 1469, England - 1485

ID: New Monarchies, "salus populi...", "quod principi..."

1. Why did townspeople support strengthening of Monarchy?
2. Who were the kings's main rivals?
3. Significance of pike and longbow?
4. New notions of king's authority adopted from Roman law?

### The New Monarchy in England, France and Spain

ID: Tudors, Henry VII, Wars of the Roses, Star Chamber, Louis XI, Valois, Concordat of Bologna (Francis I negotiates with Pope Leo X), annates, Ferdinand and Isabella, Castile and Aragon, reconquista, Inquisition

1. How did Henry VII limit power of the nobles when he became king?
2. Why was the Star Chamber generally accepted?
3. How did Louis XI increase his power over the nobles and the church?
4. How was "national" feeling different in Spain than in England?
5. What happened to the Jews and Moors in Spain? What is RRP's theory of the relationship between growing national identity and response to Jews?
6. Problems in Spanish culture leading to Inquisition?
7. Why did Spanish national identity end up tied to the Catholic Church?

### The Holy Roman Empire and the Habsburg Supremacy

ID: princely states, ecclesiastical states, imperial free cities, imperial knights and their manors, Imperial Electors, 1452, Maximilian I, Charles V HRE aka Charles I of Spain, Battle of Mohacs.

1. Summarize principles of New Monarchy?
2. How did Max I arrange for the huge increase in Habsburg power and influence?
3. How and why did the Habsburgs gain power in Hungary and Bohemia?
4. Significance of 1453 and 1526?
5. European response to threat of "universal monarchy?"
- \* 6. Summarize factors at play before emergence of Protestantism?

## Chapter 2, Section 9 "The Protestant Reformation"

ID: popery (no, NOT "pot pourri")

1. Three streams contributing to religious upheaval?
2. What made the new ideas "revolutionary?"

### Luther and Lutheranism

ID: Martin Luther, justification by faith, justification by works, indulgences, ninety five theses, Leo X, sacraments, transubstantiation, excommunication, Diet of Worms (1521), Schmalkaldic League, Peace of Augsburg (1555), "Cuius regio..." Johann Tetzel, priesthood of all believers, Ecclesiastical Reservation

1. How was Luther's interpretation of the sacraments different from the Catholic Church's?
2. Luther's idea about locus of authority for religion?
3. Luther's ideas about temporal authority?
4. How did peasants respond to Luther's message and how did Luther feel about it?
5. Which group did have success against the Catholic Church and the HRE, and why?
6. With whom did Francis I ally and why?
7. Terms of Peace of Augsburg? Who were the "winners" and who were the "losers?"

### Calvin and Calvinism

ID: John Calvin, Institutes of the Christian Religion, consubstantiation, predestination, the elect, Huguenots, calling, covenants, John Knox

1. Doctrinal differences between Calvinism and Lutheranism?
2. Calvin's notion of predestination?
3. Calvin's ideas about relationship between religion and politics?
4. Calvin's model Christian Community at Geneva?
5. How was Calvin's religion more international than Luther's?

### The Reformation in England

ID: Henry VIII, Defense of the Seven Sacraments, Catharine of Aragon, Anne Boleyn, Act of Supremacy, Thomas More, Utopia, Edward VI, Mary Tudor aka Bloody, Elizabeth I aka The Great, recusants, The Thirty Nine Articles,

1. Henry's motives for breaking with the Catholic Church?
2. How did Henry's break with the Church increase his power in England?
3. Why was Mary's attempt to revive Catholicism doomed to failure?
4. Consequences of enforced Protestantism for relations between Ireland and England?

### The Consolidation of Protestantism by 1560

ID: Max Weber, Protestant Ethic and the Spirit of Capitalism

1. Common ideas of Protestantism?
2. How important were economic changes for spread and acceptance of Protestantism? What does RRP say?
3. Effects of Protestantism on women and the family?

## Chapter 2, Section 10 "Catholicism Reformed and Reorganized"

ID: Catholic Reformation, Counter Reformation, Fifth Lateran Council, Council of Trent, tridentine

### The Council of Trent

1. Developments leading up to the Council of Trent?
2. Results of Council of Trent? Two kinds of tasks?
3. What abuses in Catholic organization were reformed? How?

### The Counter Crusade

ID: Pope Paul III, Jesuits, Oratorians, Ursulines, St. Vincent de Paul, St. Ignatius Loyola, high papalism/"ultramontanism"

1. Activities of the new religious orders?
2. Special characteristics and activities of the Jesuits? i.e., missionary, political, educational?
3. How did nation-states enforce religious conformity, both Protestant and Catholic?

## Chapter 3 ECONOMIC RENEWAL AND WARS OF RELIGION 1560-1648

### Section 11 - The Opening of the Atlantic

ID:

#### The Portuguese in the East

ID: Vasco da Gama (1498, 1502), infidel

1. Who wanted to maintain the old routes of trade and why?
2. Economic consequences of Portuguese success?
3. Which European group was most hurt by Portuguese success?
4. Why did the Portuguese think it was acceptable to commit atrocities against their trade competitors?

#### The Discovery of America

ID: Behaim's map, Christopher Columbus, conquistadors, Cortez, Aztecs, Pizarro, Peru, Magellan, Treaty of Tordesillas (1494)

#### The Spanish Empire in America

ID: encomienda, Potosi mines,

Ask me about: William H. McNeill, Plagues and Peoples

1. How did Catholic Spanish conquerors interact with natives and mestizos?
2. Economic impact of discovery of Potosi silver mines?

Chapter 3, Section 12 "The Commercial Revolution"

ID: inflation, "price revolution," debasing currency, "Commercial Revolution"

Changes in Commerce and Production

ID: capital, entrepreneur, "putting out"/"domestic" system

1. Describe the evolution from merchant to banker
2. How did the guilds work to restrict trade?

Capital and Labor

ID: interest, usury, "commercialization of industry"

1. How was the "new divergence between capital and labor" different from the town-and-guild framework?
2. What new industries developed? What was the role of the New Monarchies in this development?
3. New ideas about interest? How were they different from the Middle Ages?

Mercantilism

ID: mercantilism, bullionism, balance of trade, Statue of Artificers (1563), English Poor Law (1601), companies, monopolies

1. How did inflation affect different social classes?
2. Relationship of bullionism to mercantilism?
3. Basis of conflict between mercantilists and guilds?
4. Motivation for government introduction of new and protection of existing industries?
5. How did kings help merchants trade internationally?
6. Explain structure and advantages of "companies." Examples?

Chapter 3, Section 13: "Changing Social Structures"

ID: subsistence, freeholders, yeomanry, freeholders,  
Social Classes

ID: seigneurs, bourgeoisie

1. Social gradations in the nobility?
2. Derivation of "bourgeois?"
3. Gradations in middle class?
4. Who were the poor and why did their condition get "correspondingly worse?"

Social Roles of Education and Government

ID: hidalgos, Public Schools,

1. How did the Reformation and the increase in trade create greater demand for education?
2. How did education contribute to the formation of social classes?
3. Role of government in formation of social classes?

Eastern and Western Europe

ID: Junkers, robot, serfdom/hereditary subjection,

1. Why was the feudal lord more powerful in Eastern Europe than in Western Europe?
2. How did robot work?
3. Economic motive for exploitation of the peasants?

## Chapter 3, Section 14: "The Crusade of Catholic Spain: The Dutch and English"

### Ambitions of Philip II

ID: Charles V, Peace of Augsburg, Philip II, Cervantes, Don Quixote, Escorial, Duke of Alva, Council of Troubles, St. Bartholomew's Day Massacre, Huguenots, Golden Age of Spain/siglo de oro, mendicant, Potosi, El Greco, Battle of Lepanto

1. How, why, and when did the Habsburg Dynasty divide into two branches?
2. State of religious establishment otherwheres in Europe?
3. How was Catholicism a political threat to Elizabeth I?
4. Different ways Catholic monarchs tried to combat Protestantism?
5. Combatants and victor in Battle of Lepanto?

### The Revolt of the Netherlands

ID: Low Countries, Council of Troubles, William of Orange/William The Silent/William I, Joyeuse Entree,

1. How did Philip II come to possess the Netherlands?
2. National, religious, cultural distinctions between northern and southern provinces in Netherlands? Bonds, similarities?
3. Original motives of revolt against Philip II in 1566
4. What triggered the "fanatical Calvinists" behavior?
5. How did the Council of Troubles unite the population?
6. Evolution of William as sovereign?

### The Involvement of England

ID: Mary Stuart/Mary, Queen of Scots, Don Juan, Prince of Parma, Union of Utrecht (1579), United Provinces of the Netherlands/Dutch Republic/Holland, Armada, Sir Francis Drake,

1. Elizabeth's motives for support of the Netherlands?
2. How did Parma gain support of the southern provinces?
3. How did Spanish "interference" increase English national unity?
4. Motivation for Spanish invasion of England?
5. What happened to the Armada in 1588?

### The Results of the Struggle

ID: Twelve Years Truce (1609), Spanish Netherlands, English East India Company, Dutch East India Company,

1. Consequences of weakened Spain for English and Dutch colonization, exploration?
2. Conditions in Spain after death of Philip II in 1598?

QUESTION: In the seventeenth century how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory and trade?

## Chapter 3, Section 15: The Disintegration and Reconstruction of France.

### Political and Religious Disunity

ID: Wars of Religion, Huguenots, Francis I, Henry II, Catherine de Medici

1. How were France and Germany diverse legally and religiously?
2. From which social classes did the Huguenots come? How numerous were they?
3. Why did the French kings want to suppress the Huguenots?

### The Civil and Religious Wars

ID: Henry of Bourbon/Henry of Navarre/Henry IV of France, Guise family, St. Bartholomew's Day Massacre, politiques, Jean Bodin

1. Distinctive nature of French civil wars?
2. Motivation and consequences of St. Bart's Day massacre?
3. Who were the politiques and what did they believe?
4. Explain Bodin's significance and ideas? Long-term intellectual/political consequences?

### The End of the Wars: Reconstruction under Henry IV

ID: "Paris is well worth a mass" (1593), Edict of Nantes, "a chicken in every pot," Marie de Medici

1. How did Henry IV end the Wars of Religion?
2. Terms of the Edict of Nantes?
3. How was the French settlement of the wars of religion different from that in Germany?
4. Why didn't Henry IV ever summon the Estates General?

### Cardinal Richelieu

ID: Marie de Medici, Louis XIII, mercantilism, Richelieu, Peace of Alais

1. How did Richelieu gain control of French economics and politics?
2. How did Richelieu implement mercantilist policies?
3. Richelieu's relations with Huguenots? Why did he do what he did?
4. Richelieu's foreign policy?
5. Terms of Peace of Alais?

- Chapter 3, Section 16: The Thirty Years' War, 1618-1648: The Disintegration of Germany
1. Similarities between Catholics and Calvinists compared to Lutheran?
  2. Evidence of German "backwardness and decline" 1500-1600? Reasons therefore?

#### Background of the Thirty Years' War

ID: Peace of Augsburg (1555), Palatinate, Elector Palatine, Twelve Years Truce, Protestant Union

1. Factors leading up to Thirty Years' War? (at least three)

#### The Four Phases of the War

ID: Bohemian (1618-1625), Danish (1625-1629), Swedish (1630-1635), Swedish-French (1635-1648), "defenestration of Prague" HRE's Matthias and Ferdinand, Edict of Restitution, Wallenstein, Gustavus Adolphus

1. Trigger for first phase of the war?
2. Major events in 1st phase?
3. Significance of defeat of Bohemians at Battle of White Mountain?
4. Motives of King of Denmark?
5. Motives of Richelieu? How did he get Sweden to participate in the war?
6. Motives of Gustavus Adolphus?
7. Upon what fears did Richelieu play to keep the German Catholics disunited?

#### The Peace of Westphalia

ID: Staatensystem

1. Significance of individual German states participating in the negotiation process?
2. How did Peace of Westphalia represent a failure of the Counter-Reformation?
3. How was the religious settlement in P. of W. different from that of the Peace of Augsburg?
4. Political results for the HRE?
5. Political benefits for Sweden and France?
6. Meaning of Staatensystem as new idea in Europe?
7. Damage to Germany?
8. Significance of end of Thirty Years' War for historical periodization?

QUESTION: Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years War.

Chapter 4 THE ESTABLISHMENT OF WEST-EUROPEAN LEADERSHIP  
Section 17 "The Grand Monarque and the Balance of Power"

EXTRA IDs for LOUIS XIV: de Vau and Mansart. (They built Versailles), Mme. De Maintenon, Louis XIV's mistress at the end of his life, Vauban, military genius and expert on sieges, Count de Saint Simon, memoirist, letters de cachet, Beauchamps, Louis Xiv's dancemaster.

ID: 1643/1661/1715, Louis XIV, Grand Monarque, Sun King, Charles II, "universal monarchy" (compare to inheritance of Charles V, HRE)

1. Problems posed by lack of successor to Charles II?
2. Louis XIV's expansionist policies? Whom did they threaten?
3. How did Louis XIV's foreign policy show disregard for ideology?

The Idea of Balance of Power

ID: Balance of Power, William III, Prince of Orange

1. Explain three senses of B of P.
2. Purpose of B of P politics in 17th/18th century Europe?
3. Reasons for success of system of B of P?

Chapter 4, Section 18 "The Dutch Republic"

Dutch Civilization and Government

ID: The Hague, burghers, Estates General of the United Provinces, Hugo Grotius, Baruch Spinoza, Christian Huygens, Balthasar Bekker, World Bewitched, Rembrandt, Vermeer, statholder, Anna Maria van Schurman, *The Learned Maid or Whether a Maid May Be Called a Scholar*

1. Examples of religious toleration in Dutch Republic?
2. Examples of Dutch domination of shipping?
3. Advantages of the Bank of Amsterdam?
4. How did the Dutch republican government work? Strengths and weaknesses? Who had the most power in the Dutch Republic?
5. Background of William III?

ASK ME about Tulipomania!

Foreign Affairs: Conflict with the English and French

ID: Navigation Act (1651), Triple Alliance (the first one), 1689

1. Threats to Dutch Republic from England?
2. Two examples of William III applying the balance of power?

## Chapter 4, Section 19 "Britain: The Puritan Revolution"

ID:

1. Similarities between English Civil War and Wars of Religion?
2. Political issues contested in religious conflicts?

### England in the Seventeenth Century

ID: Plantation of Ulster, Christopher Wren, Purcell, Shakespeare, Milton, British East India Company

1. Where did English people migrate, and why?
2. Foundations of English economy?

### Background to the Civil War: Parliament and the Stuart Kings

ID: James I/James VI of Scotland, The True Law of Free Monarchy, divine right of kings, "ship money", The Long Parliament, John Hampden, John Pym, Oliver Cromwell, Presbyterianism, Solemn League and Covenant

1. Background to succession of James I?
2. Motives of Parliament members to oppose the King?
3. How was Parliament able to organize resistance to the king?
4. Motive of Scots rebellion?

### The Emergence of Cromwell

ID: Roundheads, Ironsides, Pride's Purge, Rump Parliament, Levelers, George Fox, Society of Friends, Diggers, Commonwealth, Lord Protector, Oliver Cromwell, Richard Cromwell, Fifth Monarchy Men, Instrument of Government

1. How did it happen that the Protestant population of Ulster was dispersed throughout Ireland?

Chapter 4, Section 20 "Britain: The Triumph of Parliament"

The Restoration, 1660-1688: The Later Stuarts

ID: restoration, Dissenter, Act of Settlement (1662), Charles II, James II, "declaration of indulgence", Test Act (1673), Tories, Whigs

The Revolution of 1688

ID: Battle of the Boyne, Mary of Orange, Bill of Rights (1689), Act of Settlement (1701), Pretenders, Toleration Act (1689), United Kingdom of Great Britain (1707), "penal code", Bank of England (1694), Glorious Revolution, John Locke

## Chapter 4, Section 21 "The France of Louis XIV, 1643-1715: The Triumph of Absolutism"

Some generic questions: How well did Louis XIV's absolutism work in unifying France, centralizing and strengthening administration and restraining the nobles? Describe Louis XIV's and Colbert's mercantile policies. Describe the different roles and activities of the *intendants*. Describe the administration of France under Louis XIV focusing on his advisors/ministers, his tax policies and the French system of justice. Discuss ways that Louis XIV and his ministers centralized power in himself and also in the state government.

Some extra IDs: de Vau and Monsart – they built Versailles, Mme. De Maintenon – the king's mistress at the end of his life, Vauban- military genius and specialist at siege warfare, Count de Saint-Simon, letters de cachet, Beauchamps – Louis XIV's dancemaster

### French Civilization in the Seventeenth Century

ID: Poussin, Claude Lorrain, Corneille, Racine, Moliere, La Fontaine, La Rochefoucauld, Descartes, Pascal, Bayle, skeptics, absolutism

1. Significant contributions of persons above to French culture?

### The Development of Absolutism in France

ID: parlements, "customs", "fundamental laws," Fronde, Cardinal Mazarin, "L'etat, c'est moi," Bishop Bossuet

1. Relics of feudalism in French government?
2. Motives for absolutism?
3. What's the Fronde? Against whom? By whom? Outcome?
4. Personality of Louis XIV?
5. How did the state in its modern form take a long step forward under Louis XIV?
6. Reprise of doctrine of absolutism under Bossuet?

### Government and Administration

ID: Versailles, intendants

1. How did Louis XIV obtain and maintain control of the army?
2. How was Versailles debilitating to the French aristocracy?
3. Advantages (to Louis XIV) of recently upwardly mobile men in government?

### Economic and Financial Policies: Colbert

ID: Colbert, "unprivileged" classes, Five Great Farms, Commercial Code, Old Regime/Ancien Regime, French East India Company

1. How did the remains of the feudal system keep the king from taxing the nobles?
2. How did French system of direct taxation work?
3. By what different ways did Louis XIV try to raise money?
4. How did Colbert apply mercantilist ideas in the French economy?

### Religion: The Revocation of the Edict of Nantes (1685)

ID: Jansenism, dragooning

Louis XIV's idea was "Un roi, un loi, un foi." (One king, one law, one faith.)

Chapter 4 Section 22: "The Wars of Louis XIV: The Peace of Utrecht, 1713"

Before 1700

ID: Peace of Westphalia, Peace of the Pyrenees, War of Devolution, The Dutch War, treaty of Nimwegen, Franche-Comte, chambres de reunion, Leopold I HRE, War of the League of Augsburg (1688), Peace of Ryswick

1. What does RRP say is the "greatest diplomatic issue of the day" and why?
2. What political conditions in the HRE enabled Louis XIV to nibble away at it? Which particular places?
3. Explain motivation and outcome for each of Louis's wars.
4. Who allied against Louis in each war? Who were Louis's allies?
5. Do you see any pattern to these arrangements?

The War of the Spanish Succession (1702-1713)

ID: Charles II of Spain, William III, John Churchill/Duke of Marlborough (ancestor of Winston Churchill), Catalonia, "The Pyrenees Exist No Longer."

1. How was this war different from the Thirty Years War?
2. Turning points marked in the WSS? Important "firsts?"
3. Who were the members of the Grand Alliance? Who allied with Louis?
4. Why did they want to fight in the first place?
5. Political/military goals of Austrians, Dutch, English?
6. Differences between Whigs and Tories?

The Peace of Utrecht

ID: Electorate of Brandenburg, Duchy of Savoy, Queen Anne, asiento

1. See if the negotiations at the end of the war does not remind you of NFL football teams trading draft picks.
2. Pay close attention to the creation of "Sardinia" and "Prussia" both of which have decisive implications for modern history.
3. What do the French lose, and to whom?
4. What do the French retain?
5. Moral, political and economic implications of the asiento?
6. Immediate and distant economic consequences of P of U for Great Britain?
7. Describe the "system of international relations" established by the Peace of Westphalia and confirmed by the P of U. Speculate about the problems inherent in such a system short term? Long term?

## Chapter 5 THE TRANSFORMATION OF EASTERN EUROPE, 1648-1740

### Section 23 "Three Aging Empires"

ID: commercial revolution, serfdom, "hereditary subjection," robot

Overview of differences between "East" and "West?"

1. Rough boundaries of Ottoman Empire? Poland? HRE?
2. Similarities between these three Empires?
3. What does RRP mean when he says that an area was "politically soft?"

### The Holy Roman Empire after 1648

ID: Voltaire's and Pufendorf's aphorisms about HRE, Pope Gregory XIII and his calendar of 1582, "perpetual diet" of Regensburg, Habsburgs, Hohenzollerns

1. Political weaknesses of HRE?
2. Economic disabilities?
3. How had the Thirty Years War led to German disunity?
4. Who were the Electors, whom did they elect and how did they get to be electors?
5. Problems in imperial diet?
6. What paradox existed between the rules of the independent German states and their subjects?
7. Ways in which small states could fulfill its ambition? Examples?
8. Pay attention to the Austrians being awarded hereditary kingship over Bohemia, which turns into Czechoslovakia, a non-German speaking area that will eventually pose problems for the Austro-Hungarian Empire.

### The Republic of Poland about 1650

ID: szlachta, capitulations, "exploding the diet"

1. Different political units comprising Poland? Ethnicities of these groups? Which groups were urban and which were rural?
2. Which group had the most power in Poland and what were the implications of this situation for Polish government?
3. Similarities to above with German knights in HRE?
4. Weaknesses of king of Poland?
5. What does RRP mean by characterizing Poland as a "power vacuum?"
6. Significance of independence of East Prussian fief in 1660?

### The Ottoman Empire about 1650

ID: janissaries, sultan, caliph,

1. Approximate geographical boundaries of Ottoman Empire, 1650?
2. Significance of unsuccessful Turkish siege of Vienna in 1529?
3. Relation of church and state in Ottoman Empire?
4. By the way, which two places conquered by the Turks had significant Muslim populations? Any modern repercussions?
5. Wherein were the Turks more tolerant than the Christians?
6. Special treaty arrangements between Europeans and Turks?
7. Political organization of Ottoman Empire?

## Chapter 5 Section 24 "The Formation of an Austrian Monarchy"

### The Recovery and Growth of Habsburg Power

ID: "hereditary provinces," John Sobieski, Peace of Karlowitz (1699), Prince Eugene of Savoy, Peace of Belgrade (1739)

1. How was the latter part of the 17th century a turning point in the fortunes of the Habsburgs?
2. Three dominions of the house of Austria? Component parts of each dominion?
3. Basis for alliance between France and Ottomans?
4. Explain the "international" character of the conflict between the Turks and Austria in 1683. Who is allied with whom and why? What is the religion of each ally?
5. Pay attention to Habsburg control of Croatia and Trieste - relevant to WWI and modern chaos in the Balkans.

### The Austrian Monarchy by 1740

ID: Battle of the White Mountain (1620), Prince Francis Rakoczy, Charles VI, Pragmatic Sanction (1713), Maria Theresa

1. How was the Habsburg Empire "international or non-national?"
2. Who were its political and religious enemies?
3. Who held power within the Habsburg monarchy? Role of the diets?
4. How did the Habsburgs crush the Czech Protestants? The Hungarians?
5. Pay attention to examples of "divide and conquer" in Habsburg strategy. Strengths? Long term weaknesses?
6. Diplomacy leading up to acceptance of the Pragmatic Sanction?

## Chapter 5, Section 25 "The Formation of Prussia"

1. Explain why small states with effectively managed armies could successfully compete with much bigger much richer ones.

### Sweden's Short-Lived Empire

ID: Gustavus Adolphus, Queen Christina, Charles XII (of Sweden - Gotta keep those Charleses straight!)

1. Observe once more the advantages of hereditary succession.
2. Gains made by Sweden in the Peace of Westphalia?
3. So what happened? (i.e., explain decline of Sweden as a great power.)

### The Territorial Growth of Brandenburg-Prussia

ID: militarism, location of rise of Prussia, mark/march, margrave, Hohenzollern, Drang nach Osten, "Baltic barons," Frederick William the Great Elector, Frederick III of Brandenburg/King Frederick I of Prussia (The Fredericks get confusing from this point on as well.)

1. Steps from Elector of Brandenburg to King of Prussia? (Check map on pp. 230-231.)
2. Reasons for Frederick William's policy of having "standing" army?

### The Prussian Military State

ID: Junkers, Frederick William I, Frederick II ("The Great") also AKA "Old Fritz"

1. How was the Prussian army "almost independent of the life of the state?"
2. How did the Prussians pay for their army?
3. Significant difference between Prussian economic development and that of Western Europe?
4. How did army affect social development and class structure, and how did it promote national unity in Prussia?
5. Compare composition of middle class in Prussia with France or England.
6. How were Prussian land laws different from those of France?
7. Contributions of Frederick William I to military development of Prussia?

## Chapter 5 Section 26 "The "Westernizing" of Russia"

ID: Peter the Great, Ivan The Terrible, Time of Troubles, Michael Romanov

### Russia before Peter the Great

ID: Peter the Great, Muscovites, Tartars, cossacks, Byelorussians, Ruthenians/Ukrainians, Archangel, Stephen Razin, Old Believers, Procurator of the Holy Synod

1. Geographical boundaries of Russia?
2. How did Russia's geography lead it to "face east" culturally and politically?
3. According to RRP how was "estranged" from Europe? What do you think he really means by this paragraph?
4. What aspects of economic and political organization did Russia have with Europe?
5. How did the peasants of Russia "sink into the abyss" of serfdom?
6. Examples of peasant protest?
7. Relation between Russian Orthodox Church and state?
8. Peter the Great's response to the church?

### Peter the Great: Foreign Affairs and Territorial Expansion

ID: Battle of Narva, Northern War (1700-1721), streltsi, state service,

1. Early Western experiences of Peter TG?
2. Political and military aims of Peter TG?
3. Peter TG's strategy against the Swedes?
4. Peter TG's economic policy and its social consequences?
5. Notice the irony of Peter's efforts to force Russia to the European level of productivity?
6. Differences between absolutism in Russia and in the West?
7. How "revolutionary" was Peter's policy of creating a new privileged class?
8. How did Peter TG attack "old" Russia?

### Internal Changes Under Peter the Great

ID: gubernii, Procurator of the Holy Synod, "state service" Prince Dolgoruky, Prince Menshikov

1. Describe the domestic changes Peter made and explain their motivations.
2. How revolutionary were these changes?

### The Results of Peter's Revolution

ID: Tsarevich Alexis

Chapter 5, Section 27 "The Partitions of Poland"

ID: War of the Polish Succession, Stanislaus I, Catherine II, Stanislaus Poniatowski, Four Years Diet, Thaddeus Kosciuszko, Edmund Burke

1. Pay special attention to interaction between Prussia, Russia and Austria from now on.
2. Role of Ottoman Empire in provoking Prussian proposal?
3. Settlement between Russia and Ottomans?
4. Geographic dimensions of 1st partition (1772)?
5. Trigger of 2nd Partition (1793)? Prussia's role?
6. Attend to map of all three partitions on p. 248.
7. How was the "old international order" threatened with the demise of Poland? Partition of Poland as a turning point in European history? Implications for imperialism coming down the pike?
8. What political and military advantages did the various Western European states gain and lose with the demise of Poland?

Chapter 6 THE STRUGGLE FOR WEALTH AND EMPIRE

Section 28: "Elite and Popular Cultures"

ID: patois, Volkssprache, culture, William Hogarth, "Gin Lane," mountebank.

1. Different kinds of "elites:" What are they? Who is in them? How flexible is membership?
2. Differences in daily life between different social classes?
3. Significance of "progress" in the use of beverages?
4. Experiences/ideas shared by all social classes?
5. Evolution of "polite" manners?
6. How do you account for the fact that upper and lower classes both believed in witchcraft?

## Chapter 6, Section 29 "The Global Economy of the Eighteenth Century"

### Commerce and Industry in the Eighteenth Century

ID: merchant capitalism, mercantilism, "domestic system," Colbert's Five Great Farms

1. Relative sizes of cities in Europe?
2. Relationship between urbanization and industry in 18th C.?
3. Proportion of English population engaged in manufactures? Which ones?
4. What question about England is this section getting ready to ask?

### The World Economy: The Dutch, British and French

ID: Bank of Amsterdam

1. Role of the Dutch in 18th C. world economy?
2. Significance of periodization 1713-1789? Could you devise another periodization for the "18th C.?"
3. Why did England and France become the two strongest trading powers in the 18th C.?
4. Over what places and activities did Britain and France contend?

### Asia, America, and Africa in the Global Economy

ID: guinea, Gold Coast, Daniel Defoe, "infant industries," plantation system,

1. Economic consequences of Asian cultures' disinterest in European products?
2. Areas of Asian superiority in manufactured goods?
3. British response to desirability of Indian cotton? (Keep this one in mind. It is ironic that Gandhi confronts this same problem in his efforts to win independence for India two hundred years later.)
4. Implications of desire for and availability of sugar in the West Indies.
5. Relationship between plantation economy and slavery?
6. Economic consequences of slavery for Great Britain and the United States?
7. Trading relationship between Western and Eastern Europe? Social and political consequences of this relationship for the Eastern European peasants?

### The Wealth of Western Europe: Social Consequences

ID: capital, private enterprise, capitalism, interloper, Thomas Pitt, William Pitt/Earl of Chatham, William Pitt the Younger, Jean Joseph Laborde, bourgeois, Seven Years War

1. How was the standard of living of different social classes in England and France affected by the "new wealth?"

Chapter 6, Section 30 "Western Europe after Utrecht, 1713-1740"

ID: "universal monarchy" Bourbon, Philip V, John Law, William Paterson, "Ostend Company"

### France and Britain after 1713

ID: 1720, Cardinal Fleury, Robert Walpole, Louis XV, Parlement of Paris, Queen Anne, George I, Act of Settlement (1701), Jacobites, divine right of kings, James III/the Pretender, John Locke, Bonnie Prince Charlie/Young Pretender, The Fifteen, The Forty-five

1. Differences between England and France 1713-1740?
2. What conditions enabled this period to be one of resurgence of power for the aristocracy?
3. What were some of the "interests" represented in the British Parliament? Compare to modern PAC's or lobbying?
4. How did Parliament benefit from the public's dislike of George I?
5. Differences between the Whigs and the Tories? Who belonged to each group?
6. How would a restoration of the Stuarts threaten the principles of the Glorious Revolution?
7. How did the British government try to destroy Jacobitism? Another instance of "divide and conquer?" Why did its actions leave "little permanent mark" - unlike what happened in Ireland, for example?

### The "Bubbles"

ID: "South Sea bubble," "Mississippi bubble" (1720) Bank of England, East India Company, South Sea Company, John Law, Mississippi Company, Robert Walpole

1. How were the British and French responses to the "bubbles" different?
2. Economic consequences of the collapse of the bubbles? How were they different in England and in France?
3. What do you think about RRP's conclusion that "It was the political freedom of England that gave it its economic strength?"

ASK ME about The Elephant and The Maypole

### Fleury in France; Walpole in England

ID: Fleury, *quieta non movere*, cabinet responsibility to the majority in Parliament, War of the Polish Succession, The War of Jenkins Ear (1739)

1. Motivation of Fleury and Walpole for avoiding war?
2. How was Walpole the "architect of cabinet government?"

Chapter 6, Section 31 "The Great War of the Mid-Eighteenth Century: The Peace of Paris, 1763"  
ID: "Silesian" wars, War of the Pragmatic Sanction, King George's War, "French and Indian War", War of the Austrian Succession (1740-1748), Seven Years War (1756-1763)

1. Who is fighting whom and over what issues? Do you agree with RRP that "The two wars were really one?"

### Eighteenth-Century Warfare

1. Characterize 18th C. warfare and explain how it affected the development of events. Consider feelings of nationalism, loyalty of recruits, weapons, strategy, involvement of civilians, role of ideology/public opinion, peace treaties?

### The War of the Austrian Succession, 1740-1748

ID: Frederick II "The Great", Pragmatic Sanction, "reason of state," location of Silesia, Cardinal Fleury, status quo ante bellum, "reversal of alliances," Diplomatic Revolution of 1756, Count Kaunitz

1. What did each combatant want to gain in this war?
2. Similarities of War of Austrian Succession to Thirty Years War? Issues? Combatants?
3. Goals of French policy?
4. What conditions cause the willingness of the French to negotiate?
4. Terms of the Peace of Aix-la-Chapelle?
5. Political and military conditions obtaining in each of the powers as a result of the war?
6. Consequences to Austria and Prussia of transfer of Silesia?
7. Kaunitz's diplomacy: goals? means? successes?

### The Seven Years War, 1756-1763: In Europe and America

ID: "war of partition" (anything like this going on now?), William Pitt the Elder/Earl of Chatham

1. Wherein was Frederick II a great leader?
2. Colonial possessions of the contending powers?
- \* 3. Mercantilist regulations and their application in the colonies?
4. Preconditions, precipitants and triggers of the 7 Years War?
5. What do you think about the quotation from William Pitt? Can any one person be that important?

## Section 31

### The Seven Years War, 1756-1763: In India

ID: Moguls, Akbar, Delhi, Aurungzeb, Hyderabad, Golconda, Dupleix, sepoy, Robert Clive, Black Hole of Calcutta, Suraja Dowra, Battle of Plassey

1. Similarities of Indian politics to those of the HRE?
2. Evidence that the British and French intentions in India were not imperialistic?
3. What were Dupleix's goals and how did he implement them?
4. Clive's goals and implementation thereof?
5. What would you say was the decisive factor in British dominance over France in India?

### The Peace Settlement of 1763

ID: Peace of Hubertusberg,

1. Terms of the Peace between Britain and France?
2. Why didn't Britain take Guadeloupe and Martinique?
3. Limits on French action in India?
4. In what ways was the Peace of 1763 a "turning point?"

## Chapter 7 THE SCIENTIFIC VIEW OF THE WORLD

ID: Galileo, Newton, 1642,

1. Three major ideas about the history of science?

### Section 32 "Prophets of A Scientific Civilization: Bacon and Descartes"

#### Science before the Seventeenth Century

ID: Montaigne

1. Significance of work of Leonardo da Vinci as a scientist? How does RRP's assessment argue for a certain periodization of European history?

2. What are some implications about the "implied answer...Nothing?"

3. What connection does RRP make between politics and witchcraft scares?

4. What does RRP say about the importance of science in deciding the direction of Europe's development?

#### Bacon and Descartes

ID: Francis Bacon, Rene Descartes, inductive method, deductive method, Instauratio Magna, The Advancement of Learning, The New Atlantis, Discourse on Method, cogito ergo sum, Cartesian dualism, "thinking substance," "extended substance,"

1. Similarities between FB and RD?

2. How did they both differ from Aristotle?

3. Role of mathematics for both philosophers?

4. Role of science?

Chapter 7, Section 33: "The Road to Newton: The Law of Universal Gravitation"

Scientific Advances

ID: Vesalius, Galen, On the Movement of the Heart and Blood (1628), William Harvey, Leeuwenhoek, Pascal, Calculus, Leibnitz, Newton, logarithm, Napier

1. Know which achievements were made by each man.
2. Development of mathematics in this period?

The Scientific Revolution: Copernicus to Galileo

ID: Ptolemy, Copernicus, On the Revolutions of the Heavenly Orbs (1543), Tycho Brahe, John Kepler, Galileo, Unmoved Mover

1. What was Ptolemy's conception of the cosmos?
2. How was a mathematical explanation of the universe consistent with the ancient traditions "reborn" in the Renaissance?
3. Copernicus's theory?
4. How did the scientists after Copernicus build on each other's work?

The Achievement of Newton: The Promise of Science

ID: Newton, Huygens, Mathematical Principles of Natural Philosophy, Royal Society of London (1662), Royal Academy of Sciences (1666), Denis Papin, Robert Boyle, Thomas Newcomen, James Watt

1. Newton's achievement? How about RRP's use of the word "stupendous?"
2. Military advantages of applied mathematics?
3. Technological advantages?

The Scientific Revolution and the World of Thought

ID: Blaise Pascal, Pensees, "I am terrified by the eternal silence....," "a thinking reed,"

1. How did the Scientific Revolution change the way that human beings thought about their place in the universe?
2. How was the SR consistent with Greek and medieval philosophy of "natural law?"
3. How did the SR contribute to the secularization of European culture?

Chapter 7, Section 34: "New Knowledge of Man and Society"

The Current of Skepticism

ID: Pierre Bayle, Thoughts on the Comet, Historical and Critical Dictionary,

The New Sense of Evidence

ID:

1. Changes in use of legal evidence: what it was, how it was applied and to whom?
2. Relationship of rules of evidence to decline of witchcraft?

History and Historical Scholarship

ID: Jean Mabillon, On Diplomatics, Du Cange, Muratori, James Usher, Julian Calendar, Gregorian calendar, 1752, 1918, Gregory XIII

The Questioning of Traditional Beliefs

ID: Richard Simon, Critical History of the Old Testament, Baruch Spinoza, John Locke, Letter of Toleration, Reasonableness of Christianity, Essay Concerning Human Understanding, Two Treatises of Government, tabula rasa, environmentalist, pantheism, atheism.

1. Paradox of "orthodox" Christian pioneering Biblical criticism. Compare to Galileo.
2. Difference between Descartes and Locke?

Chapter 7, Section 35: "Political Theory: The School of Natural Law"

ID: descriptive vs. prescriptive political theory

1. How was political theory affected by the scientific viewpoint?

#### Natural Right and Natural Law

ID: natural right, natural law, "positive laws," Hugo Grotius, Law of War and Peace, Samuel Pufendorf, Law of Nature and of Nations

1. Implications of faith in reason for universality of human experience?

2. Is natural law theory incompatible with religion?

#### Hobbes and Locke

ID: absolutism, constitutionalism, Thomas Hobbes, John Locke, "state of nature," Leviathan, Two Treatises on Government, social contract

1. How do Hobbes and Locke view human nature?

2. How do they each see the "state of nature?"

3. How do they differ in their ideas about authority?

4. What is meant by calling the 17th Century the "century of genius?"

## Chapter 8 THE AGE OF ENLIGHTENMENT

### Section 36 "The Philosophes - And Others"

#### The Spirit of Progress and Improvement

ID: Ancients vs. Moderns, Isaac Watts, J.S. Bach, G.F. Handel, John Wesley (Methodism), George Whitfield, itinerant preaching, "enthusiasm", F.A. Mesmer, Freemasonry, Lavater, science of "physiognomy,"

1. What is an issue between the Ancients and the Moderns?
2. How do "Modern" people think about God?
3. Is Methodism compatible with the philosophy of the Enlightenment? If so, how?

#### The Philosophes

ID: philosophe, Helvetius, Horace Walpole, David Hume, Denis Diderot, Encyclopedie, Voltaire, Montesquieu, Rousseau, d'Alembert, Buffon, Turgot, Quesnay, Catherine the Great, Maria Theresa, Edward Gibbon, Decline and Fall of the Roman Empire, salon, Marquis di Beccaria, Baron Grimm, Frederick the Great

1. Who comprised the new population of authors?
2. For whom were they writing and why?
3. Philosophy behind government censorship?
4. Function of the salons? Who ran them?

#### Montesquieu, Voltaire, and Rousseau

ID: The Spirit of the Laws, despotism, separation and balance of powers, Mme. de Pompadour, Philosophical Letters on the English, Age of Louis XIV, "ecrasez l'enfer!", "natural religion," "natural morality," Essai sur les moeurs, Social Contract (1762), social contract, General Will, Emile, Nouvelle Heloise

1. Political and religious differences between M, V, and R? BE SMART! MAKE A CHART!
2. Significance of Voltaire's Essai...
3. According to Voltaire what is an enlightened government?
4. How is Rousseau's "state of nature" different from that of Hobbes and Locke?
5. How can Rousseau's ideas be considered compatible with both democracy and totalitarianism?
6. How did acceptance of Rousseau's ideas lead to changes in the aristocracy's self-perception?

#### Political Economists

ID: Physiocrats, Quesnay, Turgot, Dupont de Nemours, "laissez faire," Sir William Petty, Adam Smith, Political Arithmetic, Enquiry into the Nature and Causes of the Wealth of Nations (1776! Great Date!), free trade, free market economy, "invisible hand"

1. Goals of physiocrats? Enemies of physiocrats?
2. Are you convinced by the "motive of self-interest?"

#### Main Currents of Enlightenment Thoughts

ID: Condorcet, "universalism," Sketch of the Progress of the Human Mind

1. What kind of "equality" was favored by Enlightenment philosophers?
2. Why did Enlightenment philosophers think that the state was the agency of progress?

Chapter 8, Section 37: "Enlightened Despotism: France, Austria, Prussia  
The Meaning of Enlightened Despotism

ID: Enlightened despotism, Jesuits

1. Who wanted the Jesuits dissolved and why did the Pope agree?
2. Relationship between Great War of 18th Century and acceleration of strength of monarchy throughout Europe?
3. Characteristics of "enlightened despotism?"

The Failure of Enlightened Despotism in France

ID: Louis XV, "apres moi, le deluge," taille, dixieme, vingtieme, pays d'etats, Maupeou, "Maupeou parlements," Turgot, corvee

1. Why was Louis XV trying to tax the French nobles, how did they feel about it, and why? What happened?
2. Catastrophic economic cycle that was repeated in France?

Austria: The Reforms of Maria Theresa (1740-1780) and of Joseph II (1780-1790)

ID: serfdom, "cameralism," Maria Theresa, Joseph II, Leopold, Marie Antoinette, Francis II

1. How did the war of the 1740's lead to internal consolidation of the Austrian Empire?
2. Strengths and weaknesses of the Habsburg "non-national system?"
3. Motivations for Maria Theresa's attack on serfdom?
4. Achievements of Joseph II in "enlightened" rule?
5. How did Joseph's consolidation of the Empire into a "rational" system lead to problems with "nationalism" - even though the idea hasn't officially been invented yet.
6. Who was opposed to Joseph's reforms and why?

Prussia under Frederick the Great (1740-1786)

ID: "Old Fritz," "no one reasons, everyone executes," "first servant of the state"

1. How was society "stratified" under Frederick TG? Motivations for this system?

## Chapter 8, Section 38: "Enlightened Despotism: Russia"

THE BIG QUESTION: How "Enlightened were these 'enlightened' despots?"

### Russia after Peter the Great

ID: Peter the Great, (Catherine I, Peter II, Anna, Ivan VI, Elizabeth, Peter III) Catherine II - The Great (1762-1796,)

### Catherine the Great (1762-1796): Domestic Program

ID: Pugachev's Rebellion, muzhik (no, not muzak!), Stephen Razin, Old Believers

1. Evidence that Cathy was an "Enlightened" despot?
2. How was serfdom different in Russia than in Prussia or Austria?

### Catherine the Great: Foreign Affairs

ID: The Eastern Question, "Greek Project", War with Turkey in 1772 - Peace Treaty in 1774, "Potemkin villages,"

1. Geography/borders of Russia 1762, 1792, 1793, 1795?
2. "Principles" of Catherine's foreign policy?

### The Limitations of Enlightened Despotism

ID:

1. How does ED foreshadow revolution?
2. Where did each despot reach the limit of "enlightenment" in his/her rule?
3. What does RRP mean by saying that "Monarchy in Europe, ever since the Middle Ages, had generally been a progressive institution...?"

Chapter 8, Section 39: "New Stirrings: The British Reform Movement"

ID: Have your own definition of "revolution" and "revolutionary."

Significant dates: 1740-1848

#### Onset of an Age of "Democratic Revolution"

ID: "Atlantic Revolution," "Democratic Revolution," "bourgeois revolution" Jewish emancipation,

1. What are the competing theses about the so-called "Democratic Revolution?"
2. What does RRP mean by "democratic?" In what ways were the revolutions he refers to "democratic?"
3. Common characteristics of all the revolutions?
4. Who were the most threatened by these revolutions?
5. Who most benefited?

#### The English-Speaking Countries: Parliament and Reform

ID: "patriot king," "king's friends," Dissenters, "commonwealthmen," First Reform Bill of 1832, borough, John Wilkes, Supporters of the Bill of Rights (1769), Major John Cartwright, Richard Price, Joseph Priestley, Christopher Wyvil, Edmund Burke, Economical Reform of 1782,

1. In what ways was Parliament "corrupt?"
2. Early agitation for Reform?
3. Edmund Burke's position?
4. How did the American Revolution and the French Revolution affect the debate about Reform?
5. Parallels between centralization of government power in Britain and in the rest of Europe?

#### Scotland, Ireland, India

ID: Lowlanders, Highlanders, Jacobites, "crofter," Volunteer Companies, United Irish, Act of Union (1801), Lord North, Regulating Act (1773), Warren Hastings

1. Why did England want to consolidate sovereignty over the Scots?
2. Explain the process by which the English established control over the Scots.
3. Points of contention between Catholic Irish and British? Between Presbyterian Irish and British? Between Presbyterian Irish and Catholic Irish?
- \* 4. Evidence of trend in Great Britain of centralization under Parliament 1689-1801?

## Chapter 8, Section 40 "The American Revolution"

### Background to the Revolution

ID: Albany Plan of Union, Pontiac, Acts of Trade and Navigation, Revenue Act of 1764 ("Sugar Act"), Stamp Act, "Townshend duties" virtual representation (an idea ahead of its time; consider for example, virtual reality,) Regulating Act of 1773, Quebec Act, "Intolerable Acts"

### The War of American Independence

ID: Thomas Paine, Common Sense, "Armed Neutrality"

1. How did France, Spain, Holland and others contribute to the defeat of the British?
2. What were their goals?

### Significance of the Revolution

ID: Declaration of Independence, "self-evident" natural rights, federalism, Articles of Confederation

1. Democratizing effects of the Revolution (for white majority)?
2. Social upheaval as a result of Revolution?
3. Political/constitutional significance of American Revolution?
4. How did the Americans ideas about government evolve from their British origins?
5. Immediate and distant consequences of American Revolution?

## Chapter 9: THE FRENCH REVOLUTION,

### Section 41 "Backgrounds"

Place of France in European world: Military? Economic? Cultural?

#### The Old Regime: The Three Estates

ID: estate, order, Estates General,

1. Relative population and wealth of the three orders?
2. Grievances of bourgeoisie against nobles?
3. RRP says the revolution was the collision between two "moving objects." In what ways were they "moving?"

#### The Agrarian System of the Old Regime

ID: "hunting rights," "eminent property," "collective rights,"

1. Vestiges of feudalism in relationship between owner of the manor and the peasants who lived on it?
2. Proportion of peasants owing land?
3. How did the political unity of France contribute to the Revolution?

#### Political Culture and Public Opinion after 1770

ID: Rousseau, Voltaire, *Nouvelle Heoloise*, *Encyclopedie*, *Social Contract*

1. In what ways may the Revolution be said to be the 'fault' of political thinkers and philosophes?
2. What is new and significant about Voltaire's observation that "Opinion governs the world?"

Chapter 9, Section 42 "The Revolution and the Reorganization of France"  
The Financial Crisis

ID: Jacques Necker, Louis XVI, Calonne, Lomenie de Brienne

1. Economic problems faced by France in 1788?
2. Precipitating factors in Louis XVI calling the Estates General?

From Estates General to National Assembly

ID: Abbe Sieyes, What is the Third Estate?, Oath of the Tennis Court,

1. How did the French nobility start the Revolution? What were their intentions?
2. Wherein was the nobles' scheme unsatisfactory to the Third Estate?
3. Trigger for formation of the "National Assembly?"
4. Examples of Louis XVI's failure of leadership and general incompetence?
5. How did the political situation look to the Third Estate in June 1789?

The Lower Classes in Action

ID: Bastille, Marquis de LaFayette, Great Fear of 1789

1. Grievances of lower classes?
2. Differences between urban and rural grievances?
3. Isn't it interesting to know the origin of the French tricolor?

Initial Reforms of the National Assembly

ID: "night of August 4" "Declaration of the Rights of Man and Citizen," Olympe de Gouges, The Rights of Woman, Mary Wollstonecraft, Vindication of the Rights of Woman, "patriots," Society of Friends of the Constitution, Jacobin

1. What were the decrees of August 4?
2. Differences between "patriots" and their opponents? What kind of government did each party want?

Constitutional Changes

ID: National Assembly/Constituent Assembly, Constitution of 1791, Legislative Assembly, "flight to Varennes," active and passive citizens, "departments", "electors"

1. How did the Constituent Assembly reorganize French government?

Economic and Cultural Policies

ID: assignats, compagnages, Le Chapelier law,

1. Why did both the Constituent Assembly and the Ancien Regime want to oppose guild and labor unions?

## Section 42

### The Quarrel with the Church

ID: Civil Constitution of the Clergy of 1790, Tallyrand, "refractory" clergy, Girondins,

1. Motives of Constituent Assembly in its dealings with the Church?
2. Changes enacted by Constituent Assembly regarding the church?
3. Why did so much of the French population support the "refractory" clergy?
4. Wherein was the Civil Constitution of the Clergy a "tactical" mistake?
5. Consequences of the CC of C? Who was its biggest beneficiary?
6. Organization of French government under Constitution of 1791/Legislative Assembly? (October 1791-August 1792.)

Chapter 9, Section 43: "The Revolution and Europe: The War and the "Second" Revolution, 1792"

#### The International Impact of the Revolution

ID: Wordsworth and his famous quotation: "...to be young was very heaven," Edmund Burke, Reflections on the Revolution in France, emigres, Count of Artois

1. How did the nations of Europe respond to the French revolution?
2. What were they afraid of?
3. How were different political groups in England and America polarized by the French Revolution?

#### The Coming of the War, April 1792

ID: Declaration of Pillnitz, Girondins: Condorcet, Brissot, Roland and Mme. Roland, Leopold II, Francis II

1. Examples of French government's foreign policy provoking other governments?
2. Rationale behind the Declaration of Pillnitz?
3. Girondin's strategy for French Revolution
4. Why did LaFayette favor war?

#### The "second" Revolution: August 10, 1792

ID: Brunswick Manifesto, bourgeois Jacobin leaders: Robespierre, Danton, Marat, Marseillaise, Commune of Paris, Constitutional Convention, "September Massacres," Jacques-Louis David, Insurrection of August 10, 1792

1. Grievances of unpropertied classes?
2. Factors that lead to Republicanism in France?

## Chapter 9, Section 44, "The Emergency Republic, 1792-1795: The Terror"

### The National Convention

ID: National Convention September 20, 1792, Year One, "cannonade of Valmy", "Mountain" and Montagnards, sans-culottes, "moderatists," Coalition: (Britain, Holland, Prussia, Austria)

1. Difference in geographical origin between Girondins and Montagnards?
2. Who were the sans-culottes, what did they want, who were their allies?

### Background to the Terror

ID: Dumouriez, Vendee, enrages, Robespierre/The Incorruptible, "virtue"

1. Examples of counterrevolutionary activities?
2. How did the Mountain get rid of the Girondins?
3. Robespierre's goals and philosophy?

### The Program of the Convention, 1793-1794: The Terror

ID: Committee of Public Safety, "Reign of Terror," Bulletin des loix, Levee en masse, Lagrange, Lamarck, Lavoisier, Toussaint L'Ouverture, Jacques Hebert, "ultra revolutionaries," Dechristianization, Cult of Reason, Cult of the Supreme Being, Dantonists, 9 Therimidor (July 27, 1794) *decade*, enrages, general maximum

1. Goals of Committee of Public Safety?
2. Extent of the Terror?
3. Economic policy of Committee?
4. Response of the National Convention to slavery and consequences thereof?
5. Combination of factors leading to "outlawing" of Robespierre?
6. If you are smart, which you are, you will be able to locate all these people and groups on a continuum from left to right.
7. Who were the victims of the Terror and why? About how many?

### The Thermidorian Reaction

ID: nouveau riches, Constitution of the Year III, the dish Lobster Thermidor (created to celebrate the demise of Robespierre and his cronies.)

1. Examples of "reaction?"
2. What class was the big winner after the fall of Robespierre?

Chapter 9, Section 45: "The Constitutional Republic: The Directory, 1795-1799"

The Weakness of the Directory

ID: Council of Five Hundred, Council of Ancients, Directory, Napoleon Bonaparte, Count of Provence, Clichy Club, Louis XVIII, Declaration of Verona, Conspiracy of Equals, Babeuf

1. Mechanics of the new government? Suppositions underlying the new constitution?
2. Who were the enemies of the Directory? Locate them on the left and the right.

The Political Crisis of 1797

ID: Napoleon Bonaparte, Charles James Fox, coup d'etat of Fructidor

1. Summary of Bonaparte's early career? Napoleon's foreign policy?
2. How did domestic problems/discord affect England's prosecution of the war with France?
3. What political problems in France led to the coup?
4. Political changes in Europe as a result of negotiated peace?

The Coup d'Etat of 1799: Bonaparte

ID: Consulate, First Consul.

1. Domestic conditions leading to the Coup?
2. Foreign?

Chapter 9, Section 46: "The Authoritarian Republic: The Consulate, 1799-1804"

ID: Legislative Body, Conservative Senate, Tribunate, "notables," Battle of Marengo (after the victory of which was created the famous dish "veal Marengo,") Cambaceres, Lebrun, Talleyrand,

1. Be able to describe Napoleon's qualities as a leader.
2. Evidence that Napoleon was an "enlightened despot?"
3. Napoleon's tactic to demonstrate that he had the support of the nation? (This one's coming back again, of course.)
4. How did Napoleon effect domestic peace?
5. Tactics for securing confidence of regicides?

The Settlement with the Church; Other Reforms

ID: Concordat of 1801, "careers open to talent," Napoleonic code/Code Napoleon, Napoleon I (1804)

1. Napoleon's motivation for accord with Pope? Content of the deal?
2. Examples of Napoleon's consolidation of all power in the state?
3. Which classes were the winners and losers in this system? In which areas?
4. Characteristics of the Code Napoleon?

## Chapter 10 NAPOLEONIC EUROPE

### Section 47, "The Formation of the French Imperial System"

#### The Dissolution of the First and Second Coalitions, 1792-1802

ID: First Coalition, Second Coalition (1797), Declaration of Pillnitz (1791), General Suvarov, Peace of Campo Formio (1797), peace of Luneville (1801)

1. Who were the members of each coalition and what were their goals?
2. What provoked the break up of the coalitions?
3. How did Napoleon contribute to the demise of each one?

#### Peace Interim, 1802-1803

ID: Helvetic Republic, Confederation of Switzerland, "shame of the princes," Tallyrand

1. How did Napoleon reorganize Europe? What were the principles he used to decide upon boundaries?
2. What happened to the independent states of the HRE?
3. Consequences for future reunification of Germany?

#### Formation of the Third Coalition in 1805

ID: Third Coalition (1805,) Alexander I

1. Members of the Third Coalition? Terms of 3rd Coalition?
2. Motives/goals of each one?
3. Personality of Alexander I?
4. Political goals of Alexander I?

#### The Third Coalition, 1805-1807: The Peace of Tilsit

ID: Peace of Tilsit, Lord Nelson, battle of Trafalgar, battle of Austerlitz, Confederation of the Rhine, Frederick William III

1. Napoleon's military goals? How did he plan to achieve them?
2. Significance of the battle of Trafalgar?
3. Significance of battle of Austerlitz?
4. Political changes effected by Napoleon after his victories in Germany?

#### The Continental System and the War in Spain

ID: battle of Jena, Berlin Decree, Continental System, Peninsular War.

1. What was the Continental System and what did Napoleon hope it would accomplish?
2. Unexpected consequences of meddling in Spanish royal politics?
3. By the way, this is the place where they invented "guerilla" warfare.

Section 47

The Austrian War of Liberation, 1809

ID: Grand Duchy of Warsaw, Illyrian Provinces

1. Wherein had Napoleon frustrated Alex I?
2. How did Tallyrand betray Napoleon? Why?
3. Political changes as a result of Austrian defeat?

Napoleon at His Peak, 1809-1811

ID: Clemens von Metternich,

1. Metternich's assessment of political situation vis a vis France and Russia?
2. Napoleon's new response to former noblemen and revolutionaries?

Chapter 10, Section 48 "The Grand Empire: Spread of the Revolution"

The Organization of the Napoleonic Empire

ID: Grand Empire, "allied states", "King of Rome," Pope Pius VII, Napoleon's sibs and other family members: Joseph, Jerome, Caroline, Joachim Murat, Eugene Beauharnais, "Uncle Joseph," Letitia

Napoleon and the Spread of the Revolution

ID: anticlerical

1. Describe the three stages of Napoleonic rule in the Grand Empire states.
2. "Napoleon considered himself a man of the Enlightenment." What evidence does RRP give to support this statement? Do you agree?
3. Explain how the last vestiges of feudalism in Western Europe were wiped away in the Napoleonic era.
4. What happened to the role of religion in Napoleonic Europe?
5. Which groups favored and benefited from Napoleon's program?

Chapter 10, Section 49 "The Continental System: Britain and Europe"

ID: Jacques Louis David, church of the Madeleine, Arch of Triumph

1. Reasons for hostility toward British?
2. Reasons for glorification of Roman culture?

#### British Blockade and Napoleon's Continental System

ID: Milan Decree, Anglo-American War of 1812

1. Explain the apparent and underlying goals of the Continental System and the British blockade.
2. How did these situations lead to the War of 1812?
3. Visionary aspects of the CS?

#### The Failure of the Continental System?

ID:

1. Which groups opposed the Continental System in France and why?
2. How did the British blockade hurt continental trade?
3. How did tariffs affect the success of the Continental System?
4. Economic repercussions of the CS in European shipbuilding trades?
5. What happened to the British economy during the years of the Continental System?

## Chapter 10, Section 50: "The National Movements: Germany"

### The Resistance to Napoleon: Nationalism

ID: NATIONALISM - a very very very important idea. Also get Conservatism and Liberalism

1. You should be able to define nationalism in the abstract.
2. How was nationalism manifested in England, Spain, and Poland?
3. How was nationalism in Italy a byproduct of Napoleonic interference?
4. Be able to explain "conservatism" and "liberalism" in the context of nationalism and cite examples of each variant of nationalism.

### The Movement of Thought in Napoleonic Germany

ID: Romanticism, Beethoven, Goethe, Schiller, Herder, Kant, Fichte, Hegel, Schleiermacher, Volk, Volkgeist, Jahn, Tugendbund, "Addresses to the German Nation"

1. How was nationalism tied to romanticism in Napoleonic Germany?
2. How was Herder's philosophy of history different from Voltaire's?
3. Explain "Volkgeist."
4. Effects of the French Revolution on development of nationalism in Germany?
5. RRP: "The Germans became fascinated by the idea of political and national greatness precisely because they had neither." Does this statement ring true to you? Why or why not?

### Reforms in Prussia

ID: battle of Jena, Scharnhorst, Gneisenau, Baron Stein, Hardenberg, edict of 1810.

1. What was the problem of the Prussian army, according to the army reformers, and how did they advocate solving it?
2. How far did Stein go in abolishing serfdom? Why couldn't he go further?
3. Provisions of edict of 1810 and implications for Prussian society/economy?

## Chapter 10, Section 51 "The Overthrow of Napoleon: The Congress of Vienna"

### 1. Grounds for Alexander I's dissatisfaction with French alliance?

#### The Russian Campaign and the War of Liberation

ID: battle of Borodino

1. Trigger for attack on Russia?
2. How did the Russians force Napoleon to break his "principles" of fighting? What other principles did he break? (i.e., unforced errors?)
3. What did each member of the anti-Napoleon forces contribute to his defeat? What, if anything, did they have in common?

#### The Restoration of the Bourbons

ID: "Frankfort Proposals," Viscount Castlereagh, treaty of Chaumont, Louis XVIII, "constitutional charter"

1. What were the goals of each ally for the peace with Napoleon?
2. How did Castlereagh achieve Britain's war aims?
3. How did the Bourbons become the favored candidate for ruling France?
4. Terms of the "constitutional charter?"

#### Settlement before the Vienna Congress

ID: "First Treaty of Paris"

1. What political issues/boundaries faced the allies after the defeat of Napoleon?
2. Issues that allies refused to consider?
3. Wherein was Britain the strongest country in Europe after Napoleon's defeat?

#### The Congress of Vienna, 1814-1815

ID: Tallyrand, Metternich, Castlereagh, Alexander, Hardenberg, "universal monarchy"

1. How was this peace process similar to that of Westphalia or Utrecht?
2. Where did the Congress keep the French-made boundaries and where did it change them? Why?

#### The Polish-Saxon Question

ID: Polish-Saxon Question, "Congress Poland"

1. Who favored the trade of Poland for Saxony and why?
2. Why did Metternich oppose it? Who else opposed it and why?
3. What was sneaky Tallyrand doing all the while?
4. Final disposition of the problem?

#### The Hundred Days and Their Aftermath

ID: Duke of Wellington, battle of Waterloo, St. Helena, "Second" Treaty of Paris, Holy Alliance

1. Terms of the second Treaty?
2. Effects of Hundred Days on subsequent treaty? On European psychology?
3. Strong points and weak points of the Peace of Vienna? (A GOOD place to make a chart.)
4. Wherein were nationalists and democrats discontented with the Peace?

Chapter 11 REACTION VERSUS PROGRESS  
Section 52 "The Industrial Revolution in Britain"

As you read consider Palmer's suggestion that the Industrial Revolution may be more important than the French Revolution or any other "Revolution."

Make sure you understand the concepts of "reaction" and "progress." Make sure you can distinguish between "capitalism" and "industrialism."

1. What is meant by "Industrial Revolution?"
2. Why does Palmer allege that people are "conservative?"
3. Of what basic significance for the Industrial Revolution in Great Britain was the Agricultural Revolution?
4. What combination of circumstances helped to create a favorable environment for the emergence of machine industry in Britain?
5. Describe the changes that took place in Britain from about 1780 to 1840 in the textile industry and in other industries.
6. What important population and urban changes accompanied the Industrial Revolution in Great Britain? Why was it difficult to deal with the problems of rapid urbanization?
7. How did the new factory system affect the working classes?
8. How did the attitude toward government affect the working classes?
9. Explain the attitude toward government regulation of business of the new "cotton lords" and the classical economists.

The Agricultural Revolution in Britain

ID: squirearchy, Agricultural Revolution, enclosure acts

1. Relationship of English Revolution to ascendancy of property-owning classes?
2. How did landowners increase their incomes?
3. How did Parliament serve the landowners?
4. Economic results of concentration of land ownership? Social results?
5. How was the English working person's experience during this time different from his/her counterpart's on the Continent?

ASK ME about Turnip Townshend!

Industrialism in Britain: Incentives and Inventions

ID: John Kay, fly shuttle, Richard Arkwright, water frame, Thomas Newcomen, James Watt, Matthew Boulton (No, he is NOT Michael's brother,)

1. Circumstances (S,E,M factors especially) that motivated Industrial Revolution in England?
2. Examples of inventions and the contributions they made? Helpful to make a chart to get these straight.
3. Potential and implications of railroads? (S,E,M in particular)

## Section 52

### Some Social consequences of Industrialism in Britain

ID: "cotton lords," industrial capitalists

1. Implications of IR for urban development?
2. Political problems faced by cities? Origins thereof? I told you long ago: Feudalism is the ism that just won't die!
3. Implications for skilled laborers?
4. Conditions in the factories?
5. Ideology of the cotton lords?

### Classical Economics: "Laissez Faire"

ID: Adam Smith, "Wealth of Nations" Thomas Malthus, David Riccardo, Manchester School, laissez faire, enlightened self interest, free trade, law of supply and demand, law of diminishing returns, "dismal science," political economy, "iron law of wages"

1. What were Smith's criticisms of mercantilism?
2. What is the doctrine of laissez faire?
3. According to Smith and company, what should be the role of government in the economy?
4. How was Great Britain the "workshop of the world?"

Chapter 11 Section 53, "The Advent of the Isms."

ID: liberalism, radicalism, socialism, conservatism, individualism, constitutionalism, humanitarianism, monarchism, nationalism, communism, romanticism, Marxism, capitalism.

1. Time frame for all these isms?
2. RRP's definition of an "ism?"
3. Why was nationalism inherently revolutionary in this age? Comment on the preoccupation with nationalism in the early 19th c. in Germany and in Eastern Europe.

### Romanticism

ID: Wordsworth, Shelley, Byron, Victor Hugo, Chateaubriand, Schiller, Schlegel, "Gothic", "Volksgeist," genius.

1. What does RRP mean by the romantic "love of the unclassifiable?"
2. Characteristics of Romantic art?
3. How did the Romantics respond to the Middle Ages?

### Classical Liberalism

1. Brief history of "liberals?"
2. Who were the "liberals" in England? (S,P,E factors?)
3. Political and economic views of the English liberals? Foreign policy tendencies?

### Radicalism, Republicanism, Socialism

ID: Philosophical Radicals, Jeremy Bentham, Robert Owen, Saint-Simon, Fourier.

1. Who were the radicals and where did they come from?
2. What were the social, political, economic and religious ideas of the radicals?
3. Who were the republicans and where did they come from?
4. What were the S,P,E,R ideas of the republicans? (Might be smart to make a chart?)
5. Grievances of the French working classes?

### Feminism

ID: Mary Wollstonecraft, *Vindication of the Rights of Women* (1792), Olympe de Gouges, "egalitarian" feminists (also called "individualist" feminists) Philosophical Radicals, Anne Wheeler, William Thompson, *Appeal on behalf of Women* (1825), Frances Wright, Harriet Taylor, John Stuart Mill, *The Subjection of Women* (1869), Seneca Falls, Elizabeth Cady Stanton, *The Free Woman, The New Woman*, Germaine de Stael, (ASK ME ABOUT "relational feminists") Flora Tristan, George Sand

1. Describe the ideas that different feminists agreed on
2. Describe the points on which feminists differed
3. How were English and French feminist agendas different?
4. What were the arguments advanced by feminist authors for women's rights and equality?
5. Describe George Sand and the significance of "George Sandism"

## Section 53

### Nationalism: Western Europe

ID: Risorgimento, Slavic Revival, Volksgeist, Carbonari, Mazzini, Young Italy, Grimm brothers, Hegel, dialectic, thesis, antithesis, synthesis, Leopold von Ranke, Friedrich List, "National System of Political Economy"

1. What did the Grimms do besides write fairy tales?
2. Intellectual components of German nationalism?
3. Languages in Europe and relationship of language to nationalism? How would you integrate religion into a concept of nationalism?
4. Hegel's political ideas?
5. How does the dialectic work?
6. List's economic critique of England?

### Nationalism: Eastern Europe

ID: Slavic Revival, Vuk Karajich, Palacky, Adam Mickiewicz, Slavophilism

1. Motives of Poles and Magyars?
2. Why did nationalism seem to be more cultural than political in Eastern Europe?
3. Relevance of language to nationalism? Examples?

### Other Isms

ID: Edmund Burke, "monarchism," "humanitarianism"

1. Summary of Burke's philosophy? Do you agree?
2. Are you persuaded by RRP's explanation of "humanitarianism."

Chapter 11 Section 54: "The Dike and the Flood: Domestic"

1. Explain the principal objectives after 1815 of the governments that had defeated Napoleon. Why was it difficult to maintain political stability?
2. Why did the regime established for Poland by the Vienna peace settlement fail to work?
3. What political developments were taking place in France under Louis XVIII and his successor?
4. Describe the nationalist activities in the German states in the years after 1815. What action did Metternich take?
5. Describe the cycle of popular unrest and government repression in Great Britain after 1815. How did economic factors contribute to the spread of political radicalism?
6. How would you summarize the domestic policies followed in almost every European country immediately after 1815?

Reaction after 1815: France, Poland

ID: "white terror," "plus royaliste que le roi" Louis XVIII, Charles X,

1. Which events in France led to "reactionary" responses?
2. Political arrangements for Poland after the Congress of Vienna?
3. How did these arrangements actually work out?
4. Polish nationalist grievances re: Congress Poland? What did these Poles do about it?

Reaction after 1815: The German States, Britain

ID: Burschenschaft, Metternich, Carlsbad Decrees (1819,) Corn Law, Six Acts (1819,) Cato Street Conspiracy,

1. What is going on with the German students and what does Metternich do about it?
2. Economic conditions in Britain that provoked the passing of the Corn Law.
3. What did the Six Acts do?

## Chapter 11 Section 55 "The Dike and the Flood: International"

ID: Holy Alliance. Who's in it and why?

1. Explain the origin of the congresses of the Great Powers held in the years after 1815. What was their long range significance?
2. What did the Congress of Aix la Chapelle decide with respect to France? What happened to Alexander's proposals for international action?
3. What events led to the summoning of the Congress of Troppau? Why could Metternich win Alexander to his views yet fail to persuade Castlereagh and the British? How was the revolution in Naples handled?
4. Describe the events that led up to the Congress of Verona? What happened to the Greek efforts at revolution? How was the revolution in Spain handled?
5. Explain the background and nature of the movement for independence in Latin America. What position did the British take? the United States? What were the results by about 1825?
6. Explain the nature and results of the revolt in Russia after Alexander's death.
7. Why did the congresses after 1815 fail to make progress toward an international order? With what consequences for liberalism in Europe?

### The Congress of Aix-la-Chapelle, 1818

ID: Tsar Alexander I, Aachen,

1. What were Alexander I's international goals?
2. Main agenda item? Disposition?
3. Other agenda items for Congress? Resolution?

### Revolution in Southern Europe: The Congress of Troppau, 1820

ID: Protocol of Troppau

1. Trigger of crisis in Naples? What did Metternich do?
2. How did Metternich triumph over Alexander I?
3. Who were the five Great Powers?

### Spain and the Near East: Congress of Verona, 1822

ID: Alexander Ypsilanti, Ferdinand VII

1. Alexander's international policies, once again?
2. How did Alexander I become converted to conservatism?
3. French intervention in Spain? Who favored it? What happened?

### Latin American Independence

ID: Simon Bolivar, Jose de San Martin, Joseph Bonaparte, Monroe Doctrine, George Canning

1. Why did the English favor revolution in Spanish colonies?

Section 55

The End of the Congress System

1. Why could an international system of regulation not succeed? (Figure out what each Great Power wanted and how it went about getting it.)
2. Possible conflicts between liberalism and nationalism?

Russia: The Decembrist Revolt, 1825

ID: Decembrist revolt, Constantine and Constitution, Nicholas I

1. Ideology and motives of Decembrists?
2. Compare Decembrists to uprisings of Pugachev or Stephen Razin?

Chapter 11, Section 56: "The Breakthrough of Liberalism in the West: Revolutions of 1830-1832"

1. What happened to the Greek people following defeat of Ypsilanti?
2. Why did British, French and Russians collaborate?
3. Outcome?
4. What happened to Egypt? In general what is happening to the Ottoman Empire? Who is the biggest beneficiary?
5. Explain the nature and outcome of the Greek independence movement? What other results emerged from the Near Eastern crisis of the late 1820's?
6. What accounted for the July Revolution in France? Explain the division of opinion in the groups that had favored the revolution. How was the conflict resolved?
7. Discuss the political and constitutional changes that took place under Louis Philippe's regime. Which classes were the beneficiaries? Which groups remained dissatisfied?
8. What immediate effects did the Revolution of 1830 in France have throughout Europe? What arrangements made by the Congress of Vienna were now undone?
9. Explain the effect upon England of the Revolution of 1830 in France. Describe the events that led to the passage of the Reform Bill of 1832 and the major accomplishments of the act? How close to revolution was Britain?
10. Summarize the reforms introduced in Britain after 1832. Of what significance for the British economy was the repeal of the Corn Laws?

France, 1824-1830: The July Revolution, 1830

ID: July Ordinances, July Revolution, Marquis de LaFayette, Louis Philippe, Duke of Orleans, Constitutional charter of 1814, Guizot

1. Trigger for July Revolution?
2. Role of LaFayette?
3. Changes in French constitution?

Revolutions of 1830: Belgium, Poland and Elsewhere

ID: Walloons, Treaty of 1831

1. Motives of Belgians for independence?
2. How did the Belgians solve their leadership problem?

Reform in Great Britain

ID: Tory Party, George Canning, Robert Peel

1. What did the liberal Tories do to promote the needs of business?
2. Policy of liberal Tories about religion?
3. Problems with the Corn Laws and representation in House of Commons?
4. How did the Reform Bill of 1832 achieve passage?
5. Terms of the Bill? Who were the big winners?

## Section 56

### Britain after 1832

ID: Poor Law (1834), Municipal Corporations Act (1835), Factory Act of 1833, Ten Hours Act 1847, Anti-Corn Law League, Repeal of Corn Laws 1846, Lord Palmerston

1. How was the Reform Bill of 1832 "revolutionary?"
2. Demographic configuration of the two parties?
3. Who favored the Corn Laws and Why? Who opposed them? Why?
4. Palmerston's strange international exploits: What were they and what were their motives?

## Chapter 11, Section 57: "The Triumph of the West-European Bourgeoisie"

ID: bourgeoisie, "stake in society" theory

1. What does RRP mean by "the decades following 1830 may be thought of as a kind of golden age of the West-European bourgeoisie?"
2. Describe the major economic developments taking place in this age.
3. What attitudes were emerging among working people in France and Britain? What avenues were open to them to improve their position?
4. Describe the objectives, nature and results of the Chartist movement. What change took place in British labor after the 1840's?
5. What general observations may be made about Europe in the years between 1815 and 1848? What do the paintings by Delacroix and Daumier reveal about the mid-19th c. conceptions of revolution and the triumph of the bourgeoisie?

### The Frustration and Challenge of Labor

ID: proletarians, Manchester School, labor market, Poor Law of 1834

1. Who were the proletariat and what were their grievances?
2. Describe the concept of the labor market?
3. What did the working people object to about the Poor Law?
4. Two means of "escape" for laborers?

### Socialism and Chartism

ID: Louis Blanc, "Organization of Work," Chartists, People's Charter 1838,

1. Six points of the Charter of 1838?
2. What factors caused the Chartist movement to die down?
3. Results of the Chartist movement?

## Chapter 12 REVOLUTION AND THE REIMPOSITION OF ORDER 1848-1870

### Section 58: "Paris: The Specter of Social Revolution in the West."

ID: Utopian Socialism vs. Scientific Socialism, July Monarchy, Louis Philippe, Guizot

1. Why did revolutions break out in so many different places at once in Europe in 1848? What may be said about these revolutions?
2. What pressures in the July Monarchy led to the abdication of Louis Philippe?
3. Describe the composition and policies of the Provisional Government in France after the February Revolution. What division existed within it?
4. Discuss the background and significance of the June Days of 1848. How did contemporaries react?
5. How would you explain the election of Louis Napoleon Bonaparte as president in December 1848? Describe his subsequent political maneuvers. What were the results?

#### The "February" Revolution in France

ID: February Revolution of 1848, Lamartine/"political" Republicans, Louis Blanc/"social" Republicans, National Workshops, Constituent Assembly,

1. Events leading up to abdication and departure of Louis Philippe?
2. Distinctions between the social and the political Republicans?
3. Explain the ideas behind the National Workshops? Who wanted them? Whose idea was it?
4. Political leanings of the Constituent Assembly?
5. RRP says "the battle lines were drawn" Between who and whom? What were the issues?

#### The "June Days" of 1848

ID: General Cavaignac, Second French Republic

1. Events leading up to the resignation of the civilian executive board?
2. What happened in Paris during the "Bloody June Days?"
3. Europe's and France's reaction to the above?
4. What's going on in England at the same time?

#### The Emergence of Louis Napoleon Bonaparte

ID: Cavaignac, Ledru-Rollin, Lamartine, Louis Napoleon Bonaparte  
Falloux Law of 1850, Legitimists, Orleanists

1. What kind of government did each of the candidates stand for? Is there a moral you can draw?
2. Background of LNB? How can you explain his appeal?
3. Results of new elections based on universal male suffrage? Two types of monarchists?
4. How did the Legislative Assembly deal with the menace of socialism?
5. Motivation of the Falloux Law?
6. What was the French response to Italian nationalism?
7. How did LNB manipulate himself into becoming the Emperor of the French?

## Chapter 12, Section 59 "Vienna: The Nationalism Revolution in Central Europe and Italy"

1. Describe the nature of the Austrian Empire in 1848. What attitude did Metternich maintain toward nationalism and liberal reform in the empire?
2. What revolutionary developments took place in March 1848 in the Austrian Empire? In Prussia and the other German states? in Italy?
3. What factors account for the ebbing of the revolutionary tide after July 1848?
4. Describe the victories of the counterrevolution between June 1848 and December 1848. How did division in the ranks of the revolutionaries contribute to their defeat?
5. What new revolutionary developments occurred in the first half of 1849? Explain their outcome?
6. Discuss the changes in attitudes and policies that took place in central Europe and in Italy immediately following the Revolution of 1848.

### The Austrian Empire in 1848

ID: Slavs, Magyars, Carlsbad Decrees, Kingdom of Naples, Two Sicilies, Kingdom of Sardinia aka Savoy or Piedmont, Volksgeist, Bellum omnium contra omnes (remember Thomas Hobbes?) Metternich.

1. Demography of Austrian Empire?
2. Which group had the most power in each geographical area?
3. Ways in which Vienna influenced other places in Europe?

### The March Days

ID: Louis Kossuth, March Laws,

1. Events leading to the flight of Metternich?
2. List all the different assaults on authority in central Europe country by country and their political results. Serf's Up!

### The Turning of the Tide after June

ID: Pan-Slav assembly of June 1848, Michael Bakunin, Sudeten Germans, Frankfort Assembly, Slavic Revival, Austroslavism,

1. Why didn't the Czechs want to participate in an all-German assembly?
2. Austroslavism? Ideology? Their political agenda?
2. Essence of Slavic Revival?

## Section 59

### Victories of the Counterrevolution, June-December 1848

ID: Emperor Ferdinand, Francis Joseph

1. Demography of Hungary?
2. Mistakes of Magyar nationalist party?
3. Reasons for pressure on Ferdinand to abdicate?

### Final Outburst and Repression, 1849

ID: Pius IX, "The Liberal Pope," Syllabus of Errors, the Bach system

1. Military and political factors in the defeat of the revolutionary movements?
2. What "isms" were attacked under the Bach system?
3. Economic and political achievements of the Bach system?

## Chapter 12 Section 60 "Frankfurt and Berlin: The Question of a Liberal Germany"

1. What seemed to be the major obstacle to German unification? Other obstacles?
2. Describe Prussia in the years before 1848. Which aspects of Prussian development seemed illiberal? Which seemed forward looking?
3. What position did Frederick William IV take when revolution broke out in Prussia? Explain the status of the revolution by the end of 1848.
4. How did the origin of the Frankfurt Assembly contribute both to its strength and to its weakness? Of what significance was its desire to retain non-German peoples?
5. Explain the decisions that the Frankfurt Assembly reached on the nature of the new Germany and the outcome of the assembly's proposals.
6. Why did Frederick William IV's plan for a German union fail? What kind of constitution did Prussia itself receive in 1850?
7. What general observations may be made about the failure of the German unification movement of 1848?

### The German States

ID: Frankfurt Assembly, German dualism, Junkers,

1. Why did the little German states not want to be unified into a German state?
2. Attitude of the rest of "Germany" towards Prussia?
3. Ethnic/national problems with German unification?

### Berlin: Failure of the Revolution in Prussia

ID: Frederick William III, Frederick William IV, Zollverein, Prussian Assembly, Berlin Assembly

1. How did the 1848 Revolution play out in Prussia?
2. Conflict between Prussians and Poles?
3. Role of Russia in repressing the Revolution?

### The Frankfurt Assembly

ID: Frankfurt Assembly, German National Assembly, Great Germans, Little Germans

1. Who were the members of the Assembly and what were their politics? What were their ideas about social issues?
2. Define the "national" problem faced by the German Assembly.
3. Who were the Great and the Little Germans, and on what issue did they disagree?
4. Chronology of events leading to Assembly calling on Prussian forces?

### The Failure of the Frankfurt Assembly

ID:

1. Why did Frederick William IV refuse the crown?

### The Prussian Constitution of 1850

ID:

1. How was power allocated in the Prussian Constitution?

2. Why did the Junkers buy the new system?

Chapter 12, Section 61 "The New Toughness of Mind: Realism, Positivism, Marxism"

ID: "springtime of peoples"

1. Political consequences of failed Revolutions? Of successful ones?
2. Social changes in the lower classes?
3. Analyze the moral reorientation that took place after 1848. How was the new toughness of mind reflected in literature and the arts? science? religion? philosophical thought? attitudes towards domestic and international affairs?
4. How would you analyze the principal sources of Marxism? How did Marx dramatize the existing conditions of the working classes?
5. How would you explain the advantages and handicaps of Marxism in winning supporters?

Materialism, Realism, Positivism

ID: Auguste Comte, Positive Philosophy, sociology, Realpolitik, Otto von Bismarck, Karl Marx, Louis Napoleon Bonaparte, realism

1. Describe "realism" as a style of art and literature
2. Summarize Comte's philosophy
3. Explain "realpolitik"

Early Marxism

ID: Karl Marx, Friedrich Engels, Communist League, Communist Manifesto, Capital,

Sources and Content of Marxism

ID: Young Hegelians, alienation, mechanization, commercialization of labor, private property, Chartism (reprise), The Condition of the Working Classes in England (1844), Communist Manifesto, surplus value, expropriation, dialectic, dictatorship of the proletariat, "withering away" of the state, bourgeois and proletarian classes, religion as opiate of the masses (Marx's phrase),

1. What are the three sources of Marxism?
2. Where do Marx and Hegel disagree about the origins of ideas?
3. Marx's interpretation of history?
4. What are the dangers of labor unions to the proletariat?

The Appeal of Marxism: Its Strength and Weaknesses

ID: opportunism

1. What were the appeals and strengths of Marxism?
2. What kept Marxism from succeeding in Europe?
3. What does RRP say was the "cure" for the revolution of 1848?

Chapter 12, Section 62 "Bonapartism: The Second French Empire, 1852-1870"

1. Describe French economic growth under Nappy III. What gains did the working people make in these years?
2. What kind of opposition to Napoleon developed? What caused the ruin and downfall of the Second Empire?
3. Why may Nappy III be looked upon as a precursor of a later age?

Political Institutions of the Second Empire

ID: Empress Eugenie, Baron Haussmann

1. Psychological profile of Napoleon III?
2. Political ideology of Nappy III?
3. Describe political institutions of Second Empire?

Economic Developments under the Empire

ID; Saint-Simon, Credit Mobilier, Credit Foncier, "limited liability"

1. How did Nappy's programs help the working classes?
2. Nappy's international trade policy?
3. How did French economy expand during the Second Empire?

Internal Difficulties and War

ID: Crimean War, Franco-Prussian War

1. Who opposed Napoleon III's economic policies and why?

## Chapter 13 THE CONSOLIDATION OF LARGE NATION-STATES, 1859-1871

### Section 63: "Backgrounds: The Idea of the Nation-State"

ID: nationalism, nation-state

1. What were the two most prevalent forms of political organization in Europe prior to 1860?

Which states fit into each category?

2. RRP's definition of nation-state? Is it satisfactory? If not, how would you alter it?

3. Bases upon which nations unite?

4. What are two phases of national consolidation?

5. Role of war in national consolidation?

6. Of what special importance for the growth of nationalism were the years after 1860?

7. Of what significance was the Crimean War for European national movements?

8. How did the major European powers become involved in the dispute that broke out between Russia and Turkey in 1853?

### The Crimean War, 1854-1856

"Half a league, half a league, half a league onward. Into the valley of death rode the six hundred"

--- Alfred Lord Tennyson from Charge of the Light Brigade.

ID: Nicholas I, Florence Nightingale

1. Motives of Russia against Turkey? Motives of other nations?

2. Summary of events leading up to the war?

3. Why did Austria want to protect the "integrity" of the Ottomans?

4. Outcome of the war?

## Chapter 13, Section 64 "Cavour and the Italian War of 1859: The Unification of Italy"

### Italian Nationalism: The Program of Cavour

ID: Mazzini, Risorgimento, King Victor Emmanuel, Piedmont, "doctrine of nationalities", Cavour, "politics of reality" (aka "realpolitik")

1. Pay attention to the map on p.549.
2. What was the political situation of the states that later became Italy in 1852? Which countries controlled which "Italian" states? How was Piedmont different?
3. Explain the background and nature of the movement for national unification in Italy. What role had Mazzini played? What happened in 1848 to the unification movement?
4. Who was Cavour? How was he different from Mazzini? Who did he work for and what was his political program?
5. Describe the steps Cavour took to unite Italy. How successful was he?
6. What were Napoleon III's motives for collaboration with Cavour?
7. How did Cavour react to Garibaldi's successes?
8. Why did Napoleon change his mind and sue for a separate peace?
9. Results of the Franco-Austrian agreement? Who was happy about it? Who was dissatisfied? Why?

### The Completion of Italian Unity

ID: Garibaldi, "Garibaldi's Thousand" (aka Red Shirts)

1. In what way was Garibaldi a "hero of two worlds?"
2. How did Garibaldi lead to the formation of Italian monarchy?
3. How did the last pieces of the Italian puzzle come together?
4. Role of popular sentiment in the unification of Italy?

### Persistent Problems After Unification

ID: irredentism

1. Locate the disputed territories of Trentino, Trieste, Dalmatian Islands, Nice, Savoy
2. New relationship between patriotic Italians and the pope?
3. Regional differences between southern and northern Italy?
4. Political problems with Italian parliamentary system?

## Chapter 13, Section 65 "Bismarck: The Founding of a German Empire"

ID: die macht, Frankfurt Assembly, Zollverein

1. What were the implications of Hegel's and Marx's ideas about history?
2. What conditions made the Germans "ripe" for succumbing to Prussia?
3. What lessons for national unification did the failure of the Frankfurt Assembly seem to teach? How did economic and social changes affect German nationalistic attitudes?
4. Explain Bismarck's political outlook and describe the nature and outcome of his dispute with the liberals in the Prussian parliament? What was the meaning of his famous "blood and iron" statement?
5. How did Bismarck succeed in ousting Austria from a position of leadership in Germany?
6. Describe the membership, structure and constitution of the North German Confederation. What use did Bismarck make of existing democratic sentiments? socialist sentiments?
7. What did Bismarck hope to accomplish by a war with France? Describe the background of the Franco-Prussian War. How did the war affect France? Germany?
8. Which provisions of the new German constitution were democratic? Which provisions were NEITHER liberal nor democratic?

### The German States after 1848

ID:

1. What were the economic changes taking place in the German states?
2. What political lessons does Palmer say the Germans learned in the wake of the failure of nationalism, the Frankfurt Assembly and the Revolutions of 1848. In what way were Hegel's ideas accepted in the formulation of these lessons?

### Prussia in the 1860's: Bismarck

ID: realpolitik, blood and iron, Lassallean socialists, Constitutional crisis

1. How was Otto von Bismarck a typical Junker? (Remember it is pronounced "Yoong-ker.")
2. How was Bismarck a practitioner of realpolitik?
3. Compare the ideas of "balance of power" and "realpolitik."
4. How did Bismarck undermine liberalism in Prussia?

### Bismarck's Wars: The North German Confederation

ID: Schleswig-Holstein question, Austro-Prussian, aka Seven Weeks War, North German Confederation, Lassallean socialists,

1. Bismarck's motives to fight the war with Austria against Denmark?
2. How did Bismarck placate Russia and Italy?
3. Why did Bismarck "sell" himself as a democrat?
4. Political results of Prussia's victory in the Seven Weeks War?
5. Bismarck's motives for accommodation with the socialists?

## Section 65

### The Franco-Prussian War

ID: Prince Leopold of Hohenzollern, Benedetti, "Ems dispatch,"

1. Bismarck's and Napoleon III's motives for war against each other?
2. How did Bismarck provoke the war?
3. Why were Britain, Italy, Russia delighted with the war?
4. Did you know that there was so little food in Paris at the end of the siege of 1870 that people had to eat the zoo animals?

### The German Empire, 1871

ID: war indemnity, the French Constituent Assembly, The Third Republic

1. Terms of the treaty of Frankfurt?
2. Political peculiarities of the German Empire?

## Chapter 13, Section 66, "The Dual Monarchy of Austria-Hungary"

1. What were the chief problems confronting the Habsburg empire in the 19th c.? What did its recent wars demonstrate about the empire? Explain the special attitudes of the Magyars.
2. How would you evaluate the Compromise of 1867 as a solution to the nationalities problem in the Habsburg Empire? Which groups were the real beneficiaries?
3. Discuss the political changes in both Austria and Hungary after 1867. What may be said about the economic and social structure of the Dual Monarchy?

### The Habsburg Empire after 1848

ID: Emperor Francis Joseph (also referred to as Franz Joseph), Magyars, Hungarians,

1. What does RRP mean when he says that Bismarck both united and divided Germany?
2. What were the goals of the national groups within the Habsburg Empire?
3. Personality and ideas of Franz Joseph?

### Compromise of 1867

ID: Ausgleich, Dual Monarchy,

Count Beust was the Austrian negotiator of the split that resulted in the Dual Monarchy.

1. Motivation for the compromise?
2. Terms of the compromise?
3. Who were the biggest losers in the arrangement? What were their grievances?
4. Political boundaries of the compromise? Use a map! There is one on p. 562-3.
5. Describe the social/political/economic/national cleavages with the Dual Monarchy?

### Chapter 13 Section 67 "Liberalization in Tsarist Russia: Alexander II"

1. How did the autocracy in Russia differ from absolutism in the West?
2. Explain the role of the "intelligentsia" in Russian life.
3. How did serfdom in Russia before 1861 differ from and resemble American slavery? What did the Act of Emancipation of 1861 accomplish?
4. Summarize the legal and judicial reforms introduced by Alexander II and the steps taken in the direction of self-government.
5. How did Russian revolutionists react to the reforms of Alexander II? Indicate additional steps taken by Alexander II in 1880 to win liberal support. What changes took place under his successor?

### Tsarist Russia after 1856

ID: intelligentsia

1. What were the two "fundamental institutions" of Russia?
2. What were the problems of serfdom for the serfs? For their owners?
3. Who were the intelligentsia and what were their ideas? Implications thereof?

### The Emancipation Act of 1861 and Other Reforms

ID: Alexander II, Act of Emancipation, mir, zemstvo, Alexander Herzen, Third Section

1. Compare Alex II with his father, Nick I.
2. How did the Act of Emancipation work? Benefits and problems for the landlords? for the former serfs?
3. Differences in status within the peasantry?
4. Other political reforms of Alexander II?
5. What were the zemstvos and how did they work?

### Revolutionism in Russia

ID: nihilists, Herzen, Bakunin, Nechaiev, "People's Justice," "Catechism of a Revolutionist," People's Will

AND BY THE WAY, the guy who shot Alex II was a Polish student named Hrieniewicki.

1. What were the objections of the revolutionaries to Alex II's reforms?
2. Describe the ideology of Bakunin.
3. How did Alex II respond to the threat of the revolutionists?
4. What happened as a result of Alex II's assassination?

## Chapter 13, Section 68 "The United States: The American Civil War"

1. Describe the growth of population in the United States during the 19th c. How were the problems created by immigration being met?
2. How did the Industrial Revolution affect the growing estrangement of North and South? How did the westward movement intensify the slavery quarrel?
3. Explain the immediate background to the American Civil War and the nature of the struggle. What attitudes did Europeans take toward the war?
4. What conception of the United States prevailed after the victory of the North? What may be considered the most far-reaching result of the American Civil War?
5. How was slavery abolished? What may be said about the sweeping nature of this step?
6. What did the Reconstruction period after the Civil War accomplish and fail to accomplish?
7. Discuss the economic changes during the Civil War and in the period immediately following.

### Growth of the United States

ID:

1. Explain factors leading to the rapid growth of the United States.
2. How did older Americans respond to the increase in immigration?

### Estrangement of North and South

ID: Missouri Compromise, Compromise of 1850, sectionalism, abolitionism, 13th Amendment

1. How was the economy of the North different from that of the South?
2. How did the labor force differ in the N and the S?
4. Motives of northerners and southerners in moving west?
5. Which side did the European powers root for and why?

### After the Civil War: Reconstruction; Industrial Growth

ID: land-grant colleges, radical Republicans, Morrill tariff of 1861, 14th Amendment, Homestead Act

1. What does RRP suggest might have happened to the former USA if the South had won the war?
2. How did the war help the Northern business interests?

Chapter 13, Section 69 "The Dominion of Canada, 1867"  
ID: Quebec Act of 1774, United Empire Loyalists,

1. What were the three streams of Canadian population?
2. Boundaries of Upper Canada and Lower Canada? Who lived in each one?
3. What sources of friction were there in Canada in the early part of the 19th Century?
4. What did the British North America Act of 1867 provide? Why was a federal plan rejected? What further developments took place in the years after 1867?
5. What was the long-range significance of the "dominion" idea?

#### Lord Durham's Report

ID: Whigs, Durham's Report, "responsible government"

1. Recommendations of Durham's Report? Actions take as a result of the report?
2. What is "responsible government?"

#### Founding of the Dominion of Canada

ID: British North American Act

1. How was federalism both decentralizing and centralizing?
2. Political organization of the Dominion of Canada?

Chapter 13, Section 70 "Japan and the West"  
ID: Commodore Perry

1. What major developments were taking place in Japan during the years of seclusion from approximately 1640-1854? What parallels may be observed between the history of Japan and that of Europe? Why did the early Tokugawa shoguns exclude foreigners?
2. What is meant by the "opening" of Japan to the West? What potential allies did Perry find in 1853? Explain the nature of the commercial treaties signed.
3. What conclusion about dealing with the West did the anti-Westerners reach after 1854? How did they proceed?
4. Describe the westernization of Japan in the Meiji era (1868-1912). To what extent was the new parliamentary system faithful to liberal principles?
5. What general aspects of Western civilization did the Japanese seem most interested in adopting?

Background: Two Centuries of Isolation, 1640-1854

ID: shogunate, Tokugawa, Yedo, bushido, Shinto, Nagasaki, daimyo, samurai

1. What were the Japanese motives for isolationist policy?
2. How did the shoguns take power from the Emperor?
3. In what ways was Japan "feudal?"
4. How did the merchant class expand?

The Opening of Japan

ID: extraterritoriality, Choshu, Satsuma

1. What was Perry's/USA's motivation in "opening" Japan?
2. What were the provisions of the treaties signed between Japan and the United States in the 1850's?
3. Examples of anti-foreign reaction?
4. Don't you love it when RRP says "The whites in those days...were somewhat trigger-happy in the discharge of naval ordnance...?"

The Meiji Era (1868-1912): The Westernization of Japan

ID: Meiji

1. Why did the Lords of Choshu and Satsuma want the resignation of the shogun?
2. What changes took place to move Japan from feudalism to a modern national state?
3. How did Japan modernize its economy?

Chapter 14, EUROPEAN CIVILIZATION, 1871-1914  
Section 71 "The 'Civilized' World."

1. Describe the materialistic achievements and nonmaterialistic values that led Europeans to think of themselves as the "civilized world."
2. What is meant by the inner and outer zones of Europe? Which areas outside Europe belonged to each? What third zone lay beyond the European world?
3. How do the paintings by Sheeler and by Seurat contribute to an understanding of late nineteenth century European civilization?

Materialistic and Nonmaterialistic Ideals

ID: "civilized world" backward

1. What were the ideals of European "civilization?"
2. How civilized was Europe as measured by death rate, life expectancy, infant mortality, literacy rate, productivity of labor?

The "Zones" of Civilization

ID: inner and outer "zones" of Europe

1. What were the geographical boundaries of the zones?
2. How were the zones different from each other - compare using SPERM factors.

## Chapter 14, Section 72 "Basic Demography: The Increase of the Europeans"

1. Describe the major trends in world population growth since 1650 a) in Europe and b) in the world as a whole. What conclusions may be drawn from the table on p. 588? from the table on p. 1039?
2. Why did European birth rates begin to fall by about 1880? In what sense was France a pioneer in that respect? What is meant by "European family pattern?"
3. How do you explain the fact that despite rapid European population growth there was no serious problem of overpopulation as there is in many parts of the world today?
4. Describe the growth of city life between 1850-1914. Can you draw any conclusions from the statistical information in Appendix III of RRP?
5. What can you say about the nature and causes of the migration from Europe that took place in the century after 1840? What conclusions can you draw from the map on p. 592 and the tables on p. 593 and 594?

### European and World Population Growth since 1650

ID:

1. Factors encouraging population growth in general?
2. Factors encouraging population growth in Europe?

### Stabilization of European Population

ID:

1. Significance of decline in birth rate?
2. Describe the "European family pattern."
3. Economic motivations for smaller families?

### Growth of Cities and Urban Life

ID:

1. What does RRP mean when he says that the city "set the tone" of modern society?

### Migration from Europe, 1850-1940

ID: Atlantic Migration

1. Why did more people go to the United States than to anywhere else?
2. Causes for the Migration?
3. Discuss the "push" factors and the "pull" factors for different emigrant groups.

## Chapter 14, Section 73 "The World Economy of the Nineteenth Century"

1. What technological advances contributed to the "new Industrial Revolution" after 1870?
2. What can you say about the status of free trade in the years 1846-1914? Explain the relationship between imports and exports a) in the British economy and b) in the economy of the rest of industrial Europe.
3. Of what significance was the export of capital from Europe? What role did each of the major European countries play?
4. How did the gold standard facilitate international trade in this age? Describe London's special financial role?
5. Discuss the relationship between Western Europe and others parts of the earth in the 19th c. economy. In what sense had a true world market been created?
6. What kinds of insecurity resulted from the capitalist economy? What devices were resorted to in order to combat insecurity?
7. Explain the important changes in capitalism about 1880. What were some of the political and social effects of these changes?

### The New Industrial Revolution (aka "The Second Industrial Revolution.")

ID: "new Industrial Revolution", balance of payments, invisible exports, the corporation, trusts and cartels, "vertical" integration, "horizontal" integration.

1. How did chemistry, electricity and the internal combustion engine "revolutionize" the world economy?

### Free Trade and the European "Balance of Payments"

ID: Corn Laws, free trade, protective tariffs, invisible exports

1. How could Great Britain import more than it exported and still have a favorable "balance of payments?"

### The Export of European Capital

1. To whom and for what were Europeans lending capital?

## Section 73

### An International Money System: The Gold Standard

ID: gold standard, multilateral trade, William Jennings Bryan's famous "Cross of Gold" speech, sight draft, acceptance house, discount

1. How did the gold standard lead to fluid trade?
2. How did the gold standard lead to low prices?
3. Who did not benefit from the gold standard?

### A World Market: Unity, Competition--and Insecurity

1. Wherein was the worldwide system of unregulated capitalism "extremely precarious?"
2. How did different governments try to cope with the challenges above?

### Changes in Organization: Big Business

ID: limited liability corporation, vertical integration, horizontal integration, trusts, cartels, Sherman Act of 1890

1. What were the attractions of a corporation compared to companies or partnerships?
2. How did the "trusts" work?
3. How were the new big businesses "feudal?"

Chapter 14, Section 74 "The Advance of Democracy: The Third Republic, United Kingdom, German Empire"

1. Of what significance was the Paris Commune in the formation of the Third French Republic?
2. Describe the machinery of government set but by the laws of 1875 in France. How was the role of the executive further clarified?
3. With what major problems was the Third Republic occupied in the years 1871-1914? How successfully did it cope with them?
4. What kind of government did Great Britain exemplify the half-century before 1914? Explain the steps by which the suffrage was extended in the years 1832-1918. Of what significance were the reforms of the Liberal government after 1906?]
5. How successfully had Britain dealt with the Irish problem by 1914?
6. What general observations can you make about the political nature of the German Empire? Discuss the nature and results of Bismarck's conflict with a) the Catholic Church and b) the Social Democrats. What was the motive behind his social insurance program?
7. In what direction did Germany seem to be moving under Wilhelm II in the years before 1914?
8. Summarize briefly the major political developments in Italy, Austria-Hungary and other European countries from 1871-1914. What general conclusions may be reached about the advance of political democracy?

France: The Establishment of the Third Republic

ID: Paris Commune (second time around), Marshall MacMahon

1. Why did monarchists win the elections insisted on by Bismarck?
2. How did the Parisian republicans respond?
3. Compare Paris Commune (1871) to Jacobins.
4. How did the new government of France end up being a Republic?
5. Political structure of the Third Republic?

Troubles of the Third French Republic

ID: Boulanger, Dreyfus Affair, Pope Leo XIII, Major Esterhazy, anti-Semitism, Emile Zola, "J'accuse" (He's not in the book - ask me if I forget to tell you) also Adolph Thiers, the first President of the Third Republic. He said it was the government that "divides us least."

1. Describe what groups favored which forms of government.
2. What are the implications of RRP's notion that questions that were in other countries questions of party were in France questions of regime?
3. Describe the threat of General Boulanger.
4. How did the Dreyfus Affair "rock the country?"

The Strengths and Weaknesses of the Republic

1. Make a list or chart of S's and W's. Consider the SPERM factors.
2. Who were the Radical Socialists and what did they advocate?

## Section 74

### The British Constitutional Monarchy

ID: 1837-1901, Liberal and Conservative parties, William Gladstone, Benjamin Disraeli, Reform Bill of 1832 (reprise), Second Reform Bill, Forster Education Act of 1870.

Disraeli was once asked to define the difference between a misfortune and a calamity. He answered, "Well, if Gladstone fell into the Thames, that would be a misfortune; and if anybody pulled him out, that, I suppose, would be a calamity."

1. Describe the SPERM differences between the Liberals and the Conservatives.
2. What were some of Gladstone's reforms?

### British Political Changes after 1900

ID: Herbert Asquith, David Lloyd George, Parliament Act of 1911, laissez-faire economics, Manchester School, Labour Party (Keir Hardy)

1. Describe the Liberal's program of social legislation.
2. Content and significance of Lloyd George's budget of 1909? Isn't it neat that he invented the phrase "war on poverty?"
3. What were the laborers' grievances during this period?

### The Irish Question

ID: home rule, Ulstermen, Irish Question

1. What were the grievances of the Irish against the British?
2. How did Gladstone and later the Conservatives try to ameliorate conditions?
3. What's the fight about between the Ulstermen and the rest of Ireland?
4. What changes took place in Ireland in 1914 and in 1922?
5. Summarize the "Irish Question."

### Bismarck and the German Empire, 1871-1890

ID: William I, kaiser, Reichstag, National Liberals, Syllabus of Errors, Kulturkampf, Eufurt Congress, Gotha Programme PLUS a cool word: Wilhemine

1. What was the political organization of the German Empire?
2. Why did the Junkers oppose Bismarck?
3. Who were Bismarck's political allies and why?
5. How did the Catholic Church threaten Bismarck's policies?
6. What was Kulturkampf and why was it instituted?
7. Bismarck's economic and social laws?

### The German Empire after 1890: William II

1. What were the disagreements between William II and Bismarck.
2. What was William's "new course?"
3. How was Germany heading toward a constitutional crisis?

### Developments Elsewhere; General Observations

ID: trasformismo, futurism, Gabriele d'Annunzio, Filippo Marinetti

1. Progress of universal suffrage in Europe?
2. Problems within Austria-Hungary?
3. Political, economic, religious and social problems in Italy?

Chapter 15, Section 75 "The Advance of Democracy: Socialism, Labor Unions and Feminism"  
ID:

1. Difference in theoretical premises of socialism and trade unionism?
2. Which social/economic groups favored each "ism?"
3. How did trade unionism in Great Britain differ from trade unionism on the Continent?
4. How did the British Labour party differ from socialist parties on the Continent?
5. Describe the origins and history of the a) First International and the b) Second International.
6. What political and economic developments contributed to the growth of revisionism in the socialist movement? Discuss the ideas and movements that arose in response.
7. What reasons does RRP suggest for the decline in the revolutionary mood of the working class by 1914?

#### The Trade Union Movement and the Rise of British Labor

ID: Le Chapelier Act of 1791, Combination Act of 1799, "new model" unionism, craft unions, Amalgamated Society of Engineers, Taff Vale decision, Labour Party

1. How was "new model" unionism different from previous unionism?
2. What's a craft union?
3. What conditions favored development of unionism in the 1850's?
4. How did the Taff Vale decision hurt the unions and change British politics?

#### European Socialism after 1850

ID: International Working Men's Association aka First international, Second International

1. Who were some of the sponsors of the First International?
2. How did Marx end up using the International to promote his ideas?
3. How did Marx and Bakunin differ?
4. How did the Paris Commune "kill" the International?
5. Summarize the founding of socialist parties in Germany, Belgium, France and Russia. Who were the leaders of each group?

#### Revisionist and Revolutionary Socialism 1880-1914

ID: Fabian Society (1883), parliamentary socialism, E. Bernstein, J. Jaures, G. Sorel, syndicalism, "opportunism," Bolsheviks, Mensheviks

1. Why were Bakunin's ideas more appealing to Italians and Spaniards than Marx's?
2. What did the Fabians believe and who were their members?
3. How did parliamentary socialism evolve from the original flavor of Marxism?
4. What were the ideas of "revisionist" socialism led by Eduard Bernstein and Jean Jaures?
5. How did the orthodox Marxists respond to the changes described above?
6. What three reasons does RRP give for the decline in social agitation by 1914?

Section 75

Feminism, 1880-1914

ID: Susan B. Anthony, Elizabeth Cady Stanton, International Council of Women (1888), National American Woman Suffrage Association, Women's Social and Political Union, Emmeline Pankhurst, "suffragettes"

1. Economic and political grievances of women?
2. Differences in goals of women on the continent and in England?
3. Methods of the suffragists?
4. How do you evaluate their success?

## Chapter 15 Section 76 "Science, Philosophy, the Arts and Religion"

ID: La Belle Epoque, Fin de Siecle

1. Why was faith in science so widespread in the half-century before 1914?
2. Explain Charles Darwin's conclusions and analyze the impact of Darwinian evolution upon the general thought of the age. What is meant by Social Darwinism?
3. How did anthropology affect a) race consciousness, b) attitudes toward culture and morals c) religion?
4. How did Freud influence our understanding of human behavior? What contribution did Pavlov make?
5. How did discoveries in physics upset older views of matter and energy and other scientific concepts? What was Einstein's special contribution?
6. In what sense do the paintings by Monet, Seurat, Kandinsky, Braque and others represent the artistic revolution associated with modern art? What problems of communication between artist and public did these innovations raise?
7. How was the conflict between modernists and fundamentalists resolved in a) Protestantism, b) Roman Catholicism c) Judaism? What other trends and developments were observable in these religions?

### The Impact of Evolution

ID: Charles Darwin, Origin of Species, evolution, Descent of Man, T.H. Huxley (aka "Darwin's Bulldog"), "struggle for existence," "survival of the fittest," "natural selection," "most favored races," Social Darwinism

1. What did Darwin mean by "evolution?"
2. How were Darwin's ideas applied to human society by the "Social Darwinists?"

### Genetics, Anthropology, and Psychology

ID: Gregor Mendel, Sir James Frazer, The Golden Bough, William Wundt, Ivan Pavlov, "conditioning," Sigmund Freud, The Interpretation of Dreams

1. Describe the contributions of Mendel, Pavlov and Freud to the development of their respective sciences.

### The New Physics

ID: Albert Einstein, Antoine Henri Becquerel, Pierre and Marie Curie, J.J. Thompson, Lord Rutherford, Max Planck, Werner Heisenberg

1. How did Einstein's theory modify understanding of the world?
2. What is Heisenberg's "uncertainty" principle?

### Trends in Philosophy and the Arts

ID: agnosticism, Herbert Spencer, Ernst Haeckel, Friedrich Nietzsche, Emile Zola, Henrik Ibsen, Gauguin

1. Summarize Spencer's ideas?
2. Nietzsche?
3. Trends in literary and visual subject matter

## Section 76

### The Churches and the Modern Age

ID: "higher criticism," D.F. Strauss, Life of Jesus, Ernst Renan, Christian socialists, Karl Barth, Syllabus of Errors, Immaculate Conception of the Virgin Mary, bodily assumption of Mary into Heaven, Pius IX, Vatican Council I, papal infallibility, ultramontaniam, Leo XIII, Rerum Novarum, Rothschilds, Jewish "emancipation," assimilation, anti-Semitism, Theodor Herzl, Zionism, Palestine, Karl Lueger, rabidly anti-Semitic Mayor of Vienna, who said "I decide who is a Jew."

1. What is the "higher criticism?"
2. Describe the difference between the Protestant "modernists" and "fundamentalists."
3. How did the Roman Catholic Church "resist" the trends of the age?
4. What were the new dogmas proclaimed in the Vatican Council?
5. How did the Pope end up in control of Vatican City independent of Italy?
6. What were some of the doctrines in Rerum Novarum?
7. Trends in Judaism in the late 19th Century?
8. Factors leading to anti-Semitism?
9. What was Zionism? Who favored it? What conflicts surrounded it?

## Chapter 15, Section 77, "The Waning of Classical Liberalism"

1. What does RRP say were the three effects of the trends described above?
2. What is "classical liberalism"?
3. "Liberal" attitudes towards religion? Politics? Economics?
4. After 1880 what signs could be observed of the decline of economic liberalism within each industrial country?
5. What is meant by the "new" liberalism? How did it differ from classical liberalism and how did it resemble classical liberalism?
6. How did 19th and 20th c. developments in biology and psychology affect the older view of human beings as rational animals? What were the implications of these views?
7. What may be said of the late 19th c. philosophies glorifying struggle? How were they strengthened by actual historical events?
8. How did political and economic developments in England between 1900 and 1914 reflect the decline of classical liberalism?
9. How would you assess the strength of liberalism in Europe in 1914?

### The Decline of Nineteenth-Century Liberalism: Economic Trends

ID: Friedrich List, National System of Political Economy, neomercantilism, "new" liberalism, welfare state

1. Reasons for the revival of tariffs and the decline of free trade about 1880?
2. What is economic nationalism?
3. Reasons for simultaneous rise of big business and organized labor? How did it undermine theory of individual competition?
4. New role of government in regulating competition and in protecting society?

### Intellectualism and Other Currents

ID: anti-intellectualism, "realism"

1. What is anti-intellectualism?
2. Why did Georges Sorel want the workers to do to keep the ideas of class war alive?
3. What were some of the implications of the philosophies glorifying struggle?
4. Signs of waning of liberalism in England?

## Chapter 16 EUROPE'S WORLD SUPREMACY

### Section 78 "Imperialism: Its Nature and Causes"

ID: imperialism

1. How does RRP define imperialism? What phases have there been in the history of European expansion?
2. How did the "new imperialism" differ from the colonialism of earlier times? What different gradations of European domination may be noted? How was European rule generally imposed?
3. Discuss the motives that lay behind European expansion in the late 19th century. Of what relative importance were economic pressures? the quest for security? nonpolitical and non-economic motives?
4. With what "mission" was imperialism identified? How would you evaluate the attitude expressed in the lines by Kipling?

### The New Imperialism

ID: colonies, protectorates, spheres of influence,

1. How was imperialism different from the colonialism of former times? Consider social, political and economic differences. A chart might help.
2. Examples of use of military force, or threat thereof, in achieving European dominance?

### Incentives and Motives

ID: J.A.Hobson, Joseph Chamberlain, "imperial federation," "imperial preference," "opportunistic," (a Marxist term), "surplus capital"

1. What were the SPERM factors motivating aggressive imperialism?
2. What was Hobson's analysis of imperialism?
3. How does Joseph Chamberlain's life illustrate certain motives of imperialism?
4. How was the Scramble for Africa motivated by competition for status more than for money?

### Imperialism as Crusade

ID: Rudyard Kipling, "White Man's Burden," mission civilisatrice, diffusing of Kultur, blessings of Anglo-Saxon protection

1. What do all the above have in common?

## Chapter 16 Section 79 "The Americas"

1. What policies toward Mexico did the United States follow in the years before 1870?
2. Explain and illustrate the attitudes and policies of the United States toward Latin America in the latter part of the 19th century.
3. Describe the origins of the Spanish-American War. What evidence was there of American imperialist interests in Cuba? What territorial acquisitions and other rights did the United States acquire as a result of the war?
4. Of what significance was President Theodore Roosevelt's policy in the case of Santo Domingo? What was the subsequent history of this policy?
5. How did the United States' annexation of the Hawaiian islands illustrate American imperialism?
6. What were the general results of the relationship of the United States with Latin America in the age of imperialism?

ID: Monroe Doctrine

### The United States and Mexico

ID: Juarez, Archduke Maximilian, Porfirio Diaz,

1. Motivation of Britain, France and Spain's intervention in Mexico in 1861?
2. Napoleon's hidden agenda?
3. Role of United States in defeat of French ambitions in Mexico?
4. What does RRP mean by the "double standard" of imperialism?

### United States Imperialism in the 1890's

ID: "yellow" press, Maine, Roosevelt Corollary to the Monroe Doctrine, Platt Amendment, Queen Liliuokalani

1. How, and why, did the United States acquire Puerto Rico and the Philippines?
2. How, and why, did the United States acquire Hawaii?

## Chapter 16, Section 80 "The Dissolution of the Ottoman Empire"

1. How did the Ottoman Empire differ from the European states in its political organization and nature? What efforts at reform were made from 1856 to 1876? How did the reform effort end?
2. Why was Turkey called the "sick man of Europe"? What losses of the empire could be noted by 1850? What territory did it still encompass?
3. Why were the British concerned about the Russo-Turkish War of 1877? How was a general war averted?
4. What problems persisted in the Ottoman Empire after 1878? Explain the major steps in the dissolution of the empire from 1918-1923.
5. How did Egypt become a British protectorate? How did the French react?
6. Of what significance for international relations was the rivalry for the spoils of the Ottoman Empire?

### The Ottoman Empire in the 1850's

ID: raya, capitulations, "sick man of Europe," Eastern Question, Crimean War

1. What was the religious and political composition of the Ottoman Empire?
2. How did Westerners get special privileges in the Ottoman Empire?
3. What does RRP mean in saying that the Crimean War opened a new phase in Ottoman and European history?
4. What were the Ottoman's political goals?

### Attempts at Reform and Revival, 1856-1876

ID: Hatt-i Humayun, Abdul Aziz, Midhat Pasha, Abdul Hamid II

1. Terms and purpose of the Hatt-i Humayun?
2. Terms of the new Ottoman Constitution of 1876?
3. What happened next and why?

### Repression after 1876

ID: Young Turks, Abdul the Damned

1. Personality of Abdul Hamid?
2. Evidence of paranoia?
3. Goals and fears of Abdul Hamid?
4. Goals of Europe for Turkey?
5. Goals of Turkish reformers for Turkey?

## Section 80

### The Russo-Turkish War of 1877-1878: The Congress of Berlin

ID: Pan-Slavism, Danilevsky, Russia and Europe, Suez Canal, treaty of San Stefano, "jingoism," "honest broker of the peace"

1. Define Pan-Slavism? Who favored it in Russia? In the Ottoman Empire? Were the motives of Pan-Slavists the same in the OE as in R?
2. Trigger of the Russo-Turkish war?
3. Reasons for British apprehension? What did Disraeli do?
4. How did Bismarck avert an Anglo-Russian war?
5. How did the European Balance of Power protect and dismember Turkey at the same time?
6. Terms of the Treaty of Berlin? List each country and what it got/lost.

### Egypt and North Africa

1. How did Egypt become an English protectorate?
2. Why did the French object and what did they do about it?
3. What events led up to Turkey's alliance with Germany in World War I?

## Chapter 16, Section 81 "The Partition of Africa"

1. Explain the process by which Africa was partitioned after 1870. How successful were attempts at international control in the partition of Africa?
2. Which areas were occupied and controlled by Germany, France, and Britain respectively? by other European powers?
3. How did the partition of Africa affect relations among the European powers?
4. How would you assess the impact of European control upon the African peoples?

### Opening of Africa

ID: Livingstone and Stanley, Leopold II, king of the Belgians, International Congo Association, Karl Peters, Brazza, Berlin Conference of 1885, Congo Free State,

1. How did Leopold II despoil the Congo?
2. What were the rules of the game for African expansion according to the Berlin Conference?
3. Which two countries remained free throughout the "scramble" and why?
4. How did the Europeans solve the labor problem in the areas they acquired from the Africans?
5. How did "indirect rule" work?

### Friction and Rivalry between the Powers

ID: Cecil Rhodes, "Chinese Gordon", General H.H. Kitchener, "great trek," Boers, Boer War, Fashoda Crisis, Kruger Telegram, "Cape to Cairo", Jameson Raid, Paul Kruger, Transvaal

1. What were the geopolitical aspirations of each of the European powers in Africa?
2. Significance of Fashoda Crisis? of Jameson Raid?
3. How did the rivalry over the spoils of Africa "embitter international relations and prepare the war for the First World War?"

Chapter 16, Section 82 "Imperialism in Asia: The Dutch, the British, and the Russians"

1. How did the Dutch create and maintain their empire in the East Indies? What resistance developed?
2. How did British rule in India change after the events of 1857?
3. How would you describe the economy of India under British rule?
4. Explain the growth and nature of Indian nationalism.
5. How do the illustrations and text in the RRP Picture Essay "The British in India" demonstrate the British social, political and economic impact on India? How would you assess the balance sheets of the British presence?
6. What seemed to be the principal motives for Russian expansion in Asia? Why and where did the Russians come into conflict with the British?

The Dutch East Indies and British India

ID: "culture system," Indian Mutiny, Thugs, Hindu Indian National Congress, All-India Muslim League

1. What were the economic advantages of British India and the Dutch East Indies?
2. What ideas and events lead to the termination of the British East India Company and the Mogul Empire?
3. How did British policy toward governing India change as a result?

Conflict of Russian and British Interests

ID: Lord Curzon,

BY THE WAY: This long term conflict was known as "The Great Game."

1. What were the Russian motives for expansion into Asia?
2. Who wanted to stop her?
3. How did Persia become a point of contention between Russia and Britain?
4. How was the conflict resolved?

## Chapter 16, Section 83 "Imperialism in Asia: China and the West"

1. What major internal developments were taking place in China in the early 19th century? What policy did the Europeans pursue with respect to the Manchu Empire?
2. What rights did the Europeans and other outsiders acquire as a result of the Opium Wars? What further gains did Europeans make in China from 1860 to 1898?
3. What did Japan gain as a result of the war with China in 1894? What kind of international crisis followed? Why were the Russians concerned over the status of Manchuria?
4. Summarize the concessions extracted from China in 1898 by the Germans, the Russians, the French, and the British. What were the motives behind the Open Door Policy?
5. What were the net consequences of imperialist expansion in China by the end of the 19th century?

### China before Western Penetration

ID: Manchu/Ch'ing dynasty, White Lotus Society, Heavenly Reason Society, Taiping Rebellion

1. What were some of the domestic disturbances experienced in China?

### The Opening of China to the West

ID: Opium War of 1839-1841, treaty of Nanking, treaties of Tientsin, "treaty system," "treaty ports,"

1. What were the problems of trade with China from the Europeans' point of view and how did they solve them?
2. Outcome of the Opium War?
3. Terms of settlement of war of 1857?

### Annexations and Concessions

ID: Open Door Policy, Literary Patriotic Harmonious Fists aka Boxers, Sun Yat-sen

1. What border areas of China did Britain, France and Japan annex?
2. Results of treaty of Shimonoseki?
3. Reasons for Russian, German and French opposition to Japan's occupation of Liaotung peninsula?
4. Why did the United States advocate the Open Door Policy?
5. Why did the British support it?
6. Outcome of the Boxer Rebellion?

Chapter 16, Section 84 "The Russo-Japanese War and Its Consequences"

Japanese pre-emptive strike on Port Arthur – a pilot study for World War II

1. How did the interests of Russian and of Japan conflict in northeast China?
3. Describe the nature and outcome of the Russo-Japanese War. What was President Theodore Roosevelt's objective in his offer of mediation?
3. Of what special significance for later history was the Russo-Japanese War? In what sense did it herald important developments of the 20th century?

ID: Treaty of Portsmouth

1. Grievances of Russia and Japan toward each other?
2. Describe the course of the war.
3. Why did Theodore Roosevelt intervene - and win the Nobel Peace Prize for his efforts?
4. Terms of the treaty of Portsmouth?
5. Significance of the Russo-Japanese War and of Japanese victory?
8. What does RRP say are the "three mighty developments" to which the Japanese victory and the Russian defeat were steps?

ASK ME about the Battle of Mukden and the Battle of Tsushima Straits.

## Chapter 17 THE FIRST WORLD WAR

### Section 85 "The International Anarchy"

1. Why were both the French and the British concerned about German aspirations after 1870?
2. Explain how the continent became divided by 1894 into two opposed camps. What developments led the British to abandon their "splendid isolation"?
3. How were European international relations affected in the years 1905-1913 by the crises over a) Morocco and b) the Balkans?
4. How would you assess the responsibility of each of the countries involved in the events of 1914? What role did the alliance system play? other factors?

### Rival Alliances: The Triple Alliance versus Triple Entente

ID: "a place in the sun," Berlin Congress of 1878 (Eastern Question), Russia-German "Reinsurance Treaty" of 1887, Berlin Conference of 1885 (Africa), Admiral Mahan, entente cordiale, Anglo-Russian Convention of 1907, "Two Power Standard," Dreadnaughts, Sir John Fisher, Admiral Tirpitz

1. Which countries were in the Triple Alliance and what were the terms of the agreement?
2. List the path of alliances leading up to the Triple Entente

### The Crises in Morocco and the Balkans

ID: first Morocco crisis at Tangiers, Algeiras Conference (1906), second Morocco crisis at Agadir, The Panther

1. What did William II do to provoke the Algeiras Conference and why did he do it?
2. Results?
3. Here's your chance to figure out the players in Bosnia-Herzegovina: Make a chart and compare the languages, alphabets, religion, political autonomy of the various Slavic peoples: Serbs, Bosnians, Croats, Slovenes.
4. What two events "brought this brew to a boil" in 1908?
5. What was the deal between Russia and Austria?
6. Who was annoyed by it and why?
7. Outcome of "first Balkan crisis?"
8. Who were the adversaries in the First Balkan War (1912) and the Second Balkan War (1913)? What provoked each war? Winners? Losers?

### The Sarajevo Crisis and the Outbreak of War

ID: "Union or Death," Black Hand, Archduke Franz Ferdinand, "blank check," Sir Edward Grey, (a relative of Earl Grey after whom the tea is named.) He said, "The lights are going out all over Europe; we shall not see them lit again in our lifetime."

1. Chain of events leading to German declaration of war on France?
2. What finally provoked the British to enter the war?
3. How could the alliance system be considered a cause of the war?
4. What does RRP mean by "The emergence of a consolidated industrial Germany after 1870, making its bid for world-power status relatively late, was a distant and basic cause of the war?"
5. Assess RRP's assertion that the problem was that the "world had an international economy but a national polity." (It's the same assertion made by Benjamin A. Barber in *Jihad vs. McWorld*.)

## Chapter 17, Section 86 "The Armed Stalemate"

ID: Schlieffen Plan, Plan 17 (the French plan to fight World War One and reclaim Alsace and Lorraine)

1. What happened to the German Schlieffen Plan when it was put into operation?
2. What success did both sides have in finding new allies in 1914 and 1915? Why did Italy join the Allies?
3. How did each side appeal to discontented nationalist groups? Why could the Allies be more successful?
4. Why may it be said that the war accelerated prewar imperialist tendencies? In what sense was this true of the Allies? What expansionist aims did the Germans reveal?
5. How would you describe President Wilson's attitude toward the war and toward the two opposing alliances in the early years of the war?

### The War on Land, 1914-1916

ID: Moltke, Joffre, battle of the Marne, Gallipoli, Petain, Battles of Tannenberg and Masurian Lakes

BY THE WAY the Russian general who was responsible for the catastrophe at Tannenberg was Samsonov, and he shot himself when he saw that the battle was lost.

1. What was the Schlieffen Plan?
2. Significance of machine gun?

If you are intrigued by this topic you might want to rent "Gallipoli" with Mel Gibson, or check my list of WWI movies for other choices.

### The War at Sea

ID: contraband, noncontraband, "freedom of the seas," Lusitania

### Diplomatic Maneuvers and Secret Agreements

ID: Zimmermann Telegram, Col. T. E. Lawrence aka Lawrence of Arabia, Balfour Declaration (1917), Twenty-One Demands on China, "He kept us out of war," "peace without victory"

1. Motives of Italy for joining with the Allies?
2. What were the secret agreements made to partition the Ottoman Empire?
3. What were Wilson's ideas about nationalism? What did he mean by "peace without victory?"

Chapter 17, Section 87 "The Collapse of Russia and the Intervention of the United States."

1. What effect did revolutionary events in Russia in 1917 have on the First World War? Explain the significance of the treaty of Brest-Litovsk.
2. Why did Wilson change his opinion of the war? Why did he call for American entry?
3. How did the casualties of the United States compare with those of the other combatants? What is suggested as the major significance of American participation in the war?
4. Describe the nature and outcome a) of the military campaigns on the Western Front in 1917 and b) of the German offensive in the West in the spring of 1918. What were the results of the Allied offensive?
5. How successful was the German submarine campaign in 1917? the countermeasures adopted to meet it?

The Withdrawal of Russia: Revolution and the Treaty of Brest-Litovsk

ID: Revolution of 1905, Duma, Provisional Government, Social Democrats/Russian Marxist party divided between Menshevik and Bolsheviks, V.I. Lenin, Hindenburg, Ludendorff

1. How was the war the trigger for the demise of the Romanov regime?
2. Germany's motivation to smuggle Lenin back into Russia?
3. Reasons for the Bolsheviks' making peace with Germany?
4. Terms of the treaty of Brest-Litovsk?
5. Problems for the Allies as a result of the treaty?

The United States and the War

ID: neutrality, Zimmermann telegram, "make the world safe for democracy," Passchendaela, Ypres, tanks, submarines

1. Why did Wilson favor neutrality?
2. Why did the German High Command resume unrestricted submarine warfare knowing it would force the United States into the war?
3. What military conditions led to the stalemate in the war before the Americans entered?
4. Economic and political activities of the United States as it got ready for war?
5. Military conditions leading to French soldiers' mutiny?

The Final Phase of the War

ID: Ferdinand Foch, John J. ("Black Jack") Pershing, armistice

1. Why is November 11 Veteran's Day?
2. Relative losses of men and material of each of the Great Powers? of the United States?

Chapter 17, Section 88 "The Collapse of the Austrian and German Empires"

1. What happened to the Austro-Hungarian Empire at the close of the war?
2. Explain the position taken by Ludendorff and the German High Command in the autumn of 1918. What governmental and constitutional changes did they insist upon?
3. Describe the background to the abdication of the Kaiser. How "revolutionary" were these events?

ID: Prince Max of Baden

1. What did the Habsburg "national councils" do immediately after the war?
2. How did the High Command itself precipitate the collapse of the German Empire?
3. Ludendorff's agenda in calling for immediate peace negotiations?
4. Compare Wilson's behavior after the war with Bismarck's after the Franco-Prussian War.
5. What reasons does RRP give for the fall of the German Empire?  
What factors were specifically excluded?

Chapter 17, Section 89 "The Economic, Social and Cultural Impact of the War."

1. What impact did the First World War have upon private enterprise and the economy? In what specific ways did wartime governments control economic activities? What special measures of economic control were adopted by Germany? by the Allied countries?
2. What were the short and long run effects of government wartime monetary policies? Of what significance were the national debts that were created?
3. How did the war change the economic and financial status of the United States? How did the war affect the industrialization of countries outside Europe?
4. What effect did the war have on the entry of women into the labor force?
5. To what extent did governments during the war attempt to control ideas? With what consequences?

Effects on Capitalism: Government-Regulated Economies

ID: "planned economy," "profiteers," Walter Rathenau, War Industries Board

1. How did the war change the acceptable role of government in the economy?
2. Explain increasing government regulation in allocation of                      manpower. How did it make an impact on the roles of women?
3. How did changes in foreign trade change the United States from a debtor to a creditor nation?
4. Walter Rathenau's contribution to mobilizing raw materials in Germany?

Inflation, Industrial Changes, Control of Ideas

ID: inflation

1. What factors lead to inflation after the war?
2. What would the debtor countries have to do to combat the inflation and to pay their debts?
3. What does RRP say happened to freedom of thought and why? Results?

## Chapter 17, Section 90 "The Peace of Paris, 1919"

1. Describe the personalities of Lloyd George, Wilson, Clemenceau and Orlando.
2. Why did Wilson and Lloyd George object to the French attitudes and proposals with respect to Germany?
3. Why was the "War Guilt" clause written into the treaty? What objections might legitimately be raised to it?
4. How would you evaluate the success and wisdom of the treaty of Versailles? What sources of future trouble might be anticipated?

### The Fourteen Points and the Treaty of Versailles

ID: Woodrow Wilson's Fourteen Points, Georges Clemenceau aka "The Tiger of France," David Lloyd George, mandates, reparations, war guilt clause, cordon sanitaire

1. What was Wilson's ideology and what were his goals for the Peace of Versailles?
2. List the goals of France, Italy, Great Britain, Germany.
3. Basis for disagreement among the allies over the terms of the settlement?
4. Terms of the settlement concerning territorial changes? disposition of German colonies? restrictions on German naval and military power? reparations?
5. What happened to the Germany army as a result of the Allied prohibition of conscription?
6. Political results of the Versailles Treaty?

### Significance of the Paris Peace Settlement

ID: self-determination, irredentism (one more time)

1. How was the Treaty of Versailles both too severe and too lenient?
2. How did the Treaty lead to the disgrace of the German liberals and socialists?
3. How was each ally dissatisfied with the Treaty?
4. What happened to the Treaty in the United States and why?

(And for a look at Woodrow Wilson as a tragic hero see Gene Smith's When the Cheering Stopped)

5. Why did Wilson give up so many of his points in exchange for the League? What happened to the League?

## Chapter 18 THE RUSSIAN REVOLUTION AND THE SOVIET UNION

### Section 91 "Backgrounds"

BY THE WAY Alexander II was assassinated by a Polish student named Hrieniewicki.

1. What reforms had been introduced in Russia under Alexander II? What policies did Alexander III pursue? With what results?
2. How did industrialization in the closing decades of the 19th century affect a) the wage-earning class b) the capitalist class?
3. What special features characterized land ownership and the agrarian economy in Russia?
4. How did the Social Revolutionary party differ in attitudes and program from the Social Democratic Labor party? (Another opportunity to make it clear through a chart. Graphics are good!)
5. Describe Lenin's personality and background. How would you evaluate his contributions to Marxism? What special factors in the Russian background affected his conception of a revolutionary party and of revolution?
6. Summarize the similarities and differences between the French and Russian Revolutions in a chart. Consider using Brinton's model.

### Russia after 1881: Reaction and Progress

ID: Alexander III, the People's Will, proletariat, Constitutional Democratic party (Cadets), mir, zemstvos, kulaks, "land hunger," pogroms, Black Hundreds, Pobedonostsev.

1. How did Alexander III respond to his father's assassination?
2. In what ways was Russia becoming more European in the latter part of the 19th century?
3. Conditions of the growing Russian proletariat?
4. Weaknesses of the business and capitalist class?
5. Conditions of the peasants since Emancipation?

### The Emergence of Revolutionary Parties

ID: "populists," Plekhanov and Axelrod, Social Revolutionary Party, Lenin, Stalin, Trotsky

1. What were the two traditional sources of revolutionary disturbances in Russia?
2. Socio-economic divisions among the rural classes?
3. Objections of populists to Marxist theory?
4. Personality of Lenin?
5. What were the differences between the Social Democratic Labor Party and the Social Revolutionary Party?

### Split in the Social Democrats: Bolsheviks and Mensheviks

ID:

1. What tactics did Lenin use to cause the split?
2. What were the ideological differences between the B.'s and the M.'s? (My grandmother was an M. We just can't seem to get it right.)
3. What Marxist ideas did Lenin expand upon?
4. Consider what RRP says on p. 734 and on pp. 740-741 and assess Lenin's role as a cause of the Russian Revolution.

## Chapter 18, Section 92 "The Revolution of 1905"

1. What signs of dissatisfaction could be discerned in Russia at the opening of the 20th century? Of what significance was the war with Japan?
2. Describe the background and nature of the Revolution of 1905. What precipitated the revolution? With what consequences?
3. What appears to be the chief result of the Revolution of 1905? What actually was the result?
4. Explain the objectives and the accomplishments of Stolypin. What sources of discontent persisted in the countryside despite his reforms?
5. In what direction did Russia seem to be moving by 1914?

### Background and Revolutionary Events

ID: Nicholas II, Plehve, Father Gapon, "Bloody Sunday," soviets, October Manifesto

1. Personality of Nicholas II?
2. Grievances of the peasants?
3. How did Plehve and his pals miscalculate the repercussions of the war with Japan?
4. Role of Father Gapon? What events led up to "Bloody Sunday?"
5. What was the Tsar's response and what motivated it?

### The Results of 1905: The Duma

ID:

1. What constituted the "right" and the "left" opposition to the new Duma?
2. Short unhappy history of the first Duma? Who got to vote? For whom? What happened to cause it to be dissolved?
3. Second Duma? Third Duma? Fourth Duma? See a pattern?

### The Stolypin Reforms

ID: Peter Stolypin

1. What were Stolypin's land reforms? How did they affect the development of both the kulak class and the proletariat?
2. Results?
3. Why did the revolutionaries object to Stolypin's reforms? Why did the "reactionary secret police" also object?
4. What does RRP imply was the trigger for the Revolution?

## Chapter 18, Section 93 "The Revolution of 1917"

1. Why did dissatisfaction with the wartime tsarist regime emerge?
2. How was the crisis of March 1917 precipitated? What revolutionary events followed?
3. Describe the program of the Provisional Government and the obstacles it faced.
4. Explain the appeal of Lenin's program. Under what circumstances did the Bolsheviks seize power? Describe the new machinery of government.
5. What action did Lenin take with respect to the war? Why did he accept the Brest-Litovsk treaty?
6. In what sense was "war Communism" a "mixture of principle and expediency"? How did these policies lead to trouble with the peasants?
7. Which groups resisted the new regime in the civil war? What role did the Allied governments play? What factors helped the Bolsheviks to triumph?

### End of the Tsardom: The Revolution of March 1917

ID: Tsarina Alexandra, hemophilia, Rasputin, Provisional Government, Prince Lvov, Alexander Kerensky

1. Why were all the different groups and factions in Russia unwilling to cooperate with the government in the prosecution of the war?
2. Which group precipitated the crisis and with which grievance?
3. Role of the Petrograd Soviet? Compare to role of Paris Commune of 1792.
4. Events leading up to abdication of the Tsar? What do you think would have happened if his brother had accepted the throne?

### The Bolshevik Revolution: November 1917

ID: "peace, land, and bread," Zinoviev, Kamenov, Order No. 1, Kerensky, Prince Lvov, General Kornilov, Central Committee, Council of People's Commissars, dictatorship of the proletariat, "class rule," "just democratic peace," "abolished all landlord property" Constituent Assembly

1. What were the initial actions of the Provisional government? What was their biggest mistake? Any idea why they made it?
2. How did Kerensky get appointed head of the PG and why could he not form an effective government?
3. What were Lenin's four points?
4. What steps did the Bolsheviks take to seize power?
5. How did the Bolsheviks "deal" with the Constituent Assembly?

## Section 93

### The New Regime: The Civil War, 1918-1922

ID: treaty of Brest-Litovsk, All-Russian Commission of Struggle Against Counterrevolution, Speculation, and Sabotage aka Cheka/OGPU/NKVD/MVD/KGB, Red Army, White Army, Red Terror, Kronstadt uprising

1. Why was Lenin willing to give up so much land to the Germans?
2. Problems with the food supply? Compare to the French Revolution?
3. Among Russians, who was resisting the Revolution and why?
4. Allied response to the Revolution?
5. Role of Trotsky in the success of the Red Army?
6. Describe the Red Terror and compare it to the Reign of Terror.

## Chapter 18, Section 94 "The Union of Soviet Socialist Republics"

1. What link was there between the party and the government in the Soviet Union? How were decisions arrived at in the party? In what sense did the party tend to lose its original character?

### Government: The Nationalities and Federalism

ID:

1. How had the problem of nationalism manifested itself in Russian Empire and how had the Empire tried to solve it?
2. How did the problem of nationalism manifest itself in the Union of Soviet Socialist Republics and what did the leaders do to solve it?
3. What were the original four SSR's and what areas did they comprise?

### Government: State and Party

ID: Constitutions of 1924 and 1936, Central Committee, Politburo aka Presidium,

1. What is meant by the "principle of parallelism?"
2. Compare suffrage laws in the Constitutions of 1924 and 1936.
3. Describe the organization of the Communist Party.

### The New Economic Policy, 1921-1927

ID: New Economic Policy aka NEP,

1. What were the conditions leading to the NEP?
2. Results of the NEP?

### Social and Cultural Changes after the Revolution

ID: "toilers" Sergei Eisenstein, *Potemkin*, *Alexander Nevsky*, Vladimir Mayakovsky, "Ode to Revolution," socialist realism

1. In what ways did the Revolution change women's rights and family life? How enduring were these changes?
2. What were some of the artistic innovations of this period? How enduring were these changes?
3. Explain "socialist realism."

### Stalin and Trotsky

ID: "permanent revolution," "socialism in one country"

1. Trotsky's ideology?
2. Stalin's history? His special talents?

## Chapter 18, Section 95 "Stalin: The Five-Year Plans and the Purges"

1. What ideas and precedents contributed to the concept of economic planning?
2. How would you evaluate the effects of the Five-Year plans on Soviet society? To what extent was economic equality realized or sought? What kind of competition persisted?

### Economic Planning

ID: First Five-Year Plan, Second Five-Year Plan, Third Five-Year Plan, Gosplan

1. Why does RRP say that it took the Bolsheviks so long to come up with a plan?
2. Engels's justification for a national plan?
3. Two goals of the First Five-Year Plan?
4. How was the Russian economy both a planned and a command economy?
5. Why did the Russians need an agricultural revolution to achieve their goal of an industrial revolution?

### The Collectivization of Agriculture

ID:

1. Social/economic goals of the collectivization process?
2. Who were the immediate "losers" in the process of collectivization? Results of these "agricultural disorders?"
3. Advantages of collective cultivation for the central government?
4. Social/economic costs to the peasants?

### The Growth of Industry

ID:

1. Describe the changes in the Russian economy between 1928 and 1938? Use as many specific figures as you can.
2. How did Asian Russia change during the Five-Year Plans?
3. What is the significance of low paper production in the USSR?

### Social Costs and Social Effects of the Plans

ID: Stakhanov, "labor heroes," speed-up,

1. Make a list of the economic benefits and harms of the system.
2. Make a list of the social benefits and harms of the system.

### The Purge Trials of the 1930's

ID: Kirov, Bukharin, "rightists," Great Terror of 1934-1938,

1. Stalin's motives?
2. Do you agree with RRP that if the Tsar had "purged" the Bolsheviks as they purged each other that there would have been no November Revolution?
3. Political consequences of the Purges?

Chapter 18, Section 96 "The International Impact of Communism, 1919-1939"

1. How was international socialism affected by a) the First World War and b) by the Russian Revolution?
2. What events led to the founding of the Third International? What role did the Russian party play in its creation and operation?
3. Explain the stages through which the Comintern passed in the years following its inception

Socialism and the First World War

ID: revisionism, "opportunism," Zimmerwald program, Spartacist movement, Third/Communist International, Comintern,

1. What were the two groups of European socialists, who was in each one and what did they stand for?

The Founding of the Third International

ID: Lenin's Twenty-One Points,

1. Events leading up to 3rd International?
2. Who supported it, and what were their ideologies?
3. What were some of Lenin's 21 Points?
4. How did the USSR exert its greatest influence "by the very fact that it existed?"

## Chapter 19 THE APPARENT VICTORY OF DEMOCRACY

### Section 97 "The Advance of Democracy after 1919"

1. What evidence of the advance of political democracy was observable in the early post-war years? What trend emerged in social legislation?
2. Why may the new states that emerged after 1919 be called accidents of war? With what major problem did they have to contend?
3. Describe a) the economic steps taken by the new states of central and eastern Europe to modernize themselves and b) the land reforms initiated. What were the results in each case?

### Gains of Democracy and Social Democracy

ID:

1. Trends in suffrage after the war?
2. Trends in social legislation after the war?
3. Wherein was Italy different from the rest of Western Europe? Any guesses why?

### The New States of Central and East-Central Europe

ID: Be able to locate them on the map: Former Hapsburg Empire: Austria, Hungary, Czechoslovakia, Yugoslavia; Former Russian Empire: Poland, Finland, Estonia, Latvia, Lithuania; Independent prior to 1914 but formerly either Ottoman or Hapsburg, or both: Romania, Bulgaria, Greece, Albania; Turkey.

1. Wherein were the new states "accidents of the war?"
2. What was the political organization of the new states?
3. Political/national problems of the new states?

### Economic Problems of Eastern Europe; Land Reform

ID:

1. General economic conditions of population of post-war Eastern Europe?
2. Economic problems caused by increase in miles of frontier?
3. How was land reform effected in different countries?
4. What economic/political problems remained unsolved/unaddressed?

Chapter 19, Section 98 "The German Republic and the Spirit of Locarno"

1. What may be said about the revolution in Germany in 1918? How profound were the changes introduced?
2. Assess the role played by the German Social Democrats in the early years of the Weimar Republic.
3. What threats to the republic arose from the left? from the right? What persistent problems did the republic face?
4. How did the French attitude toward reparations lead to the Ruhr episode of 1923? With what results?
5. What circumstances brought Germany and Russia together? With what results?
6. How did the great inflation of 1923 affect the various classes in Germany?
7. How were the fundamental issues of international affairs being met in the 1920's? What was the nature and significance of Locarno?

ID: Social Democratic Party, Reichstag, Weimar Republic (1919-1933), Spartacists, Karl Liebknecht, Rosa Luxemburg, Kapp putsch, Catholic Center

1. What was Marxism like in post-war Germany?
2. Who were the "left," the "right," and the moderates in post-war Germany?
3. Wherein was the Weimar Republic democratic?
4. In what ways did the Weimar Republic maintain the economic/political/military status quo ante bellum?

The German Democracy and Versailles

ID: Diktat, Reparations Committee, Treaty of Rapallo

1. German grievances with the Treaty of Versailles?
2. France's anxieties?
3. British and American goals?
4. Economic relations between Germany and the USSR?

Reparations, the Great Inflation of 1923, Recovery

ID: Ruhr valley, Dawes Plan

1. Why did the French occupy the Ruhr valley?
2. What did the Germans do in response and how did it aggravate the inflation?
3. How did the inflation wipe out outstanding indebtedness and why was that a good thing? Or was it?
4. How and why did the United States get into the act?
5. What was the Dawes Plan?

The Spirit of Locarno

ID: Gustav Stresemann, Edouard Herriot, Aristide Briand, Ramsay MacDonald, Locarno, Frank B. Kellogg, Pact of Paris

1. What two opportunities did the Allies miss, according to RRP that might have prevented World War II? What do you think?
2. Who made treaties at Locarno and what were the terms?
3. What is meant by the "spirit of Locarno?"
4. Content of the Pact of Paris?

## Chapter 19, Section 99 “Anti-imperialist movements in Asia”

1. How did aroused and self-conscious Asians view imperialism? With what justification?
2. How did each of the following affect 20th century developments in Asia: the Russo-Japanese War, the First World War and the Russian Revolution.
3. Explain the nature and results of the Turkish Revolution. What sweeping changes were introduced? What similar developments took place in Iran?
4. What major developments occurred in the Indian independence movement in the twenty years between the two world wars? Explain the differences in attitudes that developed among the Indian nationalists.
5. Describe the background, career and program of Sun Yat-Sen. Why did Sun cooperate with Russia and the Chinese Communists? With what results?
6. What success did the Kuomintang armies have between 1924 and 1928? What caused the rift between the Kuomintang and the Chinese Communists?
7. Explain the changes taking place in Japanese political life in the 1920's. Of what significance for international affairs was the Japanese invasion of Manchuria?

### Resentments in Asia

ID: imperialism, French Indochina (be able to locate it), Young Turks, Sun Yat-sen

1. What were the grievances of subject Asian peoples against the Europeans?
2. Attitudes of Asians toward Western politics/economics?

Mahatma Gandhi was once asked what he thought of western civilization. He responded, “I think it would be a good idea.”

### First World War and Russian Revolution

ID:

1. What compromises/concessions were made by colonial powers to subject peoples after World War One?
2. How did the Russian Revolution "add new stimulus to unrest in Asia?"

### The Turkish Revolution: Kemal Ataturk

ID: Mustapha Kemal aka Ataturk, Reza Khan, Persia/Iran (By the way, say "Ee-rah-n" NOT "I-ran.")

1. Messy political circumstances surrounding Ataturk's rise to power?
2. Why did Ataturk abolish the caliphate as well as the sultanate?
3. How was the new Turkish Republic different politically and socially from the Ottoman Empire?
4. What happened to minority groups within the new Turkey?
5. Social and economic policies of Kemal Ataturk? Compare to Peter the Great?
6. Summarize what happened in Persia.

Chapter 19, Section 99 continued

The National Movement in India: Gandhi and Nehru

ID: Mohandas K. Gandhi, the Mahatma, nonviolence, passive resistance, civil disobedience, boycott, Tata family, Jawaharlal Nehru

1. Gandhi's political program? Methods?
2. Gandhi's economic program?
3. Wherein was Gandhi "hardly typical of modern Asia?"
4. Social/religious/political divisions within India?
5. Describe the image of the Soviet Union to the leaders of Asian countries?

The Chinese Revolution: The Three People's Principles

ID: Sun Yat-sen, Kuomintang aka National People's/Nationalist party, General Yuan Shih-kai, The Three People's Principles, Chinese Communist Party (1921), Borodin

1. Basis for civil war in China between 1916-1928?
2. Background of Sun Yat-sen?
3. What were the "three principles" and what did they mean?
4. In what ways was Sun sympathetic to Marxist ideas?
5. Grievances of Chinese towards the West?

China: Nationalists and Communists

ID: Nanking, Chiang Kai-shek, Mao Tse-tung, Chu Teh, Chinese Red Army, Long March 1934-1935,

1. Chiang's objectives against the warlords and the Peking government? Who supported him?
2. What provoked Chiang to purge the Communists and the Russians?
3. Chinese Communist response to the purge?
4. Explain how the Kuomintang lost the support of the people and the Communist party gained it after 1928.
5. Reasons for the Long March?
6. Motivation for creation of united front? What do you think the Communists were thinking?

Japan: Military Aggression

ID: Sino-Japanese War of 1895, Zaibatsu, Pu Yi aka "the boy emperor," Manchukuo, Lord Lytton,

1. Economic relationship of Japan to the rest of Asia?
2. Economic goals of China vis a vis Japan?
3. Unique aspects of Japanese politics and economics that led to strength and aggression.
4. Incidents leading up to invasion of Manchuria?
5. Why didn't any Western power do anything about it?

## Chapter 19, Section 100 "The Great Depression: Collapse of the World Economy"

1. Explain the major weaknesses in the prosperity of the 1920's.
2. What brought on the stock market crash of October 1929? Describe the events that followed the financial crisis.
3. Explain the impact of the depression on the world economy.
4. How did the unemployment crisis affect people? political developments?
5. What explanations for the depression were offered? What might be said in favor of each view?
6. Describe the economic measures taken by governments during the depression. How did these measures affect the world economy?

### The Prosperity of the 1920's and Its Weaknesses

ID: prosperity, "inelastic demand"

1. What are some indications of "prosperity" between 1924-1929?
2. How did the automobile contribute to prosperity?
3. What were the causes of "overproduction."
4. Agricultural depression as a result of an increase in the price of wheat? How did it happen and what kind of sense does that make anyway?

### The Crash of 1929 and the Spread of Economic Crisis

ID: margin, Creditanstalt

1. How was the high value of stock on the NYSE the product of excessive speculation?
2. How did the repercussions of the crash in the USA pass from finance to industry and from the USA to the world?
3. Extent and devastation of unemployment?

### Reactions to the Crisis

ID: Herbert Hoover, "flight from the pound," Hawley-Smoot tariff, Ottawa agreements, International Monetary and Economic Conference.

1. Which countries were first hit by the economic crisis?
2. How did the trauma in the international monetary exchange affect international trade?
3. Reasons for and effects of currency control?

### Cultural Reactions To The Crisis

ID: modernist, James Joyce, *Ulysses*, stream of consciousness, Eugene O'Neill, Marcel Proust, *Remembrance of Things Past*, Virginia Woolf, *To The Lighthouse*, Ernest Hemingway, "realist" literature, Andre Gide, Malcolm Cowley, *Exile's Return*, John Steinbeck, *Grapes of Wrath*

1. Describe and contrast the various literary responses to the economic and social dislocation following the Great Depression.
2. In what ways was literature after the Great Depression different from earlier post-World War I literature?

## Chapter 20 DEMOCRACY AND DICTATORSHIP

### Section 101 "The United States: Depression and New Deal"

1. Under what circumstances was Franklin Roosevelt elected president?
2. What is meant by the "New Deal?" Summarize the short-range and longer-range measures adopted.
3. To what extent was economic recovery achieved under the New Deal? What general economic philosophy did it seem to follow?
4. What conclusions may be reached about the nature and significance of the New Deal?

ID: Herbert Hoover, Franklin D. Roosevelt (hereafter FDR), deficit financing, John Maynard Keynes (pronounced "canes"), Civilian Conservation Corps, National Recovery Administration, Securities and Exchange Commission, Tennessee Valley Authority, Social Security Act (1935,) National Labor Relations Act aka Wagner Act, Fair Labor Standards Act, American Federation of Labor (AFL), Congress of Industrial Organizations (CIO), "Roosevelt Revolution," economic royalists

1. What steps did Hoover take to combat the Depression?
2. What steps did Roosevelt take to relieve the suffering caused by the Depression? To prevent it from happening again?
3. Why did rich people call FDR a "traitor to his class?"
4. What, if anything, was "revolutionary" about the "Roosevelt Revolution?"

## Chapter 20, Section 102 "Trials and Adjustments of Democracy in Britain and France"

### British Politics: The 1920s and the Depression

ID: "dole," general strike, Trades Disputes Act, Labour Party, Liberal Party, Red/Zinoviev Letter, Oswald Mosley, Ramsay MacDonald, Stanley Baldwin, Neville Chamberlain

1. What were the trends in the British economy that lead to Britain's economy being worse off even in good times compared to other European economies?
2. How was the "welfare state" underway in Britain as early as 1911?
3. Results of coal strike of 1926?
4. Why did the Labour Party displace the Liberal Party after the election of 1922?
5. How did the Labour Party address the problems of the Depression? How successful was it?
6. With what conditions was France preoccupied in the 1920's? How did the depression affect France?
7. Under what circumstances did the Popular Front emerge in France? How did it resemble or differ from the United States New Deal?
8. How successfully did the British cope with the problems of the empire? with the Commonwealth? with the Irish Question?

### Britain and the Commonwealth: Imperial Relations

ID: Palestine, "Black and Tans," Irish Nationalist party/Sinn Fein, Irish Free State, "dominion status," Statute of Westminster of 1931, Ulster

1. Steps leading to establishment of the Irish Free State?
2. Why did the population of Ulster not want to belong to Eire?
3. Advantages of "dominion status" for the dominions? For Britain?

### France: The 1920's and the Coming of the Depression

ID: Radical Socialists, Socialists, Leon Blum, Action Francaise, Raymond Poincare,

1. Political and economic conditions of post-war France?
2. How did Poincare "save" the franc?

### Depression Ferment and the Popular Front

ID: Croix de Feu, Popular Front

1. Who were the opponents of the Republic?
2. Trigger events leading to formation of the Popular Front?
3. Outcome?

### The Popular Front and After

ID: Edouard Daladier

1. What were the reforms of the Blum Popular Front Ministry?
2. Who opposed them and why?
3. Economic problems leading to the collapse of the Popular Front?

### Western Europe and the Depression

1. More evidence of economic collapse in Western Europe?

Chapter 20, Section 103 "Italian Fascism"

ID: Benito Mussolini, Fascismo, Sorel, Reflections on Violence, Blackshirts, "March on Rome," squadristi, Duce, syndical/corporate state, "battle of wheat,"

1. Background of Mussolini?
2. Derivation of "fascism?"
3. Italian grievances after the Peace of Versailles?
4. Examples of social unrest in post-war Italy?
5. Role of the Blackshirts in suppressing leftist agitation?
6. How did Mussolini get himself named premier?
7. How did Mussolini "consolidate his dictatorship?"
8. Explain the Fascist idea of the corporate state.
9. Actual social reforms of fascism? How would you evaluate their accomplishments and their failures?
10. Who liked fascism? Who hated it?

## Chapter 20, Section 104 "Totalitarianism: Germany's Third Reich"

1. Explain the problems with which the Weimar Republic had to contend in its early years.
2. What attitudes did Hitler form in Vienna before the First World War? What role did the war play in his life? How would you describe the message of Mein Kampf?
3. How did the Great Depression affect Germany? How did Hitler exploit the feelings generated in Germany by the Great Depression?
4. Explain the outstanding political, economic, and social changes introduced in Germany under the Third Reich. Was the Nazi Revolution truly a revolution?
5. In what sense was the twentieth century totalitarian state an outgrowth of the past? How did it differ from political phenomena of the past?

### The Rise of Adolph Hitler

ID: National Socialist Workers Party/Nazi, Brownshirts/Storm Troopers, Rathenau, Erzberger, "beer hall putsch" (1923), Mein Kampf, burning of the Reichstag (1933)

1. Background of Hitler?
2. Hitler's ideology?
3. Economic conditions in Germany after the war, which were conducive to acceptance of Nazi propaganda?
4. Steps through which the Nazi party acquired legal power in Germany?

### The Nazi State

ID: Third Reich, Fuhrer, Nuremberg laws (1933), Kristallnacht, Holocaust, Gestapo,

1. What were the first two "reichs" according to Hitler?
2. Describe Hitler's policy of anti-Semitism as manifested in the Nuremberg laws and Kristallnacht.
3. How did Hitler treat dissident political groups? Religious groups?
4. How did the Nazis manage the German economy?

### Totalitarianism: Some Origins and Consequences

ID: Totalitarian (Isn't it interesting that Mussolini was the first to use this term?)

1. How is totalitarianism different from "mere" dictatorship?
2. Contrast totalitarian ideas about truth and reason with Enlightenment ideas?
3. Role of propaganda in totalitarian societies?
4. Role of anti-Semitism in Nazi propaganda?
5. What do you think about RRP's idea that Totalitarianism was an escape from the realities of class conflict?"
6. In what ways is totalitarianism anti-intellectual, anti-rational and anti-religious?

### The Spread of Dictatorship

ID: Salazar, Dollfuss, Franco

1. Where did dictatorships triumph in Europe in the 1930's?
2. How do you explain the proliferation of this form of government? Is it winning from strength, or are the republican forms very weak?

## Chapter 21 THE SECOND WORLD WAR

### Section 105 "The Weakness of the Democracies: Again to War"

1. Describe the crises precipitated by Hitler from 1933 to the eve of the Munich crisis in September 1938.
2. How did the League of Nations respond to a) Mussolini's invasion of Ethiopia? b) to Japan's invasion of China?
3. Explain the circumstances under which the Western powers abandoned the policy of appeasement. Why did the negotiations with the Soviet Union fail?

### The Pacifism and Disunity of the West

ID: pacifism, Maginot Line, appeasement policy, Siegfried Line

1. General reasons to embrace pacifism after WWI?
2. How was the particular political situation in France receptive to pacifism?
3. Why was the United States caught up in a policy of "rigid isolationism" and what laws reflected that policy?
4. USSR's concerns? grievances?

### The March of Nazi and Fascist Aggression

ID: Franco-Soviet Pact, reoccupation of the Rhineland, Anschluss, Danzig aka Gdansk - know where it is, Haile Selassie

1. Describe specific examples of Hitler's "tactics of gradual encroachment?"
2. Rationale for Hitler's reoccupation of the Rhineland? Why does RRP say the British and French did nothing? Do you agree that if they had done something that Hitler might have been checked?
3. Mussolini's motivations for war with Ethiopia?

### The Spanish Civil War, 1936-1939

ID: Alfonso XIII, Falangists, General Francisco Franco, Spanish Popular Front, bombings at Guernica

1. Reform programs of Spain's new republican government?
2. How did these programs lead to the success of the rightists?
3. Who comprised the Popular Front?
4. What happened next?
5. Diplomatic/political consequences of Spanish Civil War?
6. Military consequences of Spanish Civil War?
7. Meanwhile, back at the ranch, what's going on between Japan and China?

## Section 105

### The Munich Crisis: Climax of Appeasement

ID: Sudetenland, Sudeten Germans, "peace in our time,"

1. Alleged grievances of German minorities in Czechoslovakia?
2. Military value of Czechoslovakia?
3. Motivations of the English, French to get the Czechs to give in?
4. Terms of Munich Agreement?
5. How did the principles of self-determination and anti-communism figure in the decision of Britain and France?
6. What else happened to Czechoslovakia? Sound a little like the Partitions of Poland?

### End of Appeasement

ID: Polish Corridor, Nazi-Soviet Pact

1. Summarize events leading up to the invasion of Poland.
2. Why do you think that Poland was the straw that broke the camel's back?

## Chapter 21, Section 106 "The Years of Axis Triumph"

1. Describe the opening stages of the Second World War in eastern Europe. Why was the opening stage of the war in the West called the "phony war?" How did this stage end?
2. What explanations have been given for the collapse of France? What happened to the country after the defeat?
3. In what sense did Hitler dominate the European continent by the summer of 1940?
4. How did Britain react to the Nazi conquests? the United States? Explain the nature and results of the Battle of Britain.
5. What explanations are there for Hitler's decision to invade Russia? Describe the results of his Russian campaign by the summer of 1942.
6. What policies had the Japanese been following during the European war? What were the consequences of the Japanese attack in 1941?
7. Why may the autumn and winter of 1942 be called the blackest period of the war for the Soviet-Western alliance?

### Nazi Europe, 1939-1940: Poland and the Fall of France

ID: Luftwaffe, Blitzkrieg, "phony war," Siegfried Line/West Wall, Maginot Line, Dunkirk, Free French movement, Charles de Gaulle, Vichy France, Marshal Petain, Pierre Laval, Festung Europa, Vidkun Quisling

1. Describe the initial Soviet and German aggression.
2. Why did people call the early weeks "the phony war?"
3. Significance of Dunkirk?
4. What were the weaknesses of France that led to her rapid capitulation?
5. Meantime, what's Italy up to?
6. What do you think about RRP's comparison of Germany's domination of Europe with Napoleon's?

### The Battle of Britain and American Aid

ID: Winston Churchill, "blood, toil, tears, and sweat," interventionist, Lend-Lease, Four Freedoms, Ultra, Enigma,

1. What help did Britain need, what did Roosevelt want to do and what made it hard for him to do it?
2. How did the United States begin to mobilize economically and militarily before the war?
3. What kept the Germans from invading and conquering Britain?

### The Nazi Invasion of Russia: The Russian Front, 1941-1942

ID: Albert Speer

1. What were the Soviets doing to provoke the Nazis?
2. Hitler's motivation to attack Russia?
3. Problems the Germans faced in Russia? Role of Albert Speer?

### 1942, the Year of Dismay: Russia, North Africa, the Pacific

ID: scorched earth policy, Afrika Corps, Erwin Rommel aka the Desert Fox, El Alamein, General Tojo, December 7, 1941 ("a day that will live in infamy") General George C. Marshall

1. Describe the setbacks that the allies suffered in Russia, North Africa and the Pacific.
2. Why and in what ways was 1942 the worst year of the war?

Chapter 21, Section 107 "The Western Soviet Victory"  
Plans and Preparations, 1942-1943

ID:

1. Describe the "overall strategy" of the Allies to defeat the Axis? What problems did the Russians have with it?
2. Why did the Allies take so long to invade Europe?
3. Signs of eventual victory?

The Turning of the Tide, 1942-1943: Stalingrad, North Africa and Sicily

ID: Dwight D. Eisenhower, General Montgomery,

1. Significance of the Battle of Stalingrad?
2. How did Mussolini meet his end?

The Allied Offensive, 1944-1945: Europe and the Pacific

ID: D-Day (June 6, 1944,) Battle of the Bulge, bridge at Remagen, Marshall Zhukov, Admiral Doenitz, "Final Solution," genocide, Guadalcanal, Leyte Gulf, Okinawa, Hiroshima, Nagasaki,

1. Significance of the Battle of the Bulge? of the bridge at Remagen?
2. Beginnings of political/military problems between Western allies and Soviet Union?
3. How did Hitler meet his end?
4. What had the Nazis done to the people they classes "inferior?"
5. Events leading to the bombing of Hiroshima and Nagasaki?
6. Human cost of the war?

Chapter 21, Section 108 "The Foundations of Peace"

ID: Atlantic Charter, Teheran Conference, Yalta Conference, Potsdam Conference, Harry S. Truman, "denazification," Declaration of Liberated Europe

1. Ideological bases for the peace?
2. Differences between Roosevelt and Churchill?
3. How did the "strategy that would win the war...without political agreements all but guarantee the Soviet domination of Europe?"
4. Soviet vs. Western disagreements about Poland?
5. What did they decide about reparations?
6. Structure and purpose of the United Nations?
7. Agreements about East Asia?
8. New borders and flights of population?
9. What was left of Germany?

## Chapter 22 THE POST-WAR ERA: THE AGE OF THE SUPERPOWERS

### Section 109 "The Cold War: The Opening Decade, 1945-1955"

ID: cataclysm

1. What three problems became even more urgent in the second half of the 20th C? Why?
2. What was the role originally envisioned for the U.N.? How did the U.N. meet or fail to meet the expectations of the Great Powers?
3. What motives may be suggested for Soviet conduct in the early post-war years? How did the Soviet actions in Europe and elsewhere contribute to the Cold War?
4. What unresolved questions are there about the origins of the Korean War? How did the United States perceive and react to the invasion? With what consequences and outcome?

### The Cold War: Origins and Nature

ID: superpowers, "Cold War," containment, Baruch Plan, George Kennan, Dean Acheson, Truman Doctrine, National Security Council, CIA, "iron curtain," Marshall Plan, monolithic theory of communism

1. Strengths and weaknesses of the US and the USSR immediately after the war?
2. Possible goals of Soviet foreign policy? How did the West interpret Soviet behavior?
3. What was the Baruch Plan and why was it doomed to failure?
4. Trigger for formulation of the Truman Doctrine?
5. What steps did the US take to respond to the Soviet "threat?"

### Germany: The Berlin Blockade and the Airlift of 1948-1949

ID: Ruhr, Bizonia, Berlin Blockade

1. Political/geographical/industrial disposition of Germany after WWII?
2. How did the West and The USSR differ in their goals for the German economy? How was the West's response to Germany the same as the response of the Grand Coalition to France after the Napoleonic Wars?
3. Why did Britain, France and the USA merge their zones?
4. Trigger for the Berlin Blockade? West's response to the Blockade?

### The Atlantic Alliance

ID: NATO, Council for Mutual Economic Aid (Comecon), Warsaw Pact, Marshall Tito,

1. Three prongs of American and Western response to Soviet aggression?
2. What was NATO? Its purpose?
3. Describe the system of economic and political alliances the Soviet Union made or enforced in Eastern Europe.

## Section 109

### The Revival of Japan

ID: Douglas MacArthur

1. Significant aspects of new Japanese constitution?
2. Economic reforms made during the occupation?
3. How did the Japanese respond to their labor shortage?
4. Results?

### Containment in Asia: The Korean War

ID: Kim Il Sung, Syngman Rhee, "the loss of China," Yalu River, 38th parallel,

1. Political status of Korea at the end of WWII?
2. Trigger for the war?
3. Response of the United States and the United Nations?
4. What did MacArthur do to make it an "entirely new war?"
5. What was President Truman's response?
6. Extent of, and reasons for, American role in the war?
7. Repercussions of the war in Europe?

Chapter 22, Section 110 "Western Europe: Economic Reconstruction"

1. Discuss the nature of the economies that emerged in Western Europe in the postwar years.

How would you assess the record of economic growth in the years that followed?

2. How did the West European states meet social objectives as well as economic needs in these years?

The Marshall Plan and European Recovery

ID: OEEC

1. State of western European economies after the war?

2. What factors put recovery at risk in 1947?

3. Motivation for Marshall Plan? How did it work?

4. Effects of Marshall Plan on Europe? The USA? The Soviet Union?

Economic Growth in Western Europe

ID: Wirtschaftswunder, "silver fifties," "golden sixties," "guest workers"

1. How does RRP account for the economic prosperity of Western Europe in the post-war years?

2. How did the role of government in the economy change?

3. How did the labor shortage in Europe lead to social/demographic changes in the population of different countries?

4. What were the goals of the "welfare state" and in what way did it grow?

Chapter 22, Section 111 "Western Europe: Political Reconstruction"

1. What political problems did Western Europe face in the early post-war years?
2. Describe the European political atmosphere in the early postwar years. How did it seem to change?
3. How was the constitutional and political machinery of the Federal Republic of Germany designed to overcome problems of the past? How successfully did it operate? What role did Adenauer play?
4. What paradox did the Italian Republic seem to present? What role did the Christian Democratic party play in Italian political life? the Italian Communist party?

Great Britain: Labor and Conservative

ID: Labour, Clement Attlee, Beveridge Report

1. Labour's rationale for nationalizing the Bank of England and other concerns?
2. Labour's social policies?
3. Economic problems faced by Britain after the war?

The French Republic: Fourth and Fifth

ID: Charles de Gaulle, Popular Republic Movement (MRP), collaborators, Petain, Laval, "Rally of the French People," Pierre Mendes-France, Jean Monnet, European Economic Community, Robert Schumann, colons,

1. Assess the accomplishments and shortcomings of the French Fourth Republic.
2. Significant legislation enacted by the Fourth Republic?
3. Trigger for demise of Fourth Republic?
4. How was de Gaulle returned to power? Origins of the Fifth Republic?
5. How did de Gaulle arrange for Algerian independence?
6. What do you think about RRP's characterization of de Gaulle as an "uncrowned republican monarch?"
7. Assess de Gaulle's achievements as a politician and as a leader?

The Federal Republic of Germany

ID: Nuremberg Trials, war crimes, crimes against humanity, denazification, German Democratic Republic, Bonn, codetermination, Basic Law (Grundgesetz), Christian Democratic Union, Social Democrats, Konrad Adenauer, der Alte, Ludwig Erhard, Willy Brandt, "Eastern policy" aka Ostpolitik, Helmut Schmidt. **Pay attention to the maps on p.893.**

1. Purpose of and outcome of the Nuremberg trials?
2. Economic policies of Federal Republic?
3. Political organization of the Federal Republic?
4. Specific contributions of Adenauer, Erhard, Brandt, Schmidt?

The Italian Republic

ID: Alcide De Gasperi, Eurocommunism,

1. Circumstances under which the monarchy was abolished?
2. Policies of Christian Democrats?
3. To whom did the Communists appeal and what did they advocate?
4. Italy's economy in the post-war years?
5. How would you characterize Italian politics in the post-war years?

## Chapter 22, Section 112 "Reshaping the Global Economy"

1. What wartime steps did the United States and Britain take to shape the postwar world economy?
2. What was meant by the "world economy" in the postwar years? How successfully was world trade liberalized?

ID: Bretton Woods, "most favored nation," General Agreement on Tariffs and Trade/GATT

1. Goals of Bretton Woods conference?
2. Terms of the GATT?

### Currency Stability: Toward the "Gold-Dollar" Standard

ID: International Monetary Fund (IMF,) International Bank for Reconstruction and Development aka World Bank

A BIG QUESTION: How has the world's monetary system evolved since 1971?

1. Problems in stabilizing currency? Changes in British economic strength? How effective were efforts taken to stabilize world currencies?
2. What two agencies were established at Bretton Woods and what did they do?
3. What changes from the 1960's on challenged America's economic leadership?

### European Integration: The Common Market and the European Community

ID: Benelux, Jean Monnet, Paul-Henri Spaak, European Coal and Steel Community (ECSC), EEC/Common Market, European Atomic Community/Euratom, European Commission, European Parliament, Walter Hallstein, "first European prime minister," European Free Trade Association/EFTA,

1. Terms of EEC?
2. Roles of two other European "communities?"
3. de Gaulle's response to the EEC?
4. Economic threats to USA from EEC?

### End of the Gold-Dollar Standard

ID: "dollar glut" petrodollars, Eurodollars, devaluation

1. Changes in America's relative position in international trade?
2. Why did Nixon devalue the dollar in 1971 and 1973?
3. How did the world monetary system work after that?

## Chapter 22, Section 113 "The Communist World: The U.S.S.R. and Eastern Europe"

1. Describe the USSR in the last years of Stalin's rule. What can you say about the Stalin era as a whole?
2. What were the accomplishments and shortcomings of the Soviet centrally planned economy?
3. Discuss the restlessness of the Soviet satellites in the 1950's and 1960's. How did the Soviets react in Poland, Hungary and Czechoslovakia?
4. Discuss the growing integration of Eastern Europe into the world economy in the 1960's.

### Stalinism in the Postwar Years

ID: NKVD, "doctor's plot", anti-Semitism, anti-Zionism, "rootless cosmopolitans, purges

1. What did Stalin do to terrorize Russians and increase his control?

### Khrushchev: The Abortive Effort at Reform

ID: Lavrenti Beria, Nikita S. Khrushchev, "thaw," "crimes of the Stalin era," "cult of personality," Boris Pasternak, Dr. Zhivago, Alexander Solzhenitsyn, One Day in the Life of Ivan Denisovich, de-Stalinization, apparatchki, "peaceful coexistence"

1. Khrushchev's background?
2. How did K. implement the "thaw?"
3. How did K. de-Stalinize Russia?
4. K.'s economic policy?
5. K.'s agricultural policy?
6. What contributed to K.'s downfall?

### Eastern Europe: The Decades of Dictatorship

1. Explain how Communism tried to control all of Eastern Europe and evaluate how well it succeeded. If you can, explain the reasons for the outcomes.
2. Which were the eleven countries under communist domination after 1939? How did the Soviets come to dominate Eastern Europe? How did they consolidate their control in the early postwar years? What economic changes took place in East European countries?
3. How did Finland manage to remain free?
4. What happened to Austria?

### Consolidation of Communist Control

ID: Council for Mutual Economic Assistance, Warsaw Pact, "people's democracies"

1. How did communists take control of Eastern Europe?
2. What political and economic policies did communist governments implement when they took control. Consider industry and also agriculture
3. How much control or influence did the Soviet Union have in the different communist "satellites?"
4. How were the new communist regimes organized? How was opposition neutralized?
5. How was Yugoslavia different from the other communist governments?

Section 113

Ferment and Repression in East Germany, Poland, and Hungary 1953-1956

ID: Wladyslaw Gomulka, Imre Nagy, Janos Kadar, "counterrevolution"

1. Grievances of Eastern European countries against Russian domination/communism?
2. What were the goals of the revolutions in Poland and Hungary? Who led them? What ism is going on here?
3. Nagy's reform program?
4. What happened in Hungary?

Chapter 22, Section 114 "The Communist World: The People's Republic of China"

1. How did the Communist regime under Mao transform China?
2. What may be said about Mao's more radical attempts at social engineering?
3. Discuss China's relations during these years with the USSR and with the West.
4. How would you assess Mao's place in history?

### The Civil War

ID: proclamation of October 1949, Taiwan, Quemoy, Matsu,

1. Summarize the events between 1927 and 1949 that led to the defeat and flight of Chiang's forces.

### The New Regime

ID: Mao Zedong, People's Republic of China, Five Year Plan, "Let a hundred flowers bloom...", "Great Leap Forward, Cultural Revolution, Red Guards, Zhou Enlai, The Living Thoughts of Chairman Mao aka "The Little Red Book," "Political power grows out of the barrel of a gun."

1. What elements of continuity with the past were accepted or employed by the Chinese communists?
2. Aspects of Soviet experience adopted by the Chinese?
3. What was the Great Leap Forward and why did it fail?
4. Social changes brought by communism?
5. Motivation for the Cultural Revolution? Who wanted it? What did it do?
6. Assessment of Mao's as a leader? Mao's contribution to Chinese history?

### Foreign Affairs

ID: pusillanimous

1. Alleged reasons for, and results of, China's attack on Tibet?
2. China's problems with India? Russia?

Chapter 23 EMPIRES INTO NATIONS: ASIA, AFRICA, THE MIDDLE EAST  
Section 115 "End of the European Empires in Asia"

1. How did the Second World War contribute to the undermining of the European colonial empires? What role did nationalist movements play? How did the European countries react?
2. Describe the background to the struggle for independence in India and its outcome. How was the religious issue met? What did Nehru's leadership in India accomplish in the early years of independence? What problems persisted?
3. What justification did France advance for its war in Indochina? What relationship was therein Asia between nationalism and communism? Why?
4. Describe Indonesia's experience in the struggle for independence and in the years after independence.
5. Describe the course of events in Pakistan after independence. What circumstances led to the secession of Bangladesh? With what consequences?

ID: Third World

1. In what sense were the new post-colonial nations really nations?
2. In what sense were they not?
3. Economic legacy of colonialism?

End of the British Empire in Asia

ID: Indian National Congress, Gandhi, Nehru, "quit India" Sikhs, Sri Lanka/Ceylon, Jinnah, Bangladesh, Myanmar/Burma

1. Problems of ethnicity that led the British to partition?
2. What was the geographic solution?
3. Nehru's ideology?
4. How effective would you say was India's transition to democracy?
5. Wherein was India a "land of contradictions?"
6. What were the events leading up to the Pakistani civil war?
7. What was the outcome and what was India's role in the outcome?
8. Issues that led to violence between India and Pakistan?
9. How was the Commonwealth changed by the addition/removal of the new states?

Nehru's Successors

ID: Indira Gandhi, Rajiv Gandhi, Indian People's Party, Sikhs, V. Narashimha Rao, Hindu revivalism, Punjab, Congress Party, Kashmir

Fifty Years of Independence

ID: V.R. Narayan, "invisible majority"

1. Demographic changes in India over the last 50 years?
2. What remains to be done?

Section 115

The Islamic Republic of Pakistan

ID: Bangladesh, Ali Bhutto, Benazir Bhutto

The Union of Burma (Myanmar)

ID:

Malaysia

ID:

End of the Dutch Empire: Indonesia

ID: Sukarno, Suharto

1. How did WW II lead the Indonesians to independence?
2. What happened to the communists under Sukarno and then under Suharto?

If you would like a cinematic treatment of this time period see "The Year of Living Dangerously."

End of the French Colonial Empire: Indochina

ID: Cochinchina/Tonkin/Annam, Ho Chi Minh, Hanoi, Viet Minh, Dien Bien Phu

1. Background of Ho Chi Minh?
2. Ideology of Vietnamese independence movement?
3. Outcome up to 1954?

The Americans and the Philippines

ID: Ferdinand Marcos, Benigno Aquino, Corazon Aquino

Chapter 23, Section 116 "The African Revolution"

1. Why did the French resist the Algerian struggle for independence? What were the repercussions of the French-Algerian War on France itself? What has been the history of Algeria since independence?
2. How did the French colonial empire in sub-Saharan Africa end?
3. How did the British respond to nationalist pressures in West Africa? In East Africa? What course did developments take in southern Africa?
4. Describe the course of events in South Africa from 1948 to the present. How was apartheid overcome?
5. What special events accompanied independence in the Belgian Congo? What has been the subsequent history of Zaire?
6. How did Portugal react to the pressures from its colonies for independence? With what consequences for Portugal itself? What has been the subsequent history of the former Portuguese colonies?
7. Why is it possible to speak of an "African Revolution?" What general observations may be made about the new African nations in the decades of independence?

DO the map comparison that is suggested on p. 927!

French North Africa: The French-Algerian War

ID: Maghreb: Morocco, Tunisia, Algeria, colons, Albert Camus, Algerian Liberation Front,

1. How was the political organization of Algeria different from that of Morocco or Tunisia?
2. Grievances of Arab majority in Algeria?
3. Events leading up to independence?

End of British Rule in West Africa

ID: Ghana, Kwame Nkrumah, Nigeria

1. How do you account for the decline in Ghana's economy in the face of ample natural resources?
2. What was the ethnic composition of Nigeria and how did it inhibit the development of nationalism in Nigeria?
3. How did the constitution of Nigeria respond to these problems?
4. Roots of the civil war of 1967-1970? Outcome?

Nigeria

ID:

## Section 116

### End of British Rule in East Africa: Kenya, Tanzania, Uganda

ID: Kenya, Jomo Kenyatta, Tanzania, Julius Nyerere, Swahili, Uganda, Milton Obote, Idi Amin

1. Similarities in road of Kenya and Tanzania to independence?
2. How was Uganda different?
3. What was the unprecedented action that led to Amin's defeat?
4. Economic and political status of Uganda afterwards?
5. By the way, it is this period in which the family of the heroine of "Mississippi Masala" are forced to flee Uganda and move to Mississippi.

### Southern Africa

ID: Zambia/Northern Rhodesia, Malawi, Botswana, Zimbabwe/Southern Rhodesia, Robert Mugabe, Afrikaners, Nationalist party, Union of South Africa, apartheid, Nelson Mandela, Sharpeville, Soweto, Namibia/German Southwest Africa, African National Congress, F.W. de Klerk

1. What were the different groups populating former South Africa prior to 1948?
2. Bases for antipathy among them?
3. Under which group was apartheid established? How did it work?
4. Steps leading to abolition of apartheid and accession of ANC to power?

### The Union of South Africa

ID:

### The French Sub-Saharan Empire

ID: Central African Republic, Chad, Senegal

1. French aspirations for their colonies after the Algerian war?
2. How did the French intervene in their former colonies after independence?

### The Belgian Congo: From Mobutu's Zaire to the Democratic Republic of Congo

ID: Joseph Kasavubu, Patrice Lumumba, Shaba/Katanga, Moise Tshombe, Joseph Mobutu, Leopoldville/Kinshasa, Stanleyville/Kisangani, Rwanda, Burundi, Tutsi, Hutu

1. Summarize events leading up to independence of Zaire.
2. Why was there civil war in the newly independent state?
3. Roles of communist and Western powers in the conflict?

### Burundi and Rwanda

### End of the Portuguese Colonial Empire

ID: Angola, Mozambique

1. Basis for division and civil war among rival factions in Angola?
2. How did the struggle for independence weaken the new government of Mozambique? Internal divisions?

Section 116

Ethiopia, Eritrea, Somalia and Sudan

ID:

1. Role of Soviet Union in independence movement and governments of Somalia, Ethiopia and Eritrea?
2. What ethnic divisions led to violence in Sudan?

Section 116

Liberia and Sierra Leone: Civil War

ID:

1. What do you think about African countries intervening in their neighbors' civil wars to establish peace?
  2. Why aren't they doing the same thing in Somalia or Rwanda?
- (These issues will almost certainly not be on the test, and I do not know the answers. But if you do...)

The African Revolution

ID: Uhuru, negritude, Wole Soyinka,

1. What are some similarities in political organization and political problems confronted by African states?
2. Economic issues confronted by African states? How do they meet them?

## Chapter 23, Section 117 "Ferment in the Middle East"

1. What generalizations can you make about modernization in the Islamic world?
2. What are the principal non-Arab Muslim states? How did Arab states acquire independence? What may be said about pan-Arabism in the post-1945 world?
3. How did Zionism, events during World War Two and the British mandate over Palestine contribute to the creation of the new state of Israel? What kind of government, economy and society emerged?
4. Summarize the causes and outcomes of the Arab-Israeli wars in the years 1948-1982. Why were Arab-Israel tensions difficult to resolve? Of what significance was the agreement signed in 1993?
5. Describe the origins and nature of the revolution in Iran. What was the relationship of the USA with Iran before and after the revolution?
6. Discuss the origins, nature and outcome of the Iran-Iraq War. Why did it lead to international intervention?
7. Describe the crisis resulting from Iraq's invasion of Kuwait in 1990. What role did the United States play? What were the results of the international intervention?

### The Islamic and the Arab World

ID: pan-Arabism, Nasser, Arab League, Qaddafi, League of Nations mandates

1. How did Islamic culture slow the pace of modernization?
2. What does RRP mean when he says that opposition to Israel reflects "anti-Westernism?"
3. What was the purpose of the Arab League?
4. Political and strategic importance of the Middle East?

### The Emergence of Israel

ID: Zionism, Balfour Declaration of 1917, Negev desert, four wars between Arabs and Israel: Suez Canal crisis (1956), Six-Day War (1967), Yom Kippur War (1973), Lebanon invasion (1982)

1. Events leading up to the partition of Palestine?
2. Arab point of view about Britain and partition?
3. Jewish/Israeli p.o.v.?
4. Economic problems in Israel?
5. Religious problems in Israel?

### The New State of Israel

ID:

## Section 117

### The Arab-Israeli Wars after Independence

ID: jihad, Anwar al-Sadat, Yasir Arafat, Palestine Liberation Organization (PLO), Likud, Menachem Begin

1. Pay attention to the maps on p. 945.
2. Roles of the USA and the USSR in the Middle Eastern Wars?
3. Who are the Palestinians and what are their grievances?

### Israel, the Occupied Territories and Peace Negotiations

ID: intifada, "territory for peace," Yitzak Rabin

1. What is the intifada? What was its impact on Israel? (Use SPERM factors.)
2. Terms of the agreement of 1993?

### Libya and Syria

ID:

1. Qaddafi's politics?
2. Libya's role in supporting terrorism?

### Revolution in Iran

ID: Shi'i, Sunni, Reza Khan, Muhammad Reza, mullahs, Muhammad Mossadegh, Ayatollah Ruhollah Khomeini, Revolutionary Guards, chador

1. Steps leading to accession of Muhammad Reza?
2. Basis for Islamic extremist opposition to Muhammad Reza?
3. Changes instituted by Khomeini's Islamic republic?

### The War between Iran and Iraq

ID: Saddam Hussein, Arab Baath Socialist party, Kurds, Salman Rushdie

1. Reasons for the Iran/Iraq war?
2. Progress of the war?
3. International implications of the war?
4. Conditions in Iran and Iraq following the cease-fire?
5. According to RRP why was it disadvantageous to have Saddam Hussein removed from office?  
Where have you heard of this idea before?

### Iraq and the Persia Gulf War of 1990-1991

ID:

### Changes in the Middle East

ID:

Chapter 23, Section 118 "Changing Latin America"  
ID: Yankee imperialism, mestizos,

### The Colonial Experience and the Wars for Independence

ID:

1. How did the colonial experience create social classes in Latin America?
2. Describe the economies of the former Spanish colonies?
3. Describe the demography of the Latin American population.
4. In what ways did Britain fill the economic vacuum left with the departure of the Spanish and Portuguese?

### The Colossus to the North

ID: Monroe Doctrine, Roosevelt Corollary to the Monroe Doctrine, dollar diplomacy

### Economic Growth and Its Problems

ID: Getulio Vargas, "import substitution," "liberation theology," "church of the poor," Lazaro Cardenas

1. How did the Great Depression and WW II effect the South American economies?
2. Economic structure of post-war Latin America?
3. How did attempts to industrialize and modernize lead to an economic crisis in Latin American countries?
4. Problems growing from high birth rates?
5. How do you account for the generally low standard of living among the majority of Latin American people?

### End of Yankee Imperialism?

ID: "good neighbor policy," Organization of American States (OAS), NAFTA

1. Describe the good neighbor policy. How was it different from previous American policy?
2. What is NAFTA? What are its advantages?

### The Political Record

ID: Juan Peron (1946-1955), peronismo, Salvador Allende, Augusto Pinochet, Fidel Castro, Shining Path

1. How did it happen that the United States was instrumental in toppling governments that aimed for democratic reforms of Latin American countries? Consider economic and political factors.
2. Appeal of Communism in Cuba and Peru?

Chapter 23 Section 119 "The Developing World"

The Development Experience

ID:

Changing Worlds and Persistent Problems

ID:

Reappraising Development

ID:

### The End of Empire

ID:

1. Take a guess: Why didn't formerly colonial countries eagerly accept Western style democracy and capitalism?

### The Third World: The Developing Countries

ID: "development decade," "banner of hope," "Green Revolution," non-aligned

1. What did the Western countries do to aid development in the "Third World?"
2. How did it work?
3. Assess the effectiveness of the rush to develop the "Third World."

### Changing Worlds and Continuing Problems

ID: "little tigers"

1. Describe the economic disparities within Third World countries.
2. Describe economic disparities between Third World and industrialized countries.

## Chapter 24 A WORLD ENDANGERED: THE COLD WAR

### Section 120 "Confrontation and Detente, 1955-1975"

ID: Khrushchev, Eisenhower, NATO, massive retaliation, Eisenhower Doctrine, "international Communism," Sputnik, Explorer I, intercontinental ballistic missile (ICBM), "mutual deterrence," "brinksmanship"

#### The Kennedy Years, 1961-1963

ID: missile gap, flexible response, Bay of Pigs, Berlin Wall,

1. What situation did Kennedy "inherit" in Cuba?
2. Fallout from Bay of Pigs disaster?
3. Why did the Soviets construct the Berlin Wall?

#### The Cuban Missile Crisis of 1962

ID: blockade

1. What provoked Khrushchev's dispatch of soldiers and technicians to Cuba?
2. How was the crisis resolved?
3. How did the Cuban missile crisis have a direct effect on the arms race?

#### The United States and the Vietnam War

ID: Democratic Republic of Vietnam, Hanoi, Ngo Dinh Diem, Viet Cong, National Liberation Front (NLF), domino theory, Gulf of Tonkin resolution, Tet offensive, "political reeducation," "imperial presidency," My Lai massacre, Pol Pot, Cambodia/Kampuchea, Saigon/Ho Chi Minh City

Vietnamspeak: all necessary measures, search and destroy, body counts, pacification, winning the hearts and minds of the people, incursion , "Hey, Hey, LBJ! How many kids did you kill today?" "All we are saying is give peace a chance."

1. Describe how the Vietnam conflict escalated under Eisenhower, Kennedy and Johnson.
2. How did the United States extricate itself from Vietnam under Nixon and Ford?
3. Why did the South Vietnamese government lack the support of the people of Vietnam?
4. Why did the US keep supporting a repressive South Vietnamese government?
5. Trigger for Gulf of Tonkin Resolution? Implications of G. of T. R.?
6. Johnson's personality as a factor in the prosecution of the war?
7. Role of the war in Johnson's downfall?
8. Aftermath of Communist victory in Vietnam? In America?
9. What about Cambodia? (This time period is treated in the film "The Killing Fields." It's a great movie but not for the faint of heart.)

Section 120

Brezhnev: The Prague Spring

ID: Dubcek, "Brezhnev Doctrine," "proletarian internationalism"

Brezhnev and Nixon

ID: phlegmatic, Kissinger, Strategic Arms Limitation Talks, détente, Helsinki Accords, peaceful co-existence

1. What were Brezhnev's motives for instituting detente?
2. Kissinger's contributions to Nixon's ideas about foreign policy? Do his ideas sound familiar?
3. What were the new "global realities" to which Nixon and Kissinger were responding?
4. Role of Chinese/American relations in leading to detente?
5. What were the SALT talks and what did they accomplish?

## Chapter 24, Section 121 "The Collapse and Recovery of the Global Economy"

ID: oil embargo, Organization of Petroleum Exporting Countries (OPEC), cartel

Ask your parents or grandparents about how they coped with the gasoline shortage in 1973.

1. Economic factors leading to the oil embargo and inflation in the 1970's?
2. Political factors leading to oil embargo?

### The Recession: Stagnation and Inflation

ID: recession, "structural unemployment," Margaret Thatcher, Ronald Reagan, stagflation, "trickle down" economics

1. How was 1974 recession different from the Great Depression?
2. How did the recession aggravate the problem of structural unemployment?
3. How did the recession call Keynesian economics into question?
4. How did Thatcher and Reagan attack the welfare state?

### Economic and Political Change in Western Europe

ID: Margaret Thatcher, Falkland Islands, John Major, Francois Mitterand, Helmut Schmidt, Helmut Kohl, "one nation and two states"

1. How did Britain respond to the inflation politically and economically?
2. Factors leading to the success of the French socialists?
3. Mitterand's economic program?
4. How were socialist policies implemented in other European countries during this time?
5. Economic status of the German Federal Republic during this period?

### The American Economy

ID:

1. Describe the strengths and weaknesses of the American economy after 1974.
2. Significance of America becoming a debtor nation?

### The Financial World

ID: "Group of Seven," Organization for Economic Cooperation and Development (OECD),

1. How was the crash of October 1987 different from the crash of October 1929?

### The Enlarged European Community: Problems and Opportunities

ID:

1. Describe the economic goals of the members of the EC?
2. How were the goals in conflict with each other?

### Toward a "Single Europe": the European Union

ID: postindustrial age, single Europe, Treaty of European Union,

1. Explain what is meant by the "postindustrial age."
2. Economic advantages of the Single European Act of 1987?
3. Objections to the Single European Act?

Chapter 24 Section 122 "The Cold War Rekindled"

ID: SALT II, Soviet invasion of Afghanistan (1979), Iran hostage crisis (1979-1981)

1. What were some of Jimmy Carter's human rights goals?
2. Motivation for Soviet invasion of Afghanistan?
3. How did the Soviet invasion of Afghanistan become the "U.S.S.R.'s Vietnam?"

The Reagan Years: From Revived Cold War to New Detente

ID: "evil empire," Sandinista regime in Nicaragua, invasion of Grenada (1983), Solidarity

1. Describe Reagan's aggressive anti-Communist policies in Afghanistan, Pakistan, Poland, Latin America, Libya and the Persian Gulf

Nuclear Arms Control

ID: Three Mile Island, Chernobyl, MIRV, missile gap, hydrogen bomb/thermonuclear bomb

Nukespeak: megadeaths, first strikes, counterstrikes, balance of terror, mutually assured destruction (MAD), overkill, hotline, nuclear winter

1. Why were nuclear weapons build "not for use but for deterrence?"
2. How did antagonism between the USA and the USSR lead to increase in nuclear weapons?
3. Significance of two big nuclear mistakes?

Chapter 24, Section 123 "China After Mao"

ID: Jiang Qing, "the gang of four," Deng Xiaoping

### Deng's Reforms

ID: iron rice bowl, People's Liberation Army, "people's democratic dictatorship," Hu Yaobang

1. What were Deng's economic reforms and how did they increase China's productivity?
2. Problems with Deng's policies?
3. How did Deng try to cope with the problem of succession?

### The "Democracy Movement"

ID: Tiananmen Square (1989)

1. Who was Hu Yaobang and how did he inadvertently trigger the demonstrations in Tiananmen Square?
2. How did Deng's regime respond?
3. Significance of the "democracy movement?"

### Population Growth

ID:

1. How was China effective at limiting population growth?

## Chapter 25 A WORLD TRANSFORMED

### Section 124 "The Crisis in the Soviet Union"

ID: Revolution of 1989, Mikhail Gorbachev, perestroika, apparat, glasnost

1. Gorbachev's background?
2. Define perestroika.
3. Define glasnost.
4. What was Gorbachev's policy toward the memory of Stalin and towards the people who were Stalin's victims?
5. What were some of Gorbachev's political reforms?
6. Economic/social problems in USSR?
7. Agricultural problems?
8. Wherein was USSR "divided, disoriented, dissatisfied?"
9. How do you explain the explosion of ethnic tensions in Armenia, Azerbaijan, Georgia, Chechnya, Latvia, Estonia, Lithuania?

### Gorbachev and the West

ID: START

1. Economic and political factors that lead Gorbachev toward detente?
2. Resultant changes in USA/USSR arms reduction negotiations?

## Chapter 25, Section 125 "The Collapse of Communism in Central and Eastern Europe"

### Poland: The Solidarity Movement

ID: Gomulka, Edmund Gierek, Lech Walesa, General Jaruzelski, Gdansk (formerly Danzig of Danzig Corridor fame,) John Paul II

1. Trace the steps leading from the accession of Gomulka in 1956 to the victory of Walesa in 1989.

### Hungary: Reform into Revolution

ID: Imre Nagy, Janos Kadar

1. How did the Hungarian communist party peacefully dissolve itself and "reclaim" Hungary's past?
2. How relevant do you think nationalism is as an explanation?

### The German Democratic Republic: Revolution and Reunification

ID: Erich Honecker, Ostpolitik

1. Significance of opened borders for demise of GDR?
2. How did Honecker's successors respond to the crisis?
3. In what way did the "German question" resurface?

### Czechoslovakia: "'89 is '68 Upside Down"

ID: Vaclav Havel, Alexander Dubcek, Czech Republic, Slovakia

1. Trace events leading to collapse of Communist domination in Czechoslovakia.
2. How did it end up as two separate countries?

### Bulgaria's Palace Revolution, Bloodshed in Romania

ID: Nicolae Ceausescu, National Salvation Front

1. What happened in Bulgaria?
2. How was Ceausescu different from other Communist leaders? how was he worse?
3. Events leading to Ceausescu's downfall?

### The Revolutions of 1989 in Central and Eastern Europe

1. How important was Gorbachev in allowing the success of the revolutions in Eastern Europe?
2. What factors contributed to the readiness of the former communist governments to accept change?

Chapter 25, Section 126 "The Collapse of Communism in the Soviet Union"  
The "Creeping Coup d'Etat"

ID: Boris Yeltsin, Leningrad/St. Petersburg

1. What was Gorbachev doing that led to dissatisfaction among the reformers?
2. Background of Yeltsin?
3. How did Yeltsin attack and defeat Gorbachev?
4. Yeltsin's "foreign" policy within the former Soviet Union?

The Failed August Coup

ID:

1. Who organized the coup and why?
2. What was Yeltsin's role in rescuing Gorbachev?
3. How did Yeltsin dismantle the Communist Party of the USSR?
4. Which republics choose independence and can you guess why?
5. Assess Gorbachev's contribution to the demise of the USSR?

## Chapter 25 Section 127 "After Communism"

ID:

### Russia after 1991

ID: Zhirinovsky

1. Basis for secessionist threats in Russia?
2. Status of Russia's economy and financial apparatus?
3. Events leading up to the "October Days?"
4. Significance of Zhirinovsky's politics?
5. How did Yeltsin end up with more authority and less power?

### The Resurgence of Nationalism: the Breakup of Yugoslavia

ID: Slobodan Milosevic, "ethnic cleansing"

Pay attention to the very good map on p. 1012!

1. Political status of Yugoslavia under Tito in 1946-1980?
2. Events leading to secession of Slovenia, Croatia and Bosnia-Herzegovina?
3. Trigger for beginning of war in 1991?
4. Terms of UN mediated cease-fire in 1994?

### Central and Eastern Europe after 1989

ID:

### Western Europe after the Cold War: Economic and Political Uncertainties

ID:

1. Economic problems resulting from absorption of East Germany into German Federal Republic.
2. Reasons for increasing unemployment?
3. Role of welfare state in hurting world economy?

### Western Europe: Political Crises and Discontents

ID:

1. Summarize the political difficulties of Italy and the positions of each of the political parties.

### Europe's Immigrants and Refugees

1. Who is moving to which European countries and why?
2. What are the responses of the poor, ignorant and angry population of countries receiving immigrants? Compare to Europe post WW I?
3. Legal responses of Germany and France?

### Economic Recovery and Boom: A "Third Way" in Politics

ID:

Section 127

Japan in the 1990's

ID:

1. Reasons for decline of Japan's economy in 1991?

The European Union: Widening and Deepening

ID:

The New Economy: The 1990s and Beyond

ID:

## Chapter 25, Section 128 "Intellectual and Social Currents"

### The Advance of Science and Technology

1. Ways in which science and technology affected the average person?
2. Extent of and significance of AIDS epidemic?

### Nuclear Physics

ID: Max Planck, cyclotron, Otto Hahn, Lise Meitner, Nils Bohr, Enrico Fermi

### Social Implications of Science and Technology

1. Why does RRP say that relativism is a philosophical implication of 20th c. physics?
2. How are the old divisions between the sciences breaking down?
3. Growth of "cultural relativism?" Do you buy it?

### Space Exploration

ID: Voyager II

1. Advantages and disadvantages of manned space exploration?
2. Role of the Cold War in space exploration?

### Philosophy: Existentialism in the Postwar Years

ID: Pascal, Nietzsche, Kierkegaard, Jean-Paul Sartre, Albert Camus, Sisyphus, "condemned to be free"

1. Try for a definition of existentialism.

### Philosophy: Logic and Language; Literary Criticism; History

ID: Bertrand Russell, Alfred North Whitehead, Principia Mathematica, Wittgenstein, deconstructionism, Jacques Derrida, Annales school

1. Describe the changes in philosophy begun by the Vienna School.
2. What is deconstructionism? How does it relate to cultural relativism?
3. New topics for historical investigation suggested by the Annales school?

### Creative Arts

ID: Picasso, Marcel Proust, James Joyce, Robert Venturi, Andy Warhol, postmodernists, Harold Pinter, Samuel Beckett, Eugene Ionesco, Jean Genet

1. How did art become non-objective in the later 20th c.?
2. Try for a definition of postmodernism.

## Section 128

### Religion in the Modern World

ID: Karl Barth, Kierkegaard, "post-Auschwitz theology," Pope John XXIII, Second Vatican Council (1962), Pope John Paul II

1. Reasons for the ecumenical movement?
2. Examples of tensions between fundamentalism and modernism?
3. Dogmatic changes in the Catholic Church?
4. Changes instituted by Vatican II?
5. Policies and ideology of Pope John Paul II?

### Activism: The Youth Rebellion of the 1960's

Best way to find out about this topic is from someone who was there. Ask your parents or parents' friends.

ID: baby boom, "New Left"

1. Grievances of youth? Consider the SPERM factors. How many do you think are valid?
2. Ideology of the New Left?

### The Women's Liberation Movement

Again: Ask your mothers or grandmothers about their experiences and opinions on these issues.

ID: Simone de Beauvoir, *The Second Sex*, Betty Friedan, *The Feminine Mystique*, Golda Meir, Margaret Thatcher, Benazir Bhutto, Indira Gandhi, Corazon Aquino

1. Ways in which women suffered from economic, political and social discrimination?
2. Changes in the recent past?

Chapter 25, Section 129 "Facing the Twentry-First Century"

The International Scene

ID: War in Kuwait (1990-1991), crisis in Somalia,

1. In which countries and for what reasons did the United States intervene militarily in the 1990's?
2. How was the world more politically unstable after the collapse of the USSR?
3. Changes in role of the UN?
4. What do you think about developing countries contending that "universal" human rights are really "Western" human rights?

The Population Explosion

ID:

1. Factors leading to population growth?
2. Location of greatest increase in population?
3. Other threats due to pollution and depletion of resources?

The Environment

ID:

# **LEARNING TOOLS FOR EURO**

## **THEMATIC ESSAY QUESTIONS**

## THEMATIC ESSAYS FOR MILITARY HISTORY

1. The peoples of Europe, convinced that their nations causes were just, entered World War I in August of 1914 enthusiastically, in the belief that victory would be theirs by Christmas. What went wrong? Why did they, civilian and military alike, have such a mistaken concept of the nature of modern warfare? What changes had taken place in previous decades to so dramatically alter the nature of warfare?
2. The nature and motivation for warfare in Europe has altered many times during the modern era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon.
3. “The Crimean War, 1852-1856, was one of the silliest wars ever fought; yet its consequences were extraordinarily important for Russia and for Europe as a whole...”  
---William H. McNeill, *A History of the World Community*  
Discuss the origins of this “silly war” and, having done so, indicate the “extraordinarily important” consequences of it on Russia and Europe.
4. Discuss the major trends in European warfare from 1648 to 1763. Consider recruiting, training, funding, weaponry, tactics and implications for national economics and foreign policy. Use specific examples from France, Prussia, Russia or other nations.
5. How would European history be different if instead of propping up the Ottoman Empire and partitioning Poland in 1772, Austria and Russia had instead gone to war over the Balkans?
6. Discuss changes in military practices from 1453-1648 and relate them to changes in politics and economics.

## **THEMATIC ESSAYS FOR EUROPEAN DEMOGRAPHICS AND SOCIAL HISTORY**

1. Describe and analyze the economic, cultural and social changes that led to and sustained Europe's rapid population growth in the period from approximately 1650-1800.
2. Describe and assess the importance of primogeniture in creating a distinctive social structure in Great Britain as compared to continental European nations such as France.
3. Analyze how and why Western European attitudes toward children and child rearing changed in the period 1750-1900.

## THEMATIC ESSAY QUESTIONS FOR RENAISSANCE

1. Compare and contrast the Renaissance in Italy and in northern Europe.
2. Why did the Renaissance start in Italy?
3. To what extent was the Renaissance a secular movement?
4. Explain the Renaissance as an urban phenomenon?
5. Describe the ideal Renaissance individual: choose from Leon Batista Alberti, Isabella d'Este, Lorenzo de Medici or Leonardo da Vinci.
6. Describe changes in painting, poetry, architecture and sculpture that arose during the Renaissance. How did these cultural achievements reflect the values of Renaissance society?
7. Describe the position of women during the Renaissance?
8. To what extent is the term "Renaissance" a valid concept for a distinct period in modern European history?
9. Explain the ways in which the Italian Renaissance humanism transformed ideas about the individual's role in society.
10. "The secular humanism of the Italian Renaissance reflected the modern world while the Christian humanism of the Northern Renaissance compromised between medievalism and modernity. "Defend or refute this statement.
11. To what extent and in what ways did the Italian Renaissance result from Italy's geographical advantage in the world trade of the 15th century?
12. "Although the term "Renaissance" is misleading, the modern world began with Renaissance secularism and individualism." Assess the validity of this statement.
13. Explain why Machiavelli's The Prince is both one of the most misinterpreted books of modern times and the first modern treatise in political science.
14. Analyze how the Northern Renaissance gave rise to two diverse trends: religious mysticism and science and technology.
15. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.
16. How was the experience of upper class women in the Renaissance different from the experience of upper class men?
17. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least three specific works to support your analysis.

## THEMATIC ESSAY QUESTIONS FOR REFORMATION

1. How did Catholic authorities respond to the challenge of Protestantism?
- \* 2. Compare and contrast the religious and political beliefs Luther, Zwingli, Calvin, the Anglican Church and the RCC.
3. To what extent were Luther's 95 Theses a political as well as a dogmatic protest against the Roman Catholic Church?
4. What caused the spread of Lutheranism throughout the German states among the nobility and the common people?
5. Why did Protestantism fail to spread to the French nobility the way it did in the German states?
6. Was the Reformation in England more of a political or dogmatic reformation?
7. What impact did the spread of Protestantism have upon the political balance of power in Europe from 1520-1603?
8. What were the political implications of Reformation ideas and actions?
9. Why did the Irish resist Protestantism and Anglicanism?
10. To what extent could the Reformation be viewed as a further progression in the rise of an educated middle class?
11. The Reformation and the Scientific Revolution were contemporary events in Europe. Discuss the relationship between these two events in the following aspects: a) their common origins b) their influence on economic developments c) their creation of political tensions.
12. "The Protestant Reformation was primarily an economic event." By describing and determining the relative importance of the economic, political and religious causes of the Reformation, defend or refute this statement.
13. How did the disintegration of the medieval church and coming of the Reformation contribute to the development of nation-states in Western Europe between 1450 and 1648?
14. "Luther was both a revolutionary and a conservative."  
Discuss this statement with respect to Luther's responses to the political and social questions of his day.

15. What were the responses of the Catholic authorities in the sixteenth century to the challenges posed by the Lutheran Reformation?
16. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.
17. "The Reformation was a rejection of the secular spirit of the Italian Renaissance." Defend or refute this statement using specific examples from 16th c. Europe.
18. Describe and analyze the ways in which 16th c. Roman Catholics defended their faith against the Protestant Reformation.
19. Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years War.
20. Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century. Refer to at least two social groups in your assessment.
21. "Luther began the Reformation as a religious reformer and ended it as a religious revolutionary." Assess the validity of this statement.
22. Calvin's doctrines were a radical departure from those of both the Roman Catholic Church and Lutheranism." Evaluate this statement.
23. "The reformation was caused by long-term political, social and economic developments." Discuss this statement.
24. "The Catholic Counter Reformation attempted not only to reform the Church but to suppress heresy." Defend or refute this statement.
25. "The Protestant emphasis on one's personal relationship with God was a logical outgrowth of the Renaissance." Assess the validity of this statement.
26. "Protestant spread with the growth of nationalism." Discuss this statement.
27. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices.
28. The reformation inaugurated by Martin Luther was primarily a religious protest. At the same time it unleashed or soon gave rise to a number of other diverse protests and calls for change in areas which, while related to social, political and economic issues rather than spiritual matters, were advanced by religious groups. Discuss, giving specific examples of the various protests or calls for change.
29. Describe and analyze the impact of the Counter-Reformation on European history.
30. Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.

## THEMATIC ESSAY QUESTIONS FOR AGE OF DISCOVERY/COMMERCIAL REVOLUTION

1. What factors in European society gave rise to the Age of Exploration?
2. Discuss: The Age of Exploration was both the cause and the effect of the rise of the European middle class.
3. Discuss the reasons and political factors that caused England and France to delay in joining the exploration of new territory.
4. In what ways was the Age of Exploration an extension of the Renaissance?
5. What relationship, if any, exists between the Age of Exploration and the Crusades?
6. How were the Ottoman Empire and the Italian city-states a cause of the Age of Exploration?
7. Discuss the political and economic reasons for the decline of Spain between 1492-1648.
8. In the seventeenth century how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory and trade?
9. Explain how economic, technological, political and religious factors promoted European explorations from about 1450 to about 1525.
10. Why were Portugal and Spain the first nations to create empires over seas?
11. In the 17th c. how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory and trade?
12. Analyze changes in the European economy from about 1450 to 1700 brought about by the voyages of exploration and by colonization. Give specific examples.
13. Analyze the way the opening of the Atlantic sparked the rise of capitalism.
14. Focusing on the period before 1600 describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement.
15. At the outset of the Age of Exploration and Discovery it was the nations of the Iberian Peninsula - Portugal and Spain - that led the way. Why? What particular circumstances, advantages, motives favored these states taking the lead?
16. Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600-1715.
17. Explain how advances in learning and technology influenced fifteenth and sixteenth century European exploration and trade.

## THEMATIC ESSAY QUESTIONS FOR RISE OF NATION STATES

1. To what extent was the Glorious Revolution a "bourgeois" revolution?
2. Discuss the role of religion in the Thirty Years War. Was religious belief the cause or merely the rallying point for underlying political disputes?
3. What effects did the Thirty Years War have on the balance of power in Europe socially, politically and economically?
4. Compare and contrast the Treaty of Westphalia (1648) with the Peace of Augsburg (1555). Discuss its effects upon the middle class and also upon the status of the Hapsburg Empire.
5. What effect, if any, did the Thirty Years War have upon the future reunification of Germany? Explain and discuss.
6. To what extent could the overthrow of the Stuart Monarchy be considered a triumph of the Middle class in England?
7. Discuss the role of religion in the downfall of the Stuarts. Was it the immediate cause or merely an overt symptom of deeper conflicts?
8. Did the Cromwellian revolution and subsequent Glorious Revolution result in greater democratization of English society?
9. To what extent were the Wars of Religion in France the result of an already ineffective and decentralized monarchy? What was the actual role played by religious differences within French society?
10. Compare and contrast the handling of religious conflicts between the Stuart monarchs of England and the French monarchy under Louis XIII and Louis XIV? To what do you attribute these differences in policy and what were the ultimate effects of each upon their societies?
11. What effects did the Thirty Years War have upon the reign of Louis XIV and his advisor Mazarin? What effect did the decisions made by this administration have upon the future of the French state?
12. What steps did Louis XIV take to create a more efficient and centralized state? In what ways did he succeed in both increasing the authority of the crown and also in assuring its eventual overthrow in the French Revolution?

13. How did the disintegration of the medieval church and the coming of the Reformation contribute to the development of nation-states in Western Europe between 1450-1648?
14. Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years War.
15. Discuss the "New Monarchy" of the 16th Century in England, France or Spain.
16. "In 17th c. England the aristocracy lost its privileges but retained its power; in 17th c. France the aristocracy retained its privileges but lost its power." Assess the accuracy of this statement with respect to political events and social development in the two countries in the 17th c.
17. Analyze the ways in which both the theory and the practice of monarchy evolved in England from 1603 (the death of Elizabeth I) to 1688-1689 (the Glorious Revolution.)
18. In 1519 Charles of Hapsburg became Charles V, the HRE. Discuss and analyze the political, social and religious problems he faced over the course of his imperial reign (1519-1556.)
19. In 1490 there was no such country as Spain, yet, within a century it had become the most powerful nation in Europe and within another had sunk to the status of a third-rate power. Describe and analyze the major social, economic and political reasons for Spain's downfall.
20. Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.
21. Evaluate the reign of "The Sun King."
22. Contrast and compare the development of the nation-state in France and in England from the early 16th to the end of the 17th centuries.
23. Analyze the development of absolutism in France.
24. To what extent and in what ways did the Puritan Revolution contribute to the supremacy of Parliament in 1689?
25. How absolute was the absolutism of Louis XIV?
26. "The Tudors brought England into the modern world." Assess the validity of this statement.

27. Explain how the Glorious Revolution of 1688 established constitutional government in England.
28. In what ways were France's social, political and economic problems between 1562-1589 similar to those of the Holy Roman Empire and how did the French solve them?
29. The nature and motivation for warfare in Europe has altered many times during the modern Era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon
30. The Stuarts have been held at least partially accountable for the decline of monarchical power in Great Britain. Describe and analyze the justification for such a position.
31. Assess and analyze the extent to which the English Civil War and Glorious Revolution of 1688 advanced the cause of constitutionalism in England in the 17<sup>th</sup> century.
32. Compare and contrast the religious and economic policies of the early Stuart monarchs, the Commonwealth under Oliver Cromwell and the Restoration Stuarts.
34. "Leadership determines the fate of a country." Evaluate this quotation in terms of Spain's experiences under Philip II.
35. Compare and contrast the religious policies of TWO of the following: Elizabeth I of England, Catherine de Medicis of France, Isabella of Spain.
36. Louis XIV declared his goal was "one king, one law, one faith." Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.

## THEMATIC ESSAY QUESTIONS FOR SCIENTIFIC REVOLUTION

1. In what ways was the Scientific Revolution revolutionary? In what ways was it evolutionary?
2. Why did the Church view the ideas of Copernicus and Galileo as a threat?
3. How did the new scientific method differ from medieval attempts to discover truth? In what ways did medieval universities also contribute to the development of science as an independent field of study?
4. The Scientific Revolution began about the same time as the Reformation and the Counter Reformation. How can the two developments be thought of as related?
5. How does the scientific method combine Francis Bacon's inductive reasoning with Rene Descartes deductive reasoning?
6. How did the scientific view of evidence and discovery affect other branches of human endeavor, for example political theory and history?
7. "If I have seen farther than others, it is because I have stood on the shoulders of giants." How did Newton synthesize scientific thought? How is this very statement an example of thinking in the Scientific Revolution?
8. How did the Renaissance interest in antiquity such as Greek science stimulate scientific investigation during the 16th century? What role did patronage play in the support of science?
9. What effect, if any, did the Scientific Revolution have on the everyday lives of ordinary people?
10. To what extent was the Scientific Revolution a result of economic, social and political events rather than a result of the efforts of scientists independent of external factors?
11. How did the developments in scientific thought from Copernicus to Newton create a new conception of the universe and humanity's place within it?
12. "In the 18th century people turned to the new science for a better understanding of the social and economic problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era.
13. Describe the new astronomy of the 16th and 17th centuries and analyze the ways in which it changed scientific thought and method.

14. Analyze the relationship between the Newtonian Revolution and the Enlightenment.
15. Contrast and compare the contributions to the development of modern science of Bacon and Descartes with those of Copernicus and Galileo.
16. The Scientific Revolution of the 16<sup>th</sup> and 17<sup>th</sup> centuries was more than simply an advance in man's understanding of the physical world. It marked the inauguration of revolutions in a person's perception of and relations with the world, with society and his/her fellow people: it was, in essence, a social, cultural, intellectual and political revolution. Discuss.
17. Describe and analyze why the debate over a sun-centered versus earth-centered solar system was the primary controversy of the Scientific Revolution.
18. Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.
19. Analyze at least TWO of the factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580-1750.
20. Compare and contrast Francis Bacon's theory of inductive reasoning and Rene Descartes's theory of deductive reasoning and explain how these methods were applied in subsequent scientific endeavors.
21. To what extent did ideas developed in the Scientific Revolution strengthen religious belief?
22. How did advances in the field of astronomy and physics affect people's religious and social views between the time of Copernicus and Newton?
23. How did Copernicus's heliocentric view of the universe represent what Thomas Kuhn called a "paradigm shift" and how was this idea refined by succeeding scientists?
24. How did observations and conclusions about natural and supernatural phenomena in the universe change during the Scientific Revolution?
25. What is the relationship between the Scientific Revolution and improvements in military technology and strategy?
26. What social and political changes led to the Scientific Revolution?
27. Describe the conflict between the Scientific Revolution and established churches
28. What were the effects of the Scientific Revolution on religious and social aspects of European society between Copernicus and Newton?
29. How did culture in 17<sup>th</sup> century Europe give way to the advancements of the Scientific Revolution?
30. Assess the impact of the Scientific Revolution on religion and philosophy in the period from 1550-1750.

## THEMATIC ESSAY QUESTIONS FOR ABSOLUTISM

1. Is there a difference between divine right monarchy and absolute monarchy? Explain.
2. What techniques did absolute monarchs in England and France use to increase their power in the 17<sup>th</sup> century?
3. What conception of the state does the expression "I am the State" reveal? Is centralization a necessary component of absolutism? Was the development of France's transportation network more of a political or more of an economic maneuver?
4. Can an absolute monarchy coexist with laissez-faire capitalism or is mercantilism a necessary economic expression of absolutism?
5. Discuss the foreign policies of the absolute monarchs.
6. Compare and contrast the ideologies of Louis XIV, Charles I of England, and Peter the Great. How successful was each in creating or expanding the role of monarchy in his own nation? Why were the English less willing to accept absolutism than were (at least apparently) the French or Russians? How were the Dutch able to resist absolute rule? Why did absolutism in Eastern Europe turn out to be more durable than in Western Europe?
7. What was the role of the army in the creation of the Prussian state? How did the Hohenzollern family make use of the army for its own purposes?
8. Discuss the religious policies of the absolute monarchy. Were the economic effects of the Revocation of the Edict of Nantes severe (older view) or minor (more recent view)?
9. What was the relationship of absolute monarchy to the culture of the period including art, architecture, music and literature?
10. Compare Louis XIV's wars with the War of the Austrian Succession.
11. Analyze the ways through which Tsar Peter the Great (1689-1725) sought to reform his society and its institutions in order to strengthen Russia and its position in Europe.
12. Analyze the military, political and social factors that account for the rise of Prussia between 1640-1786.
13. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France from the reign of Henry IV to the reign of Louis XIV.

14. Compare and contrast the extent to which Catherine the Great, Peter the Great and Joseph Stalin were "Westernizers."
15. How was Russia in the period between the 17th and the 19th centuries both European and non-European?
16. How did the Habsburgs recover from the catastrophe that befell them at the Peace of Westphalia?
17. In what ways was the Habsburg Empire "international" or "non-national"?
18. "The factor that saved the Ottoman Empire and condemned Poland in 1772 was the play of the European balance of power."  
Discuss.
19. Analyze the development of absolutism in France.
20. "Peter the Great's impact on Russia came as much from his failures as from his successes"  
Discuss
21. Compare and contrast the extent to which Peter the Great of Russia and Louis XIV of France were absolute monarchs.
22. In the course of the 17<sup>th</sup> century "absolutistic" regimes spread, with varied degrees of success, across much of continental Europe. Why? What were the conditions and forces at work to make this form of government desirable - or at least seem desirable?
23. Compare and contrast the "eastern" European powers, Austria, Prussia and Russia from the mid-17<sup>th</sup> century to the late 18<sup>th</sup> century.
24. Compare and contrast the economic activities and political policies of England and France after the War of Spanish Succession up to the end of the Seven Years War.
25. In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650-1750? Use examples from at least TWO countries.
26. How well did Louis XIV's absolutism work in unifying France, centralizing and strengthening administration and restraining the nobles?
27. Describe Louis XIV's and Colbert's mercantile policies.
28. Describe the different roles and activities of the *intendants*.
29. Describe the administration of France under Louis XIV focusing on his advisors/ministers, his tax policies and the French system of justice.
30. Discuss ways that Louis XIV and his ministers centralized power in himself and also in the state government.
31. Louis XIV declared his goal was "one king, one law, one faith." Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.

## THEMATIC ESSAY QUESTIONS FOR THE ENLIGHTENMENT

1. Compare and contrast the works of Sir Isaac Newton, Rene Descartes and Galileo.
2. Compare and contrast the works of Hobbes, Locke and Rousseau.
3. In what ways did the expansion of the natural sciences during the Age of Enlightenment affect the intellectual and political culture of the period?
4. Choose two of the following figures from the Age of Enlightenment: Carl Linnaeus; George, Count of Buffon; Antoine Lavoisier; Edward Jenner; Captain James Cook.  
For each individual chosen, discuss the importance of his work not only upon his direct field of study but also upon the fields of economics, politics and religion.
5. To what extent did the philosophic writings of men such as Thomas Hobbes, John Locke, Voltaire and Jean Jacques Rousseau reflect their social status within their respective societies? Discuss and explain.
6. What impact, if any, did the philosophers and scientists of the Age of Enlightenment have upon the religious ideology of the times?
7. To what extent could the writings of Adam Smith be viewed as an extension of the ideas developed by Newton, Locke, or Voltaire?
8. What were the essential concepts of humanitarianism and cosmopolitanism and to what degree did they reflect the philosophic and scientific developments of the period?
9. Discuss the ways in which the writings of the philosophers and scientists of the period affected the political actions and policies of European monarchs.
10. In what ways did the popular art from the Age of Enlightenment reflect the change in popular philosophic ideologies?
11. To what extent could the Enlightenment be viewed as a Second Renaissance?
12. How did social and political conditions in eighteenth century Western Europe prior to 1788 influence the ideas of the Enlightenment?
13. In what ways did Enlightenment thinkers build on or make use of ideas of Newton and Locke?
14. "Newton inspired the Enlightenment, Locke provided the blueprint, the philosophes shaped

it." Assess the validity of this statement.

15. Contrast and compare Hobbes', Locke's and Rousseau's concept of the social contract.
16. "The Enlightened Despots were more despotic than enlightened."  
Defend or refute this statement.
17. To what extent and in what ways is Deism a logical offshoot of the theory of "natural law?"
18. Analyze the relationship between the Newtonian Revolution and the Enlightenment.
19. "In the 18th c. people turned to the new science for a better understanding of the social and economic problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era.
20. Analyze the ways in which specific intellectual and scientific developments of the 17th and 18th c.'s contributed to the emergence of the religious outlook known as "Deism."
21. Analyze the ways in which the Enlightenment thought addressed religious beliefs and social issues in the 18th c.
22. To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe?  
Illustrate your answer with reference to specific individuals and their works.
23. "The French Enlightenment was a fountainhead of humanitarian and libertarian principles. It articulated grievances and sought alternatives. The German Enlightenment was more abstract and less practical." Analyze and assess the validity of this statement, citing specific individuals.
24. Describe and compare the political beliefs of the 18<sup>th</sup> century French *philosophes* Voltaire and Montesquieu.
25. Identify features of the Agricultural Revolution and analyze its social and economic consequences.

## THEMATIC ESSAY QUESTIONS FOR FRENCH REVOLUTION

1. How did the French Revolution embody the ideas of the Enlightenment?
2. What grievances did the bourgeoisie, the sans culottes and the peasants have against the Ancien Regime?
3. How did the Revolution contribute to French nationalism?
4. Contrast the views of Thomas Paine and Edmund Burke on the French Revolution.
5. Choose two or more modern historians and show how their views on the causes and events of the Revolution differ.
6. Discuss the role of women in the French Revolution?
7. Did the French Revolution retard the economic development of France?
8. During the 18th Century, conditions in Eastern Europe were far worse for most people than they were in France during the same period. Yet the Revolution broke out in France and not in Eastern Europe. How do you account for this?
9. At the very moment feudal privileges were being abolished in France, Leopold II was reestablishing serfdom in Austria. How can these movements in opposite directions be accounted for?
10. Describe the opposition, French and non-French, to the French Revolution. How did the Revolutionary government(s) deal with enemies?
11. "The French Revolution, in both its causes and its course, can no longer be thought of as simple a struggle between the bourgeoisie and the nobility. It was much more complicated than that." Discuss the validity of this statement citing relevant historiographical studies.
12. "Robespierre symbolized all that was good and all that was tragic in the French Revolution." Evaluate this statement.
13. To what extent and in what ways was the French Revolution during the period 1789 through the Reign of Terror (1794) an attempt to create a government based on Enlightenment ideals?
14. "The essential cause of the French Revolution was the collision between a powerful rising bourgeoisie and an entrenched aristocracy defending its privileges." Assess the validity of this statement as an explanation of the events leading up to the French Revolution of 1789.

15. "Political leaders committed to radical or extremist goals often exert authoritarian control in the name of higher values." Support or refute this statement with reference to the political and cultural policies of Robespierre during the French Revolution.
16. Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (September 1792).
17. Contrast and compare the stages of the French Revolution
18. Analyze the way Louis XVI's attempt to raise taxes to pay off his government's debts precipitated the French Revolution.
19. "The accomplishments of the French Revolution were not worth the violence, instability and war it led to." Defend or refute this statement.
20. In what ways did international diplomatic, military and political events affect domestic policy in France from 1789-1804?
21. Discuss legislation enacted by the different governments of France from 1789-1815. How does it reflect ideological or political changes?
22. Discuss the changing roles of and support for the RCC in France from 1789-1804.
23. Discuss the participation of women in various Revolutionary activities and events, and relate this participation to the different ideologies about women prevalent at that time.
24. Discuss and analyze the ideological legacy of the French Revolution of 1789.
25. Discuss the complaints and aspirations of the various social classes in France on the eve of the French Revolution.
26. Discuss the social, ideological and economic causes of the French Revolution
27. How did the changes in political power in the French Revolution from 1789-1799 reflect the social, political and economic aspirations of the bourgeoisie?
28. Analyze the class conflicts that precipitated the French Revolution, the subsequent changes in political power and the resulting governments from 1789-1799.

- 29 . “Enlightened ideas were more expressed in the French Revolution from 1789-1792 than from 1792-1795.” Assess the validity of this statement.
30. “What is the Third Estate? It is the Whole!” ---Sieyes  
Assess the validity of this statement in reference to all the stages of the French Revolution.
31. What social and economic factors precipitated and prolonged the French Revolution?
32. To what extent were the discontents of the lower classes addressed in the French Revolution?
37. According to Crane Brinton “...power [during a Revolution] passes on from right to left until it reaches a limit usually short of the most extreme or lunatic left.” Evaluate the validity of this statement.
38. How were the values of the Enlightenment reflected in the different stages of the French Revolution?
39. What reasons did members of different social and economic classes have to support or not support the French Revolution between 1789-1799?
40. “The French Revolution lived up to its motto of ‘Liberty, Equality, Fraternity’ .” Assess the validity of this statement.
41. How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?
42. How did Enlightenment ideas that fueled the French Revolution conflict with the religious and economic needs of the people?
43. To what extent did the French Revolution reflect Enlightenment ideas in practice and in theory?
44. How did the various governments during the French Revolution address the political and economic needs of different groups of people and to what extent where these problems resolved?

## THEMATIC ESSAY QUESTIONS FOR NAPOLEON

1. To what extent and in what ways did Napoleon continue the ideals of the Revolution? What impact did Napoleon's reforms have on the subsequent history of France?
2. "In exchange for equality and fraternity, order and unity, Napoleon deprived the French of their liberty" Discuss this statement.
3. How did Napoleon deal with opposition to his regime?
4. Assess the strengths and weaknesses of the Peace of Vienna. How similar was the peace process to that of the Peace of Westphalia or Utrecht? Did it lead to conflicts in the future?
5. Napoleon is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer.
6. Discuss Napoleon as a parvenu, or social climber, who wanted to turn himself into a legitimate monarch. How did this aspect of his character affect his foreign and domestic policies?
7. How did Napoleon's policies, and the settlement at the Congress of Vienna, contribute to the development of nationalism in Europe?
8. "Napoleon was a child of the Enlightenment." Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon's policies and attitudes.
9. "Napoleon's very successes in battle awakened the nationalistic forces that defeated him." Assess the validity of this statement.
10. To what extent and in what ways did the Congress of Vienna restore the Old Order in Europe?
11. In what ways was Napoleon an old-fashioned Absolute Monarch (like Louis XIV) , an Enlightened Despot and a Romantic Leader?
12. In what ways did Napoleon represent the ideals of the French Revolution and in what ways did he betray them?
13. Describe and analyze the reasons for Napoleon's most significant successes.
14. To what extent was Napoleon an effective ruler and in what ways did he command the respect and admiration of the French people.
15. To what extent did Napoleon implement revolutionary ideas and what were his motives?
16. To what extent did Napoleon fulfill his promises to uphold the principles of the Revolution and maintain order?
17. "Napoleon's rule was characterized by policies that appealed to the widest spectrum of interests represented in his Empire." Evaluate this statement.

## THEMATIC ESSAY QUESTIONS FOR INDUSTRIAL REVOLUTION

1. Identify three major inventors for the Industrial Revolution and discuss their works and the effects their inventions had upon the development of industrialization.
2. What was the significance of the Reform Bill of 1832? To what extent was the Duke of Wellington justified in his comment: "The revolution is made?"
3. Explain and discuss the relationships among the Combination Act, the Bubble Act and the Lowes Act. In what ways were they vital to the future development of industrialization?
4. What were the immediate social effects of industrialization upon British society? To what extent did conditions improve over earlier feudal periods?
5. In what ways did the Chartists differ from the Socialists and in what ways did the success of the former effect the future of the latter?
6. To what extent did the theories espoused by economists such as David Ricardo and Thomas Malthus reflect the spirit of laissez-faire capitalism?
7. In what ways did scientific socialists such as Karl Marx differ from utopian socialists such as Robert Owen?
8. Why was England able to avoid much of the revolutionary activity that shook the European continent during the 1840's?
9. Discuss and explain the relationship of liberalism like that espoused by John Stuart Mill to the growth of industrial capitalism.
10. Use your knowledge of Parliamentary legislation in 19th c. England to discuss and evaluate the validity of the following statement from a Parliamentary committee of 1851;  
"The course of modern legislation seems to have been gradually to remove restrictions on the power which everyone has in the disposal of his property, and to remove those fetters on commercial freedom which long prevailed in this country."
11. What factors enabled England to take the lead in industrialization?
12. Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the 19th century.
13. Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples.

14. Between 1750 and 1850 more and more Western Europeans were employed in cottage industry and in factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations and standard of living during this period.
15. Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830-1914.
16. To what extent and in what ways was the light of Adam Smith's economic optimism dimmed by the "dismal science" of Thomas Malthus and David Ricardo?
17. Explain why the monarchs of Europe favored mercantilism.
18. "It is no accident that the Industrial Revolution occurred in late 18th century England." Assess the validity of this statement.
19. "The Industrial Revolution diminished the quality of life of the common person in Europe." Defend or refute this statement.
20. Explain how Marx's theories offer both a reason for and a solution to mass poverty in the industrialized world.
21. Describe and analyze the effects of the Industrial Revolution on European society in the 19<sup>th</sup> century.
22. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830.
23. Identify features of the 18<sup>th</sup> century Agricultural Revolution and analyze its social and economic consequences.

## **THEMATIC ESSAY QUESTIONS FOR REACTION, ROMANTICISM AND NATIONALISM**

1. "The European State System established by the Congress of Vienna gave the world a hundred-year peace." Discuss the validity of this statement.
2. "The reactionary agreements signed at the Congress of Vienna made the revolutions of 1848 predictable. Discuss this statement and the philosophy of history it represents.
3. How did Great Britain avoid the convulsions that shook continental Europe in 1848?
4. Was industrialization a factor that promoted or impeded revolution? Discuss this question from the point of view of a Liberal and a Marxist of the period.
5. Discuss the influence, if any, of the Romantic Movement in art and music on revolution in the period 1815-1848.
6. Discuss the ideas of the Utopian Socialists.
7. "If the eighteenth century was dominated by French thought, the nineteenth century can be considered the German century" Discuss this statement paying particular attention to the period 1815-1848.
8. Contrast the revolutions of 1848 in France and Germany.
9. Although divided by class and nationality, the revolutionary movements of the years 1830-1848 shared many common characteristics. Describe the features held in common by revolutionary movements of the period in eastern and Western Europe.
10. "The Romantic artist was inspired by his love of the French Revolution and his abhorrence of the Industrial Revolution." Discuss this statement from the point of view of two different forms of art.
11. "The Romantic Movement was a reaction of youth against age." Citing specific references, discuss the validity of this statement.
12. How was nineteenth century nationalism a force for revolution?
13. Was the nationalism of the nineteenth century a progressive or a regressive force?

14. Discuss the relationship between nationalism and liberalism in the continental European revolutions of 1848.

15. Compare and contrast the effect of nationalism upon the eventual unification of Germany and Italy. To what actions and factors do you attribute the differences?

16. In 1849, Russian troops poured into Hungary in order to crush the nationalist rebellion there and aid the Emperor of Austria. In 1914, a mere 60 years later, Russia would be one of the greatest supporters of Pan-Slavic nationalist operations. Explain and analyze the reasons for this shift in policy.

17. Analyze the relationship between, and effects of, nationalism in France, Italy and Germany.

18. To what extent was the surge of nationalism during the mid-nineteenth century a consequence of industrialism and the growth of the middle class?

19. Nationalism in England tended to be a unifying influence and strengthened not only the position of the government but also the economic position of British industry, whereas, in Austria and to some degree in Germany, nationalism would be a de-stabilizing factor. To what factors do you attribute this phenomenon?

20. Discuss the effects of the nationalist movements of the revolutions of 1848 upon the future governments of Austria, Italy, and Germany.

21. Explain and discuss the reasons for the aversion of the Roman Catholic Church under Pope Pius IX to liberalism and nationalism.

22. What effect did the nationalism of the mid-nineteenth century have upon the socialist and Marxist movements in the various European nations, particularly England, France, Italy, Germany and Austria?

23. In what way did the process and results of German unification in the nineteenth century affect the political future of Europe and the Germany of the twentieth century?

24. How has imperialism been attacked and defended?

25. Analyze and compare the effects of nationalism on Italian and Austro-Hungarian politics between 1815 and 1914.

26. Between 1815-1848 the conditions of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.
27. Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830-1914.
28. Describe the ways in which conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815-1848.
29. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism and anti-Semitism in the 19th century.
30. Nationalism has been one of the great driving forces in modern history. How may it be defined? What contributions to national ideas and movements were made by the a) French Revolution and the Napoleonic era, b) the years 1815-1848, c) the revolutions of 1848, d) the years 1859-1871? Of what continuing importance has nationalism been in the 20th century?
31. Compare and contrast the movements for national unification in Italy and Germany in the years 1815-1871 and their results. Of what special significance was political leadership in each case? How did Realpolitik apply in each instance?
32. What similar developments in national consolidation and nation-building may be observed over the years 1859-1871 in a) Italy, b) Germany, c) Austria-Hungary, d) Russia, e) the United States, f) Canada, g) Japan?
33. Explain how, from the Age of Metternich to the beginning of World War I, democracy in England and France reached much the same place over decidedly different routes.
34. To what extent and in what ways did the move towards unification in mid-19th-century Germany fall out of the hands of the constitutionalists and into the hands of the Prussian militarists?
35. "Austria's suppression of Slavic autonomy within the Empire created more dissolution than unity." Defend or refute this statement.
36. Evaluate the achievements of Napoleon III.

37. Compare and contrast the methods of Cavour and Bismarck in unifying their respective nations.
38. To what extent and in what ways did Mazzini break new ground for Cavour's program of unification? Did Garibaldi help complete it?
39. Explain why the political situation in Italy in the decade before unification prompted Piedmont-Sardinia to take the lead in the movement.
40. Analyze Bismarck's use of war to achieve unification.
41. "Germany did not unite itself; rather it was conquered by Prussia." Assess the validity of this statement.
42. Evaluate Bismarck as chancellor of the new German Empire.
43. Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.
44. Discuss some of the ways in which Romantic artists, musicians and writers responded to political and socioeconomic conditions in the period from 1800-1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music and literature.
45. Assess the role of nationalism in the unification of Germany and Italy from 1860-1871.
46. What political, social and economic changes in France made possible the rise and success of Emperor Napoleon III?

47. Was Napoleon III the fooler or the fooled in France between 1848-1871?
48. Describe and compare the origins and proposals of the utopian socialists, the Marxists, the anarchists and the revisionists during the 19<sup>th</sup> century.
49. Karl Marx made a number of assertions regarding how the governments would respond to the industrialization of society and expanding capitalism. Discuss the basic theses upon which he predicated these assertions and the specific nature of his assertions. Having done this, discuss Marx's record as a "prophet" indicating the extent to which his predictions proved valid.
50. "The Crimean War, 1852-1856, was one of the silliest wars ever fought; yet its consequences were extraordinarily important for Russia and for Europe as a whole..."  
 ---William H. McNeill, *A History of the World Community*  
 Discuss the origins of this "silly war" and, having done so, indicate the "extraordinarily important" consequences of it on Russia and Europe.
51. Discuss and analyze the differences between Marxism and Utopian Socialism and relate them to changes in the Zeitgeist between 1815 and 1870.
52. Describe and analyze the important cultural and intellectual movements in Europe between 1848-1871.
53. How did the rise of industrialism affect society in England and the continent between 1760-1848?
54. What factors led to the rise of the middle class in England and on the continent between 1760-1848 and how did they differ?
55. How did the goals of the 18<sup>th</sup> century industrialists backfire, creating the "isms" of the 19<sup>th</sup> century?
56. Compare and contrast the changing political ideologies of England and the continent from 1760-1848.
57. How did the Industrial Revolution, Romanticism and Nationalism affect government stability in England and on the continent?
58. How did the interaction of ideology and industrialism lead to stability in England and turmoil in the continent?
59. How did industrialism lead to ideologies that supported both individualism and nationalism in early 19<sup>th</sup> century Europe?
60. Analyze the ways in which England and the continent differed in their political and economic ideas and practices between 1815-1848.
61. To what extent did the predominant ideological trends of the early 19<sup>th</sup> century contribute to the rise of the middle class in England compared to the continent?

62. Analyze three examples of the relationship between Romanticism and nationalism before 1850.
63. How did social, political and economic changes in the early 19<sup>th</sup> century make England different from the continent?
64. The rise of the middle class and concomitant industrialization was necessary for a modern liberal government in mid 19<sup>th</sup> century England. Defend or refute.
65. How did romanticism, nationalism and the Industrial Revolution affect government stability in mid 19<sup>th</sup> century England and on the continent?
66. How did the Industrial Revolution, liberalism, romanticism, nationalism and the rise of the middle class combine to shape 19<sup>th</sup> century Europe?
67. How did different patterns of industrialization lead to political, social and economic differences between Europe and England in the early 19<sup>th</sup> century?
68. What factors in the first half of the 19<sup>th</sup> century lead to the rise of the middle class and the increasing isolation of England from the rest of Europe?
69. Why was England able to institute social, political and economic reforms more peacefully than its continental counterparts?
70. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848-1914.

## **THEMATIC ESSAY QUESTIONS FOR LATE 19TH CENTURY POLITICAL AND SOCIAL HISTORY**

1. Since the 1880's what efforts have Europe's rulers made to try to integrate the working class into the larger national society?
2. How was political reform achieved in nineteenth century England? Compare and contrast with similar reforms in France.
3. "Peaceful change, not armed revolution, was responsible for the growth of democracy in Britain during the nineteenth century." Assess the validity of this generalization. Cite specific references to the major legislative reforms between 1832 and 1884.
4. "The Whig interpretation of history is no longer, if it ever had been, valid." With specific reference to nineteenth century Britain, discuss this statement.
5. During most of the nineteenth century, Europeans believed firmly in science and in progress. By the end of the century, they were no longer so sure. Describe the most significant aspects of scientific and technological advances in the nineteenth century and the cause for change over time.
6. Discuss the origins of the Third Republic in France. How did the conflict between Church and State during the period 1875-1905 affect the growth of democratic institutions in France? Compare the results of this conflict in France with the Kulturkampf in Germany. Discuss any other crisis for the Third Republic during its first thirty years.
7. Analyze Europe's demographic development during the period 1850-1914. How did the Great Migration affect this development? How were these demographic changes viewed in France and Germany?
8. Explain the strange demise of classical liberalism in Britain.
9. Choose any two areas of social reform during the nineteenth century from the following list: religion, education, public health, temperance, women's rights, welfare. Describe the tensions that led to change in one of the following countries: Britain, France or Germany.
10. Discuss changes in art and literary styles during the period 1825-1885. How can changes in these fields be related to political and social changes in the larger society?
11. What is the significance of the term fin de siecle? How is it different from belle epoque? In what sense was the late 19th c. a fin de siecle in Europe?

12. Describe the private life of the middle class in late 19th c. France, Britain, Germany, or Austria.
13. Discuss the effects of the increase of mass transportation and the department store on the development of Paris, London, or any other major European city.
14. How did leisure time become a matter of concern during the late 19th c? What methods of social control were instituted to deal with the "problem" of leisure time?
15. Discuss the origins of mass political parties in France and England during the late 19th century, "from mystique to politique."
16. What economic, political and social reforms were sought by women's groups during the period of the turn of the century? Refer to specific countries and events.
17. How did the new art styles of the turn of the century reflect changing attitudes and perceptions? Refer specifically to Art Nouveau, Fauvism and Futurism.
18. How did the working class organize itself during the last decade of the 19th c. and the first decade of the 20th?
19. How did the Irish Question in Britain remain unsolved at the turn of the century?
20. "The end of the 19th c. was, on the surface, a time of peaceful progress. Not far below the surface, questions that would ultimately result in a world war were present." Discuss the validity of this statement.
21. How did the widespread popularity of the bicycle in France during the 1890's reflect changing social conditions?
22. Assess Napoleon III as a modern dictator, a reformer or a buffoon. Pay particular attention to his domestic program.
23. Identify and explain the similarities and differences between socialism and liberalism in 19th Europe.
24. To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe?

25. Describe the steps taken between 1832 and 1918 to extend the suffrage in England. What groups and movements contributed to the extension of the vote?
26. To what extent did Marx and Freud each challenge the 19th c. belief in rationality and progress?
27. Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the 19th century.
28. Assess the extent to which the unification of Germany under Bismarck led to authoritarian government there between 1871 and 1914.
29. In February 1848 the middle classes and workers in France joined to overthrow the government of Louis Philippe. By June the two groups were at odds in their political, economic and social thinking. Analyze what transpired to divide the groups and describe the consequences for French politics.
30. How and in what ways were economic and political factors responsible for intensifying European imperialist activity in Africa from the mid-19th c. to the beginning of the First World War?
31. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism and anti-Semitism in the 19th century.
32. Analyze the key developments that characterized the European economy in the second half of the nineteenth century.
33. Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of this transformation.
34. Explain how, from the Age of Metternich to the beginning of World War I, democracy in England and France reached much the same place over decidedly different routes.
35. "Austria's suppression of Slavic autonomy within the Empire created more dissolution than unity." Defend or refute this statement.
36. Compare and contrast the growth and suppression of democracy in 19th century Europe.

37. Analyze the various motives for the "New Imperialism" and their relative importance.
  38. Contrast and compare the Old Imperialism (colonialism) with the New Imperialism.
  39. "By the end of the 19th century, European nations had divided the rest of the world among themselves." Assess the validity of this statement.
  40. Contrast and compare the responses of China and Japan to Western encroachment.
  41. Evaluate the New Imperialism.
  42. Why did "liberalism" not develop in France?
  43. Explain how from the Age of Metternich to World War I democracy in England and France reach much the same place by decidedly different routes.
  44. "The single biggest factor in 19th century social, political and cultural affairs is the rise of Universal Male Suffrage." Discuss.
  45. "Bismarck and his policies were Europe's last hope to avoid World War I and subsequent catastrophe in the 20th century" Discuss.
  46. Describe and assess the role of the British policy of "splendid isolation" in balance-of-power diplomacy in 19<sup>th</sup> century Europe.
  47. Describe the development of democracy in Great Britain in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
  48. Historians speak of the "Old Imperialism" that of the period between roughly 1500 and 1750, and the "New Imperialism" of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Compare and contrast these, indicating differences and similarities that may have existed and the reasons for changes that might have occurred.
  49. Assess the extent to which the overseas empires impacted upon European economic and political life from 1870-1914.
  50. The late 19<sup>th</sup> and early 20<sup>th</sup> centuries saw the long-held concept of the fundamental rationality of man come under attack: there were those who perceived man as being driven by forces other than those of a conscious (i.e. rational) nature. Discuss the reasons for this intellectual, yet anti-rational, movement, and indicate some of its leading spokesmen.
  51. Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged Enlightenment assumptions about human behavior and the role of reason.
  52. Man for the field and woman for the hearth:  
     Man for the sword and for the needle she:  
     Man with the head and women from the heart:  
     Man to command and woman to obey:
- How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19<sup>th</sup> century?

## THEMATIC ESSAY QUESTIONS FOR 20TH CENTURY RUSSIA

1. Compare and Contrast the Russian Revolution of 1905 and the Bolshevik Revolution of 1917.
2. Discuss the extent to which ideology has affected diplomatic relations among European nations during the twentieth century. Be sure to refer to specific agreements and events.
3. Discuss the concept of "the persistence of the Old Regime" with reference to the former Soviet Union.
4. Describe the activities of the Populists in Russia during the last third of the nineteenth century. Was their success or their failure a greater factor in the overthrow of Russia old Regime in the twentieth century?
5. What policies of the Stalinist government perpetuated the essential features of the tsarist regime under Nicholas II (1894-1917)?
6. In what ways and why did Lenin and Stalin alter Marxism?
7. To what extent did the emancipation of Russian serfs and other reforms in the 19th c. contribute to the modernization of Russia before the First World War?
8. In what ways did the writing of Karl Marx draw on the Enlightenment concepts of progress, natural law and reason?
9. "The tsarist regime fell in 1917 because it had permitted tremendous change and progress in some areas while trying to maintain a political order that had outlived its time." Assess the validity of this statement as an explanation of the abdication of Nicholas II in 1917.
10. Describe and analyze the long-term social and economic trends in the period 1860-1917 that prepared the ground for revolution in Russia.
11. What aspects of Russian society and institutions were most changed and what aspects least changed by the Bolshevik Revolution of 1917. Limit your discussion to the first ten years (1917-1927) of the new regime and account for the changes you note.
12. Compare and contrast the extent to which Peter the Great, Catherine the Great and Joseph Stalin were "Westernizers."
13. "Attempts at reform and modernization in 19th century Russia were inevitably diluted by the habit of reaction." Assess the validity of this statement by offering factual evidence.

14. Analyze the stages of the 1917 Russian Revolution.
15. To what extent and in what ways did the failure of reform and abortive revolution lead to the Revolution of 1917?
16. Analyze Lenin's Marxism and his role as leader in establishing Communism in Russia.
17. Contrast and compare the methods of governing of Lenin and Stalin.
18. "Despite the human cost, Russia progressed under Communism."  
Defend or refute this statement.
19. "The Russian Revolution of 1917 was a major force in determining the character of the 20th century." Assess the validity of this statement.
20. Argue the case that Alexander II gave his life for his country.
21. What was the Russian motivation in the Russo-Japanese War and how did the outcome of the war re-direct Russian foreign policy and ultimately lead towards both the Russian Revolution and World War I?
22. Discuss Stalin's domestic and international policies and how they brought the Soviet Union into the 20th century.
23. Contrast and compare the political and economic policies of Joseph Stalin in the period before the Second World War and those of Mikhail Gorbachev (1985-1991.)
24. Compare and contrast the French Jacobins' use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin's use of state power to achieve revolutionary goals in the Soviet Union during the period 1928-1939.
25. Describe and analyze the stages and methods by which the Bolsheviks took power between February 1917 and November 1917.
26. Compare and contrast the development of the Russian Revolution and the French Revolution according to Crane Brinton's stages.
27. Describe the economic, social and political conditions in Russia between 1881-1917 and how they laid the groundwork for the Bolshevik Revolution.

## THEMATIC ESSAYS QUESTIONS FOR WORLD WAR I

1. Evaluate World War I as a "watershed" in politics and society in any two European countries.
2. What were the social, political and economic effects of WWI?
3. In what way did 19th century imperialism lead to WWI?
4. To what extent were the Marxists correct in their claim that WWI was a war of capitalist interest only?
5. What effect did WWI have upon the Ottoman Empire and the Hapsburgs of Austria?
6. To what extent did WWI live up to its theme of "so that small nations might live?"
7. What role did military alliances, both overt and covert, play in the outbreak of WWI?
8. To what extent did the Treaty of Versailles address the causes of WWI?
9. What effect did WWI have upon the balance of power?
10. In what way did the conclusion of WWI lead to the disillusionment of the 1920's and 1930's?
11. What reasons would explain the rejection by European powers, of President Woodrow Wilson's Fourteen Points Program?
12. Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles and government involvement in everyday life.
13. "1914-1918 marks a turning point in the intellectual and cultural history of Europe." Defend, refute, or modify this statement with reference to the generation before and the generation after the First World War.
14. Discuss: "The most general principle of the Paris settlement was to recognize the right of national self-determination, at least in Europe."
15. Discuss: "For practical purposes the treaty of Versailles, with respect to Germany was either too severe or too lenient."
16. "Each of the belligerents in Europe was responsible for the outbreak of World War I." Defend or refute this statement.

17. "After the first few months of war, the combat on the Western Front was very different from anything the strategists on either side had envisioned." Assess the validity of this statement.
18. Explain why and how the war ended the Russian, Austro-Hungarian and German Empires.
19. Contrast and compare the Fourteen Points with the peace settlements in Paris.
20. Evaluate the Treaty of Versailles in terms of its underlying principles and its long-term effects.
21. "Kaiser Wilhelm II was single handedly responsible for the fall of Germany and the rise of Nazism." Discuss.
22. To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?
23. The peoples of Europe convinced that their nations causes were just, entered World War I in August of 1914 enthusiastically, in the belief that victory would be theirs by Christmas. What went wrong? Why did they, civilian and military alike, have such a mistaken concept of the nature of modern warfare? What changes had taken place in previous decades to so dramatically alter the nature of warfare?
24. At the Versailles Peace Conference Germany was forced to recognize its responsibility for the First World War. Discuss and analyze the causes that led to the outbreak of the war.
25. Explain how World War I led to disillusionment in society and politics. How was that disillusionment portrayed in arts and literature?
26. Trace the road to World War I through diplomacy, alliances and imperialism.

## **THEMATIC ESSAYS FOR THE WORLD BETWEEN THE WARS, GREAT DEPRESSION, RISE OF FASCISM AND NAZISM**

1. Why did Germany's experiment with parliamentary democracy between 1919 and 1933 fail? Consider political and economic factors.
2. Compare the rise to power of fascism in Italy and in Germany.
3. How and in what ways did European painting or literature reflect the disillusionment in society between 1919 and 1939?
4. The culture of the years between the two world wars (1918-1939) was marked by experimentation and an interest in the irrational. Select any two European works of art or literature from this period and describe their significance in terms of these characteristics.
5. Why were Germany and Italy so much more susceptible to attacks from the right than were Britain, U.S.A. or France?
6. Explain how, during the Great Depression, traditionally democratic European governments maintained their democracy while some of the newer European democracies fell under dictatorship.
7. Evaluate the successes and failures of fascism in Italy.
8. "Nazi totalitarianism was a different breed from ordinary dictatorship." Assess the validity of this statement.
9. "The Versailles Treaty gave birth to the Nazis; the Great Depression gave them power." Defend or refute this statement.
10. Explain how, in order to gain their foreign policy goals during the 1930s, the "have-not" nations used force while the "have" nations refrained from its use.
11. Contrast and compare German Nazism and Italian Fascism.
12. Describe and analyze the causes for the rise of fascism in Germany and Italy.
13. Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930's.

14. A question that has long intrigued historians is that of the “hero” - the “great man” in history. Is history shaped by the “strong man” the dynamic individual, or are such individuals simply a product of their times - the consequence of the political, social, cultural and other conditions of the age? With this question in mind, assess the rise of Adolph Hitler to dominance in Germany. Was his ascent to power inevitable, or simply a consequence of his times?
15. At what point between 1919-1939 could Germany have been stopped without World War II?
16. How important was the Great Depression as a cause of Hitler’s rise to power and World War II?
17. How did new theories in physics and psychology in the period from 1900-1939 challenge existing ideas about the individual and society?
18. Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939.)
19. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920’s and 1930’s.

## **THEMATIC ESSAYS FOR WORLD WAR TWO**

1. How would you compare the origins of the Second World War with the origins of the First? How was the coming of the war in 1939 linked to dissatisfaction with the peace treaties of 1919? What special role did Adolph Hitler play in the coming of the Second World War?
2. The Second World War has been called the greatest conflict in human history, in part because of the heavy toll of civilian lives. How would you assess the responsibility of each of the major powers for the destruction of civilian populations and for other atrocities during the war?
3. Compare the peace settlement of Versailles with the peace settlement of World War Two (with both Germany and Japan.)
4. Explain why for the Allies -Britain, the United States and the USSR- 1942 was the bleakest year of the war.
5. "The Berlin-Rome-Tokyo Axis was more an ideological than an actual alliance." Assess the validity of this statement.
6. To what extent and in what ways did the United States, the USSR and Great Britain coordinate war aims and strategies?
7. "The allied decision to demand "unconditional surrender" of the Axis powers lengthened the war needlessly." Defend or refute this statement.
8. Contrast and compare the results of the war on both the United States and the USSR.
9. Analyze the way the wartime cooperation of the United States and the Soviet Union degenerated within a few years after the end of the war into the Cold War.
10. Assess and analyze the extent to which the peace settlements in Europe at the end of World War I became causes of World War II.
11. In what ways did the peace settlements after World War II reflect lessons learned from the Versailles Treaty?

## THEMATIC ESSAYS FOR COLD WAR

1. Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the construction of the Berlin Wall in 1961.
2. Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945-1970.
3. Why was the Soviet-Western coalition unable to lay the foundations for the postwar world?
4. What was meant by the policy of "containment"? What did it accomplish in the years 1945-1955?
5. Explain the origins of the Cold War. How did perceptions and misperceptions on both sides contribute to it? What form did it take in the first postwar decade?
6. Discuss the emergence in the postwar era of the political systems and the economies of the major Western European nations.
7. What forms did the movement for European unification take in the postwar era?
8. How did wartime planning help reshape the postwar global economy? Discuss the roles of the USA, Japan and Western Europe in the postwar economy.
9. Analyze the way in which wartime cooperation between the USA and the USSR degenerated, within a few years of the war's end, into the Cold War.
10. Explain the significance of the Marshall Plan.
11. Explain the major confrontations of the Cold War before the death of Stalin.
12. Evaluate the role of NATO in the defense of Western Europe.
13. Analyze the movement towards economic unity in Western Europe.
14. Contrast and compare the status of the Eastern European satellites before and in the two decades after the death of Stalin.
15. Analyze how and why the Cold War gradually thawed.

16. Describe and analyze the resistance to Soviet authority in the Eastern Bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries.
17. Assess and analyze how problems in the World War II alliance of the United States, Great Britain and the Soviet Union helped lead to the Cold War.
18. How much did the Cold War between the United States and the Soviet Union affect European diplomacy in the last half of the 20<sup>th</sup> century.
19. In what ways were the diplomatic, military and political concerns of the United States and the Soviet Union parallel between the years 1945-1991. In what ways did they have different responses to similar problems?
20. Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on Eastern Europe.
21. Describe and analyze instances of nationalism that challenged hegemony of the U.S.A. and the U.S.S.R. between 1945-1991.
22. Describe the misconceptions the U.S.A and the U.S.S.R. had about each other and how they informed the Cold War. Include misconceptions that had developed prior to World War II.
23. What were the similarities between the U.S.A. and the U.S.S.R. in the problems they confronted and the solutions they devised between 1945-1991.
24. Analyze three reasons for the end of Soviet domination over Eastern Europe.

## THEMATIC ESSAYS FOR POST WAR ECONOMICS AND CULTURE

1. Assess the strengths and weaknesses of the economic revival of Western Europe between 1945 and 1970
2. To what extent and in what ways has 20th c. physics challenged the Newtonian view of the universe and society?
3. Analyze the ways in which technology was an issue in European social activism between 1945-1970. Be sure to include three of the following: environmentalism, peace movements, women's movements, workers' movements.
4. Analyze criticism of European society presented by European authors in the period 1940-1970. Be sure to discuss at least two works.
5. Analyze common political and economic problems facing Western European nations in the period 1945-1960 and discuss their responses to these problems.
6. Identify four specific changes in science and technology and explain their effects on Western European family and private life between 1918 and 1970.
7. Explain why the colonial empires of Great Britain and France ended after World War II.
8. Explain the significance of the Marshall Plan.
9. Analyze the movement towards economic unity in Western Europe.
10. Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following:
  - a) Economic recovery and integration
  - b) Development of the welfare state and its subsequent decline.
18. Discuss the major trends in the European economy from 1974-1991
19. In what ways were the European alliances and diplomacy of the post-War era dramatic departures from previous European history?
20. How much did the Cold War between the United States and the Soviet Union affect European diplomacy in the last half of the 20<sup>th</sup> century?
21. How did the domestic policies of England, France and Germany in the post-War era reflect continuity with policies and issues of the previous 100 years?
22. Explain the stages of the Cold War from its beginning in 1945 until the dissolution of the Soviet Union in 1991.
23. Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945-2000 evaluate the validity of this interpretation.
24. Analyze the factors working for and against European unity from 1945 to 2001

## THEMATIC ESSAY QUESTIONS FOR WOMEN

1. Discuss the relationship between socialism and feminism from the beginning of the 19th century to the early 20th century.
2. How were the feminist movements in 19th and early 20th century England, France and Germany representative of each country's particular political, economic and social conditions or *volksgeist*?
3. Describe and analyze the arguments for and against women's suffrage. Which groups supported each argument and why?
4. What were the different legal, social, economic and ideological responses of Western European countries to the declining birthrate that began in the late 19th century?
5. Compare and contrast the attitudes of bourgeois women and working class women on at least three issues of feminism.
6. How did feminist ideology and programs change from the period of the French Revolution to the beginning of the Second World War?
7. Compare and contrast the roles of British working women in the preindustrial economy (before 1750) with their roles in the era 1850-1920.
8. Man for the field and woman for the hearth:  
    Man for the sword and for the needle she:  
    Man with the head and women from the heart:  
    Man to command woman to obey:  
  
How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19<sup>th</sup> century?
9. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.

## CROSS CHRONOLOGICAL QUESTIONS FOR THEMATIC ESSAYS

1. Compare and contrast the cultural values of the Enlightenment with those of the sixteenth century Northern Renaissance.
2. Compare and contrast the patronage of the arts by Italian Renaissance rulers with that by dictators of the 1930's.
3. Compare the economic roles of the state under seventeenth-century mercantilism and twentieth century communism. Illustrate your answer with reference to the economic system of France during Louis XIV's reign under Colbert and of the Soviet Union under Stalin.
4. Contrast the ways in which European skilled craftsmen of the mid-eighteenth century and European factory workers of the late nineteenth century differed in their work behavior and in their attitudes toward work.
5. Compare and contrast the motives for Europeans overseas expansion during the Age of Discovery (15th and 16th C.'s) and during the Age of New Imperialism (19th and early 20th c.'s).
6. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.
7. Compare and contrast the efforts to ensure European collective security that were made by the victorious powers between 1815 and 1830 (after the Napoleonic Wars) with those made by victorious powers between 1918 and 1930 (after the First World War.)
8. Compare and contrast the roles of the peasantry and of urban workers in the French Revolution of 1789 to those of the peasantry and of urban workers in the Russian Revolutions of 1917.
9. Describe and analyze the ways in which the development of printing altered both culture and religion of Europe during the period 1450-1600.
10. Contrast European diplomacy in the periods 1890-1914 and 1918-1939 respectively. Include in your analysis goals, practices and results.
11. Between 1450-1800 many women gained power as rulers, some as reigning queens, others as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.

12. Analyze the major social, political, and technological changes that took place in European warfare between 1789 and 1918.
13. "Dictators in 20th c. Europe have had much greater control over culture and society than had divine right monarch of earlier centuries."  
Assess the validity of this statement, using specific examples from each era to support your position.
14. Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers with the various attitudes held by European artists and intellectuals in the 20th century.
15. Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.
16. Compare and contrast the women's suffrage movements of the late nineteenth and early twentieth century with the European feminist movements of the 1960's and 1970's.
17. The nature and motivation for warfare in Europe has altered many times during the modern era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon.
18. Louis XIV (reigned 1643-1715) was France's most famous absolute monarch, while Napoleon III (reigned 1851-1870) a nephew of Napoleon Bonaparte, became emperor of France in an army-direct coup d'état and ruled in conjunction with a two-house legislature. Analyze similarities and differences in the nature and style of these two monarchies.
19. Using the Glorious Revolution of 1688, the French Revolution of 1789 and the Russian Revolution of 1917, discuss and analyze the nature and scope of the revolutionary tradition in modern Europe.
20. Describe and analyze the development of democracy in Great Britain during the 19<sup>th</sup> and 20<sup>th</sup> centuries
21. Describe and compare the policies of mercantilism and *laissez-faire*.
22. How would European history be different if, instead of implementing the Balance of Power when Russia beat Turkey in 1771, which resulting in the first Partition of Poland, the Ottoman Empire had been destroyed and Austria and Russia went to war over the Balkans?

23. Machiavelli suggested that a ruler should behave both “like a lion” and “like a fox.” Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli’s suggestions.

Choose two: Elizabeth I of England  
Henry IV of France  
Catherine the Great of Russia  
Frederick the Great of Prussia

24. Discuss the relationship between politics and religion by examining the wars of religion from TWO of the following examples:

Dutch Revolt  
French Wars of Religion  
English Civil War  
Thirty Years War

25. Compare and Contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability.

26. Choose two monarchs and explain how they successfully or unsuccessfully dealt with challenges or threats to their power from the nobles.

Henry VIII of England  
Catherine II of Russia  
Charles I of England  
James I of England  
Louis XIV of France  
Louis XVI of France  
Henry IV of France

27. Compare and contrast the French Jacobins use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin’s use of state power to achieve revolutionary goals in the Soviet Union during the period 1928-1939.

28. Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890.)

29. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.

30. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.

30. Unpopular minority groups have been a persistent historical dilemma. Explain and discuss the reasons why the Huguenots in 17th century France, the Irish in 19th century Great Britain, and the Jews in 20th century Central and Eastern Europe were unpopular with the majority and treated harshly.

## THEMATIC ESSAYS FOR WORLD ECONOMY

1. Explain the changes from mercantilism to capitalism in the 18<sup>th</sup> century world economy and also the ideology behind them. Focus on England and France.
2. Describe and analyze how the opening of the Atlantic changed the world economy.
3. Explain the origins and consequences of the “Price Revolution” which began late in the 15<sup>th</sup> century.
4. Explain the role of the Agricultural Revolution in the early 18<sup>th</sup> century in the development of capitalism.
5. How was the New Imperialism different from the imperialism of the colonial powers in the 15<sup>th</sup>-17<sup>th</sup> centuries?
6. Analyze the movement towards economic unity in Western Europe between 1945-1991.
7. Assess the strengths and weaknesses of the economic revival of Western Europe between 1945-1970.
8. Describe and analyze the conditions in the world economy after World War I that led to the Great Depression.
9. Analyze the key developments that characterized the European economy in the second half of the 19<sup>th</sup> century.
10. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France 1600-1715.
11. Describe the major economic and political reasons for the “rise of the middle class” in England and France.
12. Analyze the changes in the European economy from about 1450-1700 brought about by the voyages of exploration and by colonization.
13. Compare and contrast the economic activities and political policies of England and France after the War of Spanish Succession up to the end of the Seven Years War.
14. Describe and explain how mercantilism was implemented in different parts of the world economy from 1714-1789. To what extent were mercantilist policies successfully implemented by the various European powers?

## **TIMELINES**

## SUPERFICIAL EXCURSION THROUGH MEDIEVAL EUROPE

732 - Charles Martel defeats the Muslims at Battle of Tours.

793 - First attack of Vikings on Europe.

862 - Traditional date for founding of Russia by Slavs inviting Scandinavian Rus to rule them.

945 - Princess Olga is the first Russian ruler to be Christian.

962 - Otto I becomes the first Holy Roman Emperor. The HRE is supposed to be the temporal head of Christianity, which puts him at odds with the Pope who wants that job for himself.

989 - Vladimir I of Kiev converts all the Russians to Orthodox Christianity.

1000 - End of Viking raids.

1054 - Pope and Patriarch (Archbishop of Constantinople) excommunicate each other. Christianity now split between Roman Catholicism and Greek Orthodoxy.

1066 - William of Normandy conquers the Angles and Saxons in England.

1077 - Henry IV of Germany "goes to Canossa" begs Pope Gregory VII's forgiveness to get his excommunication lifted.

1095 - Seljuk Turks take Jerusalem.

1096 - First Crusade. Byzantine Emperor Alexis Comnenus asks Pope Urban II for help to retake Jerusalem.

1215 - Magna Carta. Nobles force King John of England to sign it.

1225-1273 - Life of St. Thomas Aquinas, the guy who invented the concept of "just war" and "just price." Heavy hitter in "scholastic" philosophy.

1240 - Mongols destroy Kiev, rule all Russia.

1270 - 8th and final Crusade.

1302 - High point of papal power. Boniface VIII publishes bull, Unam Sanctum.

1337 - Hundred Years War begins between England and France.

1348 - Black Death kills off between 1/4-1/3 of entire population of Europe. Death drives up the price of people.

1350 - A convenient date to begin the Renaissance, an artistic and literary movement located primarily in Italy and Germany.

1453 - A big year: 1) Ottoman Turks take Constantinople. Goodbye, Byzantine Empire.  
2) Hundred Years War over; France wins.

1455 - War of the Roses begins in England.

1461 - Reign of King Louis XI of France.

1462 - Beginning of reign of Ivan III

1469 - Ferdinand of Aragon and Isabella of Castile get married. Spain on the road to unification.

1480 - Ivan III liberates the Russians from the Mongols and becomes the first Tsar.

1485 - War of the Roses over. Reign of Henry VII begins.

1492 - Another big year: 1) Spain completes "Reconquista" expels Moors from their last stronghold at Granada. 2) Spain kicks out all the Jews. 3) Columbus sails the ocean blue.

1517 - Martin Luther nails up his 95 Theses, beginning the Reformation. A convenient date to end the Renaissance as well.

## USEFUL DATES FOR UNDERSTANDING CONFUSION IN THE CATHOLIC CHURCH AND THE HOLY ROMAN EMPIRE

"This agglomeration which was called and which still calls itself the Holy Roman Empire is neither holy, nor Roman nor an empire."

--Voltaire, Essai sur les Moeurs, 1756.

932-973 - Reign of Otto I of Germany. He establishes control over German duchies, conquers Italy and stops the westward advance of the Magyars (who become Hungarians later on) at the Battle of Lechfeld in 955.

962 - Otto I is crowned Holy Roman Emperor of the German Nation. He becomes the first Holy Roman Emperor, hereafter abbreviated HRE. Because of the notion that the HRE is the temporal head of Christendom, the HRE's are always in conflict with the Pope, who would like that role for himself.

1186 - Constance, daughter of Roger II of Sicily, marries Henry VI, HRE.

1192 - Sicily united with the HRE

1202 - Pope Innocent III asserts papal authority over HRE, and all other temporal government. His main antagonist was Frederick II of Hohenstaufen who became HRE in 1220.

1250 - Frederick II dies and imperial power in Germany and Italy collapses.

1302 - Papal Bull Unam Sanctum bans churchmen from paying taxes to temporal rulers. It was opposed by England and France.

1309-1377 - The "Babylonian Captivity" in which a series of Frenchmen, starting with Clement V, were elected popes, with energetic participation of the Kings of France, and the papal court was moved to Avignon.

[1337 - Hundred Years War begins between England and France.]

[In the middle of the war lurks the Black Death]

1356 - Right to choose HRE vested in seven electors from political units in Germany, by the Golden Bull

1378 - The Great Schism of the West. Two rival popes, one at Avignon (Clement VII) and one at Rome (Urban VI.)

1409 - Council of Pisa deposes both popes and elects a new pope. But the first two refuse to step down so then there are THREE!

1414-1418 - Council of Constance deposes the three aforementioned popes and this time it sticks. Council elects Martin V, who rules from Rome. Also on the agenda is the extirpation of heresy, particularly the Hussites.

1438 - First Habsburg chosen as HRE

[1453 - Turks take Constantinople, marking the fall of the Byzantine Empire]

[1453 - Hundred Years War ends. France wins.]

[1455-1480 - War of the Roses over succession to English throne.]

1493 - Maximilian I, Archduke of Austria is HRE. He initiates diplomacy by marriage.

1517 - Luther issues his 95 Theses

1519 - Charles V is elected HRE

1521 - Diet of Worms

1524-1526 - Peasant uprisings in southern and central Germany. Luther repudiates them.

1526 - Hungarians defeated by Turks at Mohacs. In panic they elect Charles V's brother Ferdinand to be their king.

[1527 - Charles V's troops sack Rome.]

1531 League of Schmalkalden organized by Protestant princes against Charles V.

1545 - Council of Trent in which the Catholics reaffirm their beliefs and go on the offensive against the Protestants. Ignatius Loyola founds the Jesuits.

1555 - Peace of Augsburg in which Charles V allows the Protestant princes in the HRE freedom of worship. Each prince will determine the religion of his people.

1556 - Charles V abdicates and his kingdom is divided into the Spanish and the Austrian branches.

1618-1648 - 30 Years War, featuring the Defenestration of Prague, which starts out as a religious/civil war and ends up as an international free for all, destroying both the prospects for political unity and the economy of the Germanic lands for years and years in the process.

1806 - Napoleon forces Francis II HRE to give up his title. Francis becomes Francis I of Austria. HRE gives up the ghost.

## TIMELINE FOR ISLAM AND OTTOMAN EMPIRES

570-632 C.E. - Life of Muhammad. He is born in Mecca, a pilgrimage site for Arabs who worship at the site of the Kaaba.

610 - Muhammad begins to preach monotheism

622 - Muhammad forced to flee to Medina.

630 - Muhammad and his followers capture Mecca in 630.

632 - Muhammad dies and he is succeeded by four caliphs, elected successors. These leaders form the Orthodox Caliphate. They were good generals and they conquered and converted southern Arabia, parts of the Byzantine Empire, north Africa, Spain, and the Persian Empire.

632-634 - Abu Bakr

634-644 - Umar

644-656 - Uthman. He was murdered by partisans of Ali.

656-661 - Ali. Ali was Muhammad's cousin and son-in-law. He was murdered and replaced by the

661-750 - Umayyad dynasty, which moved the capital of the empire to Damascus. At this time the sect of Shi'ites broke away from Islam. Shi'ites are a minority everywhere except Iran.

750- Umayyads massacred and overthrown by the

750-1258 - Abbasid dynasty, which moved the capital to Baghdad. Islamic Empire has a "Golden Age." (The Umayyads fled to Spain where they set up their own caliphate, which lasted until 1492.)

861 - Abbasid caliphs become the puppets of officers of Turkish elite guards.

929 - Abd al-Rahman III of Cordova adopts title of Caliph.

969 - Fatimids (Shi'i) take over Egypt.

1054 - Schism between the RCC and the EO.

1055 - Seljuk Turks, former nomads converted to Islam, capture Baghdad, and proclaim their leader the sultan, ruling on "behalf" of the Abbasids. IT IS THE END OF ARAB POWER IN ISLAM!

1058 - Abbasid Caliphs crown Seljuq Tughril Beg as "Sultan" (temporal leader.)

1071 - Seljuks beat the Byzantines at Manzikert and capture Jerusalem, the trigger for the First Crusade.

1099 - Christians take Jerusalem

1157 – Seljuq Shah builds Iranian empire in opposition to Abbasids.

1171 - Downfall of Fatimids.  
1187 – Saladin retakes Jerusalem.  
1219 – Genghis Khan launches attack on Islamic rule in Transoxiana and Persia  
1221 – Genghis Khan (Temujin) leads the Mongol army into Persia. Mongols later split their domains into separate Khanates: Il-Khans (Persia) and Golden Horde (Russia.)  
1250 - Ottoman Turks, having been driven west by the Mongols, take service with the Seljuks.  
1250 – Mamluks take over Egypt from the French.  
1258 – Mongol army captures Baghdad. END OF ISLAM'S GOLDEN AGE.  
1260 Mamluks defeat Mongols (Il-Khans) at Ain Julat.  
1288 - Osman I, chief of the Ottomans, proclaims himself Sultan of all the Turks, and thus founds the Ottoman Empire.  
1370-1405 – TAMERLANE, a Muslim of Mongol descent, reconstitutes the Empire of the Il-Khans, and conquers most of the Islamic world.  
1421-51 – Murad II develops the janissary system.  
1453 - Ottomans conquer Constantinople, the last nail in the coffin of the Byzantine Empire.

Ottomans expanded across Christian Europe in the 16th century, acquiring territory in Greece, Bulgaria, Serbia, Romania, Hungary and the Crimea. They took control of Egypt, parts of North Africa and Syria, Lebanon, Israel, Persia, Iraq and Yemen.

1501 – Isma'il begins Safavid Dynasty in Persia. He is the descendant of a 200 year old family of Sufi mystics.

1520-1566 - Reign of Suleiman the Magnificent: the Golden Age of the Ottoman Empire.

1529 - First Siege of Vienna. Turks held off but it is a close call.

1536 - Alliance between Suleiman and Francis I of France against the Habsburgs.

1571 - Battle of Lepanto: Turks are defeated by Spanish and Venetians. It is the end of Turkish sea power in Europe.

1587 – Shah Abbas – the high point of Safavid rule.

1683 - Turks fail again to successfully besiege Vienna. It's the beginning of the end for the Ottoman Empire.

1687 - Battle of Mohacs, in which the Ottomans are defeated and Hungary becomes a hereditary Habsburg possession.

## USEFUL DATES FOR THE NEW MONARCHIES

"Be not the first by whom the new are tried,  
Nor yet the last to lay the old aside."

-----Alexander Pope, An Essay on Criticism (1711)

1337-1453 - Hundred Years War between England and France.

1378- "Babylonian Captivity" begins.

1414- Council of Constance ends the Captivity.

1438 - Pragmatic Sanction of Bourges in which Gallican church refuses to pay annates to the pope.

1516 - Concordat of Bologna. King Francis I of France makes a deal with Pope Leo X: he gets to pick all the bishops and abbots and the pope gets his annates.

1455-1485 - War of the Roses, a struggle between the descendants of Edward III for the English crown. Ends with Henry VII ascending the throne, founding the Tudor dynasty.

1461-1483 - Reign of Louis XI of France. Member of the Valois family.

1469 - Ferdinand of Aragon marries Isabella of Castile.

1478 - Ferdy and Izzy bring the Inquisition (founded in 12th century) out of mothballs.

1485-1509 - Reign of Henry VII.

1491 - Charles VIII of France marries the daughter of the Duke of Brittany. France acquires the territory.

1492- Ferdinand and Isabella do three things: 1. Complete the Reconquista, expelling the Moors from Granada. 2. Expel the Jews from Spain 3. Underwrite Columbus's expedition to the New World, although they do not know it is new at the time.

1509 - Henry VIII succeeds his father

1529 - Peace of Cambrai: the French renounce their claims to Italy and Charles V (HRE) renounces his claim to lost Burgundian lands.

## USEFUL DATES FOR THE REFORMATION

1328-1384 - Life of John Wyclif. The Lollards were his disciples. He was declared a heretic posthumously and the RCC dug up and burned his bones in 1428.

1369-1415 - Life of John Hus. Condemned as a heretic by the Council of Constance, he was burned at the stake.

1414-1418 - Council of Constance ends Great Schism.

1483-1546 - Life of Martin Luther.

1484-1531 - Life of Ulrich Zwingli.

1509-1564 - Life of John Calvin.

1517 - Luther's 95 Theses are posted on the door of the Court Church at Wittenberg.

1518 - Luther refuses to recant his assertions.

1519 - Charles V is elected HRE and Luther debates theologian John Eck on the issue of the authority of the Pope and church councils, the famous Leipzig Disputation.

1520 - Luther excommunicated by Pope Leo X. He burns the Bull that announces it.

1521 - He denies papal infallibility and so Luther declared an outlaw by Charles V and the Diet of Worms. ("Nobody loves me, everybody hates me...") Luther is rescued by the Elector of Saxony and placed in protective custody at Wartburg where he translates the Bible into German.

1524 - Peasant's rebellion in Germany is stirred by Luther's writings though condemned by Luther himself.

1525 - Lutheranism becomes official religion of Saxony.

- in East Prussia, Albert of Branderberg converts the area belonging to the Teutonic Knights into a secular duchy.

1526-1532 - Charles V's war with the Turks.

1527 - Henry VIII of England petitions Pope Clement VII for a divorce from Catherine of Aragon. Pope won't agree because he is in debt to Charles V who is Catherine's nephew.

1529 - German Lutheran princes protest imperial decrees against their faith. That's how they come to be known as Protestant! It's political: princes against Emperor, not religious: Luther against Pope. Diet of Speyer

1530 - Archbishop of Canterbury Thomas Cranmer annuls the marriage of Henry VIII and Catherine.

1531 - Ulrich Zwingli killed.

- Schmalkaldic League founded including the majority of Protestant Princes and Imperial Cities for the defense of Protestantism

1534 - The Act of Supremacy completes the English Reformation.

- Jesuit order founded by Ignatius Loyola.

1534-1535 - The Anabaptist movement led by John of Leyden, takes control of Munster in an attempt to make it a "City of God."

1535 - In England Sir Thomas More, who wrote Utopia, is beheaded for refusing to take the oath of supremacy.

1536 - John Calvin's Institutes are published in Geneva.

1539 - British Parliament passes the Six Articles reaffirming many of the sacraments of the Catholic church.

1540 - The Jesuit Order is approved by the Pope to counter the spread of Protestantism.

1541 - Calvin constructs a government based on the subordination of the states to the church and becomes "ruler" over the city of Geneva until he dies in 1564.

1545 - The Council of Trent is called by Pope Paul III. It reaffirms the seven sacraments.

1546-1547 - Schmalkaldic War: Charles V vs. Schmalkaldic League

1547 - The Six Articles are repealed by Parliament.

- Schmalkaldic League defeated at Muhlberg

1549 - The British Parliament passes the Act of Uniformity, adopts the Anglican mass and a prayer book as new implements of the state religion.

1550 - John Knox establishes Presbyterianism in Scotland.

1551 - Thomas Cranmer publishes 42 Articles of Religion.

1553 - Michael Servetus, one of the founders of Unitarianism, is burned at the stake by John Calvin.

1555 - Peace of Augsburg established religious peace in the HRE. "The religion of the prince is the religion of the people." Only Catholics and Lutherans get to play. The Calvinists and other sects are excluded.

1562 - Conflicts between the Huguenots and Catholic nobles lead to civil wars (nine of them) that end in the Edict of Nantes that gives the Huguenots religious toleration in 1598.

1563 - British Parliament adapts thirty-nine of Cranmer's 42 Articles, and develops the Elizabethan prayer book.

1572 - St. Bartholomew's Day Massacre. Catholic France tries to off all the Protestants, mostly for political reasons.

1598 - Edict of Nantes. Henry IV of France tolerates the Huguenots after himself converting to Catholicism, asserting that "Paris is well worth a mass."

1618 - Defenestration of Prague starts the 30 Years War, the last act in the wars of religion. It's Calvinist Bohemians vs. the Catholic HRE, but it ends up being much more about the Balance of Power and the decline of the Habsburgs than about religion.

1642-1648 - The English Civil War. England turns Calvinist for a short time, then turns back when Oliver Cromwell's incompetent son Richard is tossed out, along with the Commonwealth.

1660 - Restoration of the Stuarts to the English throne. Score one for the Anglicans.

1648 - The Peace of Westphalia pretty much duplicates the Peace of Augsburg, except that this time the Calvinists get their props.

## **THEMATIC TIMELINE FOR ENGLISH RELIGIOUS/POLITICAL FREEDOM**

1215 - Magna Carta. English barons force King John to sign it establishing their right to a council to discuss problems.

1265 - Simon de Montfort expands council by calling burgesses (freemen from towns) as representatives of certain boroughs.

1295 - Model Parliament. Edward I needs money for war. He calls 2 knights from each shire and two burgesses to vote taxes for him. It is the basis for the House of Commons.

1297 - Rights of Parliament to approve taxes and customs dues confirmed. Petitions from Parliament that get the King's approval become law. Parliament can initiate legislation.

1332 - Parliament meets in two "houses," Lords and Commons, for first time.

1337-1453 - Hundred Years War against France.

1348-1349 - Black Death

1381 - Peasant's Revolt

[Between the Black Death and the 100 Years War the population of nobles is decimated, wages go up because of fewer workers, and the King needs more money to fight the war.]

1445 - Invention of the printing press

1455-1485 - War of the Roses, civil war about who will succeed to the English throne.

1485-1509 - Reign of Henry VII

1509-1547 - Reign of Henry VIII

1531 - English clergy recognize Henry as Supreme Head of the Church in England.

1533 - Henry's marriage to Catherine of Aragon declared void. Pope excommunicates Henry.

1534 - Act of Supremacy. Makes Henry head of the Church of England and cuts all ties to Rome. (This is the law that they got Sir Thomas More on.)

1547-1553 - Reign of Edward VI

1549 - Act of Uniformity and new prayer book

1552 - 2nd Act of Uniformity

1553-1558 - Reign of Mary Tudor (aka Bloody Mary) who reinstates the Catholic Church

1558-1603 - Reign of Elizabeth I who reinstates Anglican Church

1559 - Act of Uniformity, makes only 1 legal church in England. New Act of Supremacy and new Prayer Book. Elizabeth is now supreme governor of all English institutions, church and state.

1563 - Statute of Artificers

1587 - Mary Queen of Scots (aka Mary Stuart) executed. She was Catholic.

1588 - Defeat of Spanish Armada. England is now safe from Catholic Spain.

1592 - Presbyterianism adopted in Scotland.

1593 - Act Against Sectaries. Legislation against Puritans.

1603 - Elizabeth I dies, succeeded by Mary Q-of-S's son James I. He believed in the "Divine Right of Kings."

1611 - King James Version of the Bible

1624-40 - "Eleven Years Tyranny." Charles I dissolves Parliament.

1639 - Archbishop Laud tries to force the Scotch Presbyterians to conform to the Church of England. The Scots threaten to invade England.

1640 - Charles I has to recall Parliament because he needs money to fight Scottish invasion. The Short Parliament is followed by the Long Parliament. (Compare to France of Louis XVI.)

1641 - Parliament passes laws to limit the King's power

1642-1648 - English Civil War. King Charles invades Parliament and tries to arrest five leaders.

1644 - Oliver Cromwell organizes the New Model Army

1647 - Parliament tries and fails to dissolve the New Model Army

1648 - Capture of Charles I

1649 - Charles I is tried and executed.

1651 - Leviathan by Thomas Hobbes (Tyranny is better than chaos and death.)

1649-1653 - English Commonwealth - Rule by House of Commons

1653-1660 - English Protectorate - Rule by Oliver Cromwell

1658 - Cromwell dies. He is succeeded by his less skillful and less charismatic son Richard.

1659 - George Monck calls back Parliament.

1660 - Restoration of Stuart Monarchy. Charles II becomes king.

1679 - Habeas Corpus

1685 - James II, who is Catholic, becomes king. He's Charles II's brother.

1687 - Government positions opened to Catholics

1688 - Glorious Revolution. William of Orange, married to James II's Protestant daughter Mary, is invited by House of Lords to save England from Catholicism.

1689 - English Bill of Rights

1688-1702 - Reign of William and Mary. All's well that ends well.

1701 - Act of Settlement. Parliament decides there will never be another Catholic king of England. After the reign of Anne (the sister of Mary, daughter of the former James II) succession is settled on Sophia of Hanover, the great granddaughter of James I.

## **BLOW BY BLOW: THE ENGLISH CIVIL WAR**

1625 - Charles I succeeds his daddy James I as King of England.  
His "favourite" is Buckingham.

1628 - Charles wants money to fight a war against France (1626-1630) and so Parliament passes the PETITION OF RIGHT which Charles must sign before Parliament will give him any money. It prohibits benevolences, billeting of soldiers in private houses, and imprisonment without specific charges.

1629 - Parliament meets, furious at the King's persistent levying of "tonnage and poundage." Eliot reads his "resolutions" which say that whoever introduced innovations in religion or disagreements with the one true church; whoever advised levy of tonnage and poundage without consent of the Parliament and who ever voluntarily paid such duties was an enemy of the kingdom. John ELIOT was arrested and sent to the Tower and Parliament dissolved. Notice that early on religion and politics are confounded. Beginning of the ELEVEN YEARS TYRANNY.

1634 - SHIP MONEY CASE focus of hatred of Charles I. It extends to the whole country a tax heretofore levied only on seaboard towns. The idea is that the whole country should support the navy. Typical position of the King (ANY European king) vs. the nobles. JOHN HAMPDEN defies the tax, goes to court and loses, but the public is on his side.

1637 - Under pressure from the Archbishop of Canterbury, William LAUD, an attempt is made to force the Anglican religion on the Presbyterian Scots. Bad idea.

1639 - First Bishop's War. Scots rise against Charles I. Charles I makes peace with Pacification of Dunee, avoids a big battle, the armies are disbanded but the Scots Parliament remains firm.

1640 - Charles I is strapped for funds and unable to conquer the Scots without more money. So he calls Parliament - the SHORT PARLIAMENT - that refuses to vote him any money until he settles their grievances, so he dissolves it.

- Second Bishops War breaks out, Charles I is defeated and he must agree to pay the Scots a big indemnity. To get the money he must call Parliament and make it work this time.

1640

- Beginning of the LONG PARLIAMENT (which lasts until 1660.) The Scots won't disband until they are paid, so the Parliament has Charles where they want him. 1. Laud is impeached and sent to the Tower. 2. Parliament passes Triennial Act that calls Parliament every three years whether the King wants to or not. 3. Another bill is passed to prevent Charles from dissolving the Long Parliament without its own consent. 4. The ROOT AND BRANCH BILL that abolishes Anglican bishops is introduced, which leads to a split between the moderate Puritans and the more radical Presbyterians.

1641 - Abolition of the courts of Star Chamber and High Commission.

- Parliament hears of the massacre of Protestants in Ulster, in which 30,000 people are killed, but is unwilling to entrust Charles with an army. Instead they pass the GREAT REMONSTRANCE, which is a long list of all their complaints about his reign.

1642 - Charles orders the impeachment of five members of Parliament for treason. Commons refuses to order their arrest. Charles shows up in Parliament with soldiers, but the five had been warned and escaped. Parliament then passes bills excluding bishops from the House of Lords and giving command of the militia to the Parliament. The king, with some of his supporters, leaves London for York, taking the Great Seal with him. Thus Parliament commits to passing laws that are NOT submitted to the king and are NOT signed with the Great Seal.

- Parliament makes one final appeal to Charles, submitting to him the NINETEEN PROPOSITIONS among which are: 1. King should assent to the militia bill 2. fortified places entrusted to officers appointed by Parliament 3. liturgy and church government should be reformed according to the wishes of Parliament 4. Parliament should appoint and dismiss all royal ministers and guardians of the king's children. 5. Parliament should have the power to exclude from the House of Lords all peers created after that date. To no one's surprise, the King refused.

- Expecting violence, Parliament raises an army and creates a committee of public safety (not to be confused with the French version of the same thing which won't happen until 1792) and Charles raises his army and the Great Rebellion is begun.

## THE CIVIL WAR

"In this corner, the challenger..." Parliament took with it East Anglia, London, and the south of England. Socially it included the middle classes, the great merchants and many great nobles. Religiously they tended to be Puritans. Their nickname was ROUNDHEADS.

"In this corner, the champion..." North England and west-central England stood by the King. The King was supported by the gentry, the Anglican clergy (surprise) and the peasantry. Royalists were sometimes called CAVALIERS.

OLIVER CROMWELL (1599-1658) emerges as the best general on either side - he works for Parliament. Cromwell is a member of the lesser landed GENTRY and he is an ardent PURITAN. His forces are called the IRONSIDES.

1643 - The SOLEMN LEAGUE AND COVENANT makes England, Ireland and Scotland all the same religion: Presbyterian. Scots agree to help the English against the king.

1644 - BATTLE OF MARSTON MOOR. Royalist cavalry leader Prince Rupert defeats the Scots and then is trounced thoroughly by Oliver Cromwell and his Ironsides. This is the crucial battle of the war that gives the north to Parliament.

1645 – LAUD is tried and executed. Meanwhile England is moving toward more extreme Protestantism. Cromwell, with his Independents, rose to leadership. The whole Parliamentary army is reformed, the NEW MODEL ARMY, on the model of Cromwell's Ironsides.

1646 - BATTLE OF NASEBY is the decisive defeat of the King's forces, after which royalists and royalist towns surrender one after the other. Charles surrenders himself to the Scots.

- Parliament submits the NEWCASTLE PROPOSALS to captive Charles. They demand  
1. that Parliament control the militia for 20 years  
2. that Charles take the Covenant (and turn himself into a Presbyterian)  
3. that Charles support the Presbyterian establishment. Charles knows that trouble is brewing between the Presbyterians in Parliament and the Independents in the Army, and so he refuses the propositions.

1647 - The Scots turn Charles over to the Parliament, but soon the Army and Parliament are in open conflict. Parliament votes to disband the army not needed for garrisons or service in Ireland. The Army collects Charles before an agreement can be reached between the King and the Presbyterians. Furthermore the army has taken an oath at TRIPTOW HEATH not to disband until freedom of conscience is obtained.

- The Army asks Parliament to exclude 11 members that it doesn't like in the HUMBLE REMONSTRANCE, which is anything but humble. Many members of Parliament flee to the army.

- The Army is now making proposals of its own to the King: that worship be free for all; that Parliament control the army and navy for ten years and then appoint officers of state; that Parliament serve for three years. Needless to say, these proposals are rejected by the King.

- Parliament presents the FOUR BILLS to the King: 1. Parliament to command the army for 20 years. 2. All declarations and proclamations of the King against Parliament are recalled 3. All peers created since the great seal was sent to Charles to be incapable of sitting in the House of Lords. 4. The two houses should adjourn at pleasure.

Charles has been negotiating with the Scots, who really really hate the idea of the Independents getting freedom of religion. He agrees to dump Anglicanism and accept Presbyterianism. The Scots agree to support him with their army, so we end up with

#### 1648 - THE SECOND CIVIL WAR

It's a war between Scotland and England, between royalists and Roundheads and also between Presbyterians and Independents. (Can't tell the players without a scorecard!)

It runs from January 1648 to August of 1648 when Oliver Cromwell defeats the Scots at the BATTLE OF PRESTON. Charles ends up captured by the army.

- Meantime the Army is becoming impatient and Colonel Pride forces 96 Presbyterians out of Parliament in PRIDE'S PURGE (the aftermath of Pride's Binge, no doubt) and the result is the RUMP PARLIAMENT of only 60 members.

- The Rump votes that Charles be brought to trial.

1649 - The army council drew up a temporary INSTRUMENT OF GOVERNMENT. Charles was tried before a high court whose jurisdiction he did not recognize. He was sentenced to death and beheaded on January 30.

# THE COMMONWEALTH

1649-1660

It is a republican form of government with power in the hands of Cromwell. Technically the Rump Parliament is the legislative body. The title and office of King is abolished and so is the House of Lords.

1649 - With the death of Charles I, the Scots and the Irish revolt, proclaiming Charles II as king. Cromwell goes to Ireland and massacres thousands of Irish at Drogheda and Wexford. In the Cromwellian Settlement the Catholic landholders are dispossessed in favor of Protestant landholders.

1650 - Cromwell defeats the Scots and pursues Charles II unsuccessfully. Charles II escapes to France in disguise. "He who fights and runs away, lives to fight another day."

1651 - First Navigation Act. Forbids the importation of goods into England except in English vessels. A classic measure of mercantile policy, it helps the English merchant marine gain ascendancy over the Dutch.

1652 - War with the Dutch breaks out over the First Navigation Act. (Peace is made in April 1654)

- Things are still bad between the Rump and the Army and so

1653 - Cromwell dumps the Rump, dissolves the council of state, and sets up a new council and a nominating parliament called the BAREBONES or Little Parliament. Cromwell's supporters then give him all their powers and Cromwell sets up the

- PROTECTORATE (Cromwell himself, of course, is the Lord Protector of the Commonwealth of England, Scotland and Ireland)

The Protector and the council could issue ordinances but only the Parliament could grant supplies and levy taxes.

1654 - The New Parliament quarrels with the Lord Protector who responds by dissolving it.

1655 - Cromwell divides England into 12 military districts, each with a force supported by a tax on royalist estates. Anglican clergy are forbidden to preach and Catholic priests are ordered out of the country. Censorship of the press. Cromwell enforces rigid "Puritanical" rule on arts and morals.

1656 - War with Spain (Hey, why not?) It lasts until 1659.

- Cromwell's Third Parliament still suffers from exclusion of members, those to whom Cromwell objects. They pass the Humble Petition and Advice (very humble) which establishes a second house, deprives the Protector of the power to exclude members, reduces power of the council, fixes supply for the army and navy, and tolerates all trinitarian Christians except the Anglicans and the Catholics.

- Cromwell rejects the title of King.

1658 - Cromwell dies on September 3. He is succeeded by his son Little Richard. The Parliament is in a fight with the Army once again and the army induced Richard to dissolve the Parliament. Undaunted - for once - the Parliament met anyway and Richard was induced to resign as Protector. He was protecting himself, I guess. The army tried to object, there were insurrections and in the end the Parliament won.

1660 - General Monk led his army from Scotland to London, reconstituted the Long Parliament with the surviving members excluded by Pride's Purge.

- Charles II issued his DECLARATION OF BRED A that proclaimed amnesty to all not especially excepted by Parliament, promising freedom of religion and confirmation of confiscated estates in the hands of the actual holders. He was officially proclaimed king by Parliament on May 8, 1660.

AND THEY ALL LIVED HAPPILY EVER AFTER. At least until 1688.

## TIMELINE ON FRANCE

1066 - William of Normandy ("The Conqueror") invades England

1204 - Philip II conquers English territory in Northern France (Normandy, Maine, Anjou and Touraine.)

1214 - Battle of Bovines. Philip II takes remaining English lands except Guinne and Gascony.

1234-1301 - Philip II gets Chartres, Blois, Toulouse, Macon, Poitou and Bar from French nobles.

1328 - Valois Dynasty begins. Charles IV dies. Succeeded by cousin Philip VI.

1337 - Charles IV's nephew, Edward III of England, claims French throne

1337-1453 - 100 Years War with England

1348-1349 - The Black Death

1349 - Dauphine becomes the province of the heir, who is, therefore called the "Dauphin."

1355 - Parisians led by cloth merchant Etienne Marcel rise against taxes.

1358 - The Jacquerie, uprising of French peasants against harsh conditions. They try to ally with Parisian rebels but are crushed by nobles and merchants.

1382 - Uprising in Paris against taxes

1415 - Henry V of England wins Battle of Agincourt

1420 - Henry marries French princess and becomes heir to France by Treaty of Troyes

1429 - Battle of Orleans in which Joan of Arc leads troops.

1453 - England defeated. They get to keep only Calais and Channel Islands

1477 - Louis XI seizes Burgundy and Artois

1480 - Louis XI seizes Lorraine

1491 - Charles VIII marries Anne of Brittany and thus acquires Brittany.

1517 - Luther nails up his 95 Theses

1520 - Luther called to account at the Diet of Worms

1555 - Peace of Augsburg after years of religious wars. The Prince of each German state will decide the religion of the area.

1559 - Henry II, a Valois, dies. One sixth the population of France is Calvinist (Huguenot.) He has four incompetent sons by Catherine de Medici, who rules in their names. On-going fight between the Bourbons (Protestants) and Guises (Catholics.)

1562-1589 - 9 Civil Wars

1572 - St. Bartholomew's Day Massacre in Paris. Huguenots killed by Catholics. King is Charles IX, a weak ruler advised by Admiral de Coligny.

1574 - Charles IX dies, succeeded by Henry III who "reigned but did not rule."

1589 - Catherine de Medici dies. Henry III orders Catholics Guises murdered, is murdered his own self by a friar. The heir is Henry of Navarre, a Bourbon descendant of St. Louis (Louis IX.) Henry is a Huguenot.

1593 - Henry IV converts to Catholicism, announcing "Paris is worth a mass."

1598 - Henry IV promulgates Edict of Nantes, giving religious toleration to Huguenots everywhere except Paris. He announces his goal of "a chicken in every pot."

1610 - Henry IV is stabbed to death.

1610-1643 - Reign of Louis XIII

1624 - Louis XIII appoints Cardinal Richelieu his advisor.

Richelieu's program: 1) weakens Huguenots 2) weakens nobles 3) strengthens government powers to tax and to dispense justice 4) beats the Spanish and Austrian Habsburgs in the 30 Years War.

1627 - Catholics besiege Protestant stronghold of La Rochelle

1635 - Richelieu sends French to fight against Habsburgs on the same side as the Swedish and German Protestants in Thirty Years War.

1642 - Richelieu dies

1643 - Louis XIII dies

1643-1715 - Reign of Louis XIV, "The Sun King," begins when he is five years old. His mother Anne is Regent. Cardinal Jules Mazarin is prime minister.

1648 - 30 Years War ends. The German economy is ruined. In the Peace of Westphalia France takes Alsace and emerges as Europe's strongest country. A triumph for Mazarin.

1648-1653 FRONDE rebellion against Mazarin

1661 - Mazarin dies. Louis XIV rules and dominates France until 1715. Louis XIV's minister of finance is Jean-Baptiste Colbert (1619-1683) who pursues a policy of a) mercantilism and b) subsidies and tax benefits for French manufacturers.

1667-1697 - Louis XIV tries three times to expand French borders to the Rhine River.

1683 - Colbert dies. Louis XIV revokes the Edict of Nantes. Huguenots flee. There goes the middle class. Compare to Spain in 1492.

Louis tries for military gain but is restrained by a coalition of smaller countries. Welcome to the Balance of Power!

1697 - Louis XIV reacquires Alsace but ends up nearly broke.

1700 - Charles II of Spain dies and will his kingdom to Louis XIV's grandson Philip. There suddenly exists the possibility that France and Spain will be united.

1701 - England, Austria, Dutch Republic, Denmark, Portugal, several German States, and the Duchy of Savoy unite against France and Spain in The War of Spanish Succession.

1713 - War of Spanish Succession ends in the Peace of Utrecht. Britain is the big winner. The German state of Prussia is recognized as a kingdom, as is the Duchy of Savoy.

1715 - Louis XIV dies of gangrene. He is succeeded by his five year old grandson Louis XV.

1715-1774 - Reign of Louis XV: "Après moi, le déluge!"

1774-1792 - Reign of Louis XVI: "Hey, what happened?" End of Ancien Regime.

## **EVOLUTION OF SPANISH NATION-STATE AND ITS ECONOMY FROM FEUDAL CHAOS TO CONSOLIDATION TO CHAOS AGAIN**

1469 - Ferdinand of Aragon and Isabella of Castile marry, sort of uniting their kingdoms, but not really.

1492 - Spanish Inquisition; Moors kicked out of Granada; Columbus's first voyage; Jews forced to convert or flee.

1517 - Luther's 95 Theses

1519 - Charles V the HRE, who is also Charles I of Spain, ascends both the thrones.

1521 - Diet of Worms (yum!)

1545 - Council of Trent initiates the Counter-Reformation  
- Silver mines open in Potosi, Peru

1555 - Peace of Augsburg. Religion of Prince = Religion of State

1556 - Charles I of Spain (Charles V, the HRE) abdicates, divides the Habsburg holdings between his son and his brother Ferdinand and retires to a monastery. He is succeeded in Spain by his son Philip II, who builds Escorial and leads Spain into its Siglo del Oro.

Spain gets a lot of gold from the "New World," buys a big army and fights Turks and Protestants.

1571 - Turks defeated at Battle of Lepanto

1581 - After much bloodshed, United Provinces of the Netherlands becomes a republic independent of Spain.

1588 - "Invincible Armada" defeated by England

1598 - Philip II dies

1598-1621 - Reign of Philip III

1602 - Dutch East India Company founded

Between 1598 and 1650 the Spanish economy goes into rapid decline. The King owes money to foreign creditors. Too much gold from the Spanish colonies has caused inflation. Exile and defeat of Moors and Jews has decimated the middle class. Middle class is necessary to a) trade b) speculation and c) invention. Because of limited manufacturing, due to weakened middle class, Spain has a bad balance of trade. That means Spain imports more than Spain exports. Therefore the Spanish are spending their capital on goods from England, France and Holland, their chief religious and colonial rivals.

1618-1648 - Thirty Years War

1621-1665 - Reign of Philip IV

1665-1700 - Reign of Charles II. He was kind of an imbecile but he was together enough to realize that dying without heir was a bad idea. So in his will he left his kingdom to the grandson of Louis XIV - the Sun King - to whom he was vaguely related by marriage. Louis had married his sister. His other sister was married to the HRE and there was the problem. The rest of Europe went up in arms at the thought of France, already the strongest power on the continent, getting hold of Spain, and thus we have the War of the Spanish Succession (1701-1714) that ended in the Peace of Utrecht. The Bourbons took over the throne of Spain but France was weakened and England emerged as the strongest European country.

## MUCH ADO ABOUT THE DUTCH

REMEMBER: The REFORMATION starts in 1517, and CHARLES V (the HRE who is also CHARLES I of SPAIN) abdicates in 1556, splitting the Habsburg domain and leaving the Netherlands to be governed by his son, Philip II of Spain. Philip wants to impose religious uniformity on the Netherlands (as he does on everyone else, too) and thereby hangs a tale.

The principal opponent of Philip II's policy is William of Orange (aka The Silent) who lived from 1533-1584.

1548 - Charles V annexed 17 provinces of the Netherlands to Burgundian lands of the HRE.

1556-1598 - Reign of Philip II of Spain

1566 - The Protestants (primarily Calvinists) began to worship openly and there were attacks on Catholic churches.

1567 - Philip II sends in the Duke of Alva with 20,000 Spaniards. William of Orange's estates were confiscated. The Spanish governor the DUKE OF ALVA began widespread persecutions of Protestants and in

1568 - Protestant nobles Egmont and Horne were executed. Dutch opposition known as the SEA BEGGARS escaped the persecution and began attacking Spanish ships, triggering the period known as the DUTCH REVOLT.

1573 - the Duke of Alva was recalled at his own request and Don John of Austria succeeds him. He ruled until 1578.

1576 - The SPANISH FURY: Spanish soldiers sack Antwerp, leading to the PACIFICATION OF GHENT, in which all 17 provinces unite against Spain regardless of national or religious differences.

1578 - Peace of Arras: the 10 southern (Catholic) provinces unite with Spain. Don John of Austria is succeeded by the Duke of Parma (Alexander Farnese) who rules until 1592.

1579 - Union of Utrecht: the 7 northern (Calvinist) provinces unite against Spain.

1581 - The Northern Provinces proclaim their independence as the United Provinces, electing William of Orange as the hereditary Stadtholder.

1588 - The Invincible Armada belies its name and goes down to the bottom of the sea, glug, glug, glug.

1602 - Dutch East India Company founded.

1609 - Spain and the Netherlands sign the TWELVE YEARS TRUCE.  
- Dutch found Manhattan

1621 - Dutch West India Company founded.

1626 - Dutch found New Amsterdam, eventually New York

1634 - Dutch establish base at Curacao.

1641 - Dutch seize Malacca from Portugal and dominate trade in the East Indies.

1648 - Peace of The Hague: Spain recognizes the United Provinces. The Southern Provinces remain under Spanish rule as the Spanish Netherlands and will later become Belgium. END of the DUTCH REVOLT.

Once having gained independence the United Provinces also known as the Dutch Republic, have their Golden Age. Amsterdam becomes a center of banking and trade, and the Dutch found a huge colonial empire in Asia, South Africa and the Western Hemisphere. Their major rivals are the English (who had been their allies in the war against Spain. After 1650 there are three Anglo-Dutch Trade Wars.

1652-1654 - First Anglo-Dutch Trade War is the result of the English Navigation Act of 1651. It ends in the Treaty of Westminster in which the Dutch agree to enter a defensive league with England and to pay an indemnity. England also gets New York.

1657-1660 - The Dutch intervene successfully in Swedish-Danish War to prevent the entrance of the Baltic from falling exclusively under Swedish control

1666-1667 - Anglo-Dutch Trade War ends in the Peace of Breda. France declares war on England in support of the Dutch. The province of Holland secretly agrees to exclude all members of the House of Orange from the Stadholdership because of Oliver Cromwell's uneasiness about their connection to the house of Stuart. William II is married to the daughter of the late beheaded Charles I.

1668 - England, Holland and Spain ally to check aggression of Louis XIV in the Spanish Netherlands. Louis buys off England and Swedes and concentrates his hatred on the Dutch.

1670 - SECRET TREATY OF DOVER between Louis XIV and Charles II of England, in which France promises England money to fight the Dutch and restore Catholicism to England.

1672-1674 - Third Anglo-Dutch Trade War

1672-1678 - War between France and the Netherlands ends in Treaty of Nijmegen. The Dutch were unprepared for a land war and Louis overran the country.

1672 - William III of Orange becomes the hereditary Stadtholder of the Netherlands and major nemesis of LOUIS XIV of France.

1684 - France invades the Spanish Netherlands (Belgium) and occupies Luxembourg.

1688 - William III of Orange becomes William III of England, because he's asked to by the English Parliament and he is married to former King James II's daughter Mary.

1688-1697 - War of the League of Augsburg vs. Louis XIV. Ends in the Treaty of Ryswick (1697) France and the Netherlands agree to status quo ante.

**HAPLESS HABSBURGS AND HARRIED HOHENZOLLERNS  
DATES FOR LATER HRE'S/HABSBURG EMPERORS**

1711-1740 Charles VI (who organized the Pragmatic Sanction)

1742-1745 Charles VII of Bavaria HRE

1745-1768 Francis I of Lorraine (married to Charles VI's daughter Maria Theresa)

1765-1792 Joseph II (Maria Theresa's son)

1790-1792 Leopold II

1792-1835 Francis II (became Francis I of Austrian Empire when Napoleon ended the whole HRE in 1806.)

**SUCCESSION OF LATER HOHENZOLLERNS  
(Electors of Brandenburg and Dukes of Prussia)**

1619-1640 George William

1640-1688 Frederick William the Great Elector

1688-1713 Frederick III . He becomes Frederick I King of Prussia 1701-1713 through deal with the HRE (1701) and the Peace of Utrecht (1714.)

1713-1740 Frederick William I. He was a Bad Dad and he really liked those Tall Soldiers. And he was a cheapskate, to boot!

1740-1786 Frederick II THE GREAT, aka Old Fritz

1786-1797 Frederick William II

1797-1840 Frederick William III

1840-1861 Frederick William IV (He's the one who wouldn't pick up the crown out of the gutter" when it was offered to him by the Frankfort Assembly.)

1861-1888 William I (First Kaiser of the German Empire, thanks to Otto von Bismarck)

1888-1917 William II (Last Kaiser of the German Empire)

## FRANCE, ITALY, GERMANY

1774-1792 - Louis XVI

Louis XVII never rules. He dies in jail during the Revolution.

1792-1804 Governments of the First Republic

- a) National Assembly
- b) Convention
- c) Directory
- d) Consulate

1804-14 - Napoleon I (1796-1821) First Empire

1806 - Francis II, the last Holy Roman Emperor, becomes Francis I of Austria.

1814-1824 - Louis XVIII

1815 - Congress of Vienna. Papal States restored. Austria leads German Confederation of 40 states.

1821-1827 - Greeks win independence from Turks.

1824-1830 - Charles X

1830-1848 - Louis Philippe (1773-1850) "The Citizen King"

1831 - Giuseppe Mazzini establishes Young Italy.

1848 - Communist Manifesto published.

- Liberal and nationalist revolutions take place all over Europe. Prussia gets new constitution.

- New Parliament replaces legislature of German Confederation. Legislators try to form government for all Germany. They offer crown to Frederick William IV of Prussia, but are stopped by Austria (1850.)

1848-1851 - Louis Napoleon (1818-1873) President of Second Republic.

1851-1870 - Louis Napoleon declares himself Napoleon III. Beginning of Second Empire.

1853-1856 - Crimean War. England, France and others vs. Russia when Russia invades the Ottoman Empire.

1859 - Kingdom of Sardinia under Victor Emmanuel II (1820-1878) wins war against Austria with help from France. Sardinia captures Lombardy.

1860 - Giuseppe Garibaldi (1807-1882) heads rebel force that conquers Kingdom of the Two Sicilies, gives territory to King Victor Emmanuel to create unified Italy.

1861 - Victor Emmanuel II creates Kingdom of Italy and organizes Parliament.

1861-1871 William II (1797-1888) rules Prussia. Otto von Bismarck becomes Prime Minister.

1866 - Seven Weeks War, Prussia vs. Austria. Prussia wins. Treaty excludes Austria from Confederation of North German states.

1867 - Austro-Hungarian Empire, Dual Monarchy formed.

1870 - Rome, controlled by Pope Pius IX, is seized by army of Victor Emmanuel II. Italian unification completed.

1870-1871 - Bismarck manipulates France into declaration of war using famous Ems Telegram. Prussia invades France, in victory unifies remaining German states in the south. France to pay indemnity and lose Alsace-Lorraine. Napoleon III is captured, then flees to England. Defeat of King Ludwig II of Bavaria. Wilhelm I is first Emperor of United Germany. Bismarck remains chancellor from 1871-1890 until fired by Kaiser Wilhelm II, who is the grandson of Wilhelm I.

Bismarck refuses to make peace with France until the French have a representative government, so he is in effect responsible for the formation of the Third Republic.

Meantime the Parisians are getting more and more radical and establish the Paris Commune in 1871, which leads to a bloody civil war between the Commune and the Provisional Government that is running the country until the elections can take place by universal male suffrage. Republicanism is again tainted as an irresponsible movement given to reckless violence. The country is split between the republicans, the moderates and the monarchists, but the monarchists are split between themselves. They can't agree on which royal house should rule: Bourbon or Orleans. (Those who favor a restoration of the Bourbon are the "Legitimists.") That is why Adolph Thiers called the Third Republic "the government that divides us least."

1871-1873 – Adolph Thiers becomes first president of Third Republic.

1941 - Third Republic dissolves into Occupied France and the Vichy Regime during World War II.

## UNIFICATION OF ITALY STEP BY STEP

1848 - Piedmont (Sardinia) is ruled by the House of Savoy as a constitutional monarchy under Victor Emmanuel I.

1852 - Camilo Cavour becomes Prime Minister

1855 – Italy enters Crimean War

7/1858 – Secret meeting between Napoleon III and Cavour at **Plombieres**. France will help Piedmont fight Austria in exchange for Nice and Savoy. Their idea is for Italy to be a federation of 4 states: 1) an Upper Italian Kingdom including Piedmont, Lombardy and Venetia 2) a Kingdom of Central Italy including Tuscany, Umbria and the Marches 3) Rome and surrounding Papal States with the Pope's temporal power severely restrained and 4) the Kingdom of Naples

4/1859 - Austria declares war on Italy. French come to the rescue.

6/1859 – Italy and France win battles of **Solferino** and **Magenta**, a huge cost, but provoke possible intervention by Prussia.

6/1859 - Napoleon III makes a surprise **separate peace** with the Austrians at **Villafranca**. In the terms of the peace Piedmont gets Lombardy but Austria keeps Venetia. Piedmont and Italian Patriots are infuriated!

Tuscany, Modena, Parma and Romagna are annexed to Piedmont after **plebiscite** elections result in approval.

France is willing to accept this situation as of 1860 because they get back Nice and Savoy.

1860 - As of this year Italy is in three parts: a) North Italy is mainly in the kingdom of Piedmont. b) Papal States c) Kingdom of the Two Sicilies - which includes Naples.

1. Garibaldi, a republican from Piedmont, invades Sicily. Cavour is glad of it, but won't overtly acknowledge any Piedmontese participation.

2. Garibaldi goes north from Naples to Rome. There he meets the Piedmontese army (To avoid conflict with France Cavour does not want Rome captured.)

3. All the Papal States BUT ROME are annexed to Piedmont.

1861 - Parliament representing all Italy but Rome and Venetia proclaims Kingdom of Italy.

1866 - Venetia added as Italy's prize for help to Prussia vs. Austria in Seven Weeks War.

1870 - Rome annexed after withdrawal of French troops in the midst of the Franco-Prussian War.

## UNIFICATION OF GERMANY STEP BY STEP

1840-1861 - Reign of Frederick William IV, who wouldn't take the crown of "Germany" out of the gutter, when offered it by the powerless Frankfurt Assembly.

1861-1888 - Reign of William I.

1861 - Otto von Bismarck appointed chief minister.

1861-1866 - Bismarck wages "constitutional struggle" against the liberals. The government keeps on collecting taxes that have not been approved. The money is used to train and equip the army.

1864 - Austria and Prussia fight Denmark for Schleswig and Holstein. Denmark defeated. Austria gets Holstein; Prussia gets Schleswig.

1866 - Seven Weeks War: Prussia vs. Austria and German Confederation. Bismarck set it up over control of S/H. Prussia annexes S/H and also the kingdom of Hanover, Duchy of Nassau, Duchy of Hesse-Cassel and free city of Frankfurt. The former German federal union disappears.

1867 - Bismarck organizes the North German Confederation which includes Prussia and the remaining 21 "German" states. EXCLUDED are Austria (gee) and also Bavaria, Baden, Wurttemberg, and Hesse-Darmstadt, all south of the river Main, and mostly Catholic.

(Meantime Italy takes Venetia from Austria)

Bismarck makes a constitution for the NGC. It is a federal system but William I, the King of Prussia is the hereditary head. The Parliament has an upper chamber to represent the states, but not equally. The lower chamber, the Reichstag (an important word to remember) is elected by universal male suffrage. Bismarck was good at using the "masses" as allies against the private interests. He also coopted the Lassallean socialists who, unlike Marx, believed that working class conditions could be improved through actions of existing governments. The deal was that they got more "democracy" and he got the emerging Empire. Then he had to placate them with social programs, which he did.

7/1870 - Bismarck sets up France with the EMS TELEGRAM, tricking them into a declaration of war.

9/1870 - France is trounced. French army surrenders after defeat at Battle of Sedan. Napoleon III is taken prisoner.

Insurrection in Paris proclaims THIRD REPUBLIC.

(Meantime Italy takes Rome.)

Prussia is supported in the F/P War by the south German states, that he deftly scared into fearing French aggression! War ends in the Treaty of Frankfurt.

Terms of the Treaty:

1. Bismarck insists on Constituent Assembly elected by universal suffrage in France to get a government that can surrender to him.
2. France has to pay 5 billion gold franc indemnity. (Remember, they started it, even though Bismarck hoped for it and provoked it. The business about indemnity will come back to haunt Europe in 1918.)
3. France cedes Prussia the border provinces of Alsace and Lorraine (which have long identified themselves as French in language and culture.)

January 18, 1871 - Otto von Bismarck proclaims the GERMAN EMPIRE. The king of Prussia becomes the Kaiser and the south German states accept his imperial authority. The new German Reich is a federated state. The deal is done, by the way, not with plebiscites, as in Italy, but by agreement between the separate governments and Prussia.

TA DA! GERMANY!

**IMPERIALISM REARS ITS UGLY HEAD**  
**MILITARY, DIPLOMATIC AND POLITICAL TIMELINE FOR 1870-1914**

1854-1856 - Crimean War in which Russia gets whopped by Britain, France and Turkey.

1869 - Suez Canal Completed. (It was celebrated by the first performance of Verdi's Aida, by the way.)

1870-1871 - Franco-Prussia War initiated to promote German unity.  
France loses Alsace-Lorraine and must pay war reparations.

1871 - Danilevsky's Russia and Europe predicts war of Russia vs. Europe, plus a pan-Slav Eastern Federation. (Yugoslavia, here we come!)

1873 - The Three Emperors League formed: Germany, Austria-Hungary and Russia.

1877-1878 - Russo-Turkish War. Russia starts it. They clobber the Turks. They want Warm Water Ports. The Treaty of San Stefano makes Romania, Montenegro and Serbia independent. Bulgaria gets "autonomy." Turks also cede various lands to Russia.

THE PROBLEM OF WHO SHOULD CONTROL THE BALKANS (Russia, Turkey, Austria and of course all the Balkan nationalities themselves are contenders) is the EASTERN QUESTION! A BIG DEAL! Western Europe, especially England, is most afraid of Russia. So is Austria.

1878 - Berlin Congress. Solves problem of who owns former Turkish land, much to the detriment of Russia, who has to give a bunch of it back. Austria-Hungary occupies Bosnia.

1879 - German and Austria-Hungary join in defensive military alliance: The Dual Alliance. The point is to isolate France.

1881 - France seizes Tunisia, provoking Italy.

1882 - Italy joins alliance with Germany and Austria-Hungary.

1884-1885 - Berlin Conference on Africa. Divides Africa on principle of "effective occupation."

1885 - General Charles "Chinese" Gordon is killed at Khartoum.

1887 - Bismarck negotiates the Reinsurance Treaty with Russia to replace the expiring alliance of the Three Emperors. Russia is to be neutral unless Germany attacks France and Germany is to be neutral unless Russia attacks Austria-Hungary.

1889 - Naval Defense Act provides that the British fleet will always be as strong as the fleets of the two next strongest powers combined. It is called, obviously, the "Two Power Standard."

1890 - Bismarck is fired by Kaiser Wilhelm II, a world-class dummy and egomaniac. Wilhelm allows Bismarck's diplomatic masterpiece, the Reinsurance Treaty with Russia, to lapse, leaving Russia with no allies, so Russia is forced to scurry over to the French side in desperation.

1891 - Trans-Siberian Railroad begun

1894-1895 - First Sino-Japanese War

1894 - France and Russia become allies.

1895 Cecil Rhodes attempts to provoke war with Transvaal by the Jameson Raid that leads to the Kruger Telegram of Wilhelm II to Paul Kruger president of Transvaal. Exacerbates tension between England and Germany.

1895-1896 - Ethiopian War. Italy tries to expand beyond its colony of Eritrea and loses. 3/1/96: Battle of Adowa. 25,000 Italians (with guns) vs. 100,000 Ethiopians (with spears) under Menelek. Those who were not killed were captured and held for ransom.

1898 - Spanish-American War. Spain loses.

1898 - Kitchener goes south "up the Nile" defeats the Muslims and meets the French at Fashoda. The French back down and recall their general, Marchand. Crisis averted

1898 - Germany passes 1st Naval Act, the work of Admiral Tirpitz, influenced by Alfred Thayer Mahan, to compete with Great Britain's navy.

1899-1902 - Boer War. Dutch Colonists in South Africa vs. British. Germans sympathetic to Boers, hence Kaiser Wilhelm's famous Kruger Telegram. British win.

1899 - Rudyard Kipling writes "The White Man's Burden" to encourage the United States to get into the Empire business.

1900 - Germany enacts Second Naval Law. The goal is to build a fleet capable of engaging the Royal Navy in battle.

1903 - J. A. Hobson's book critiquing Imperialism is published.

- Trans-Siberian Railroad completed

1904-1905 - Russo-Japanese War. Japan almost wins but Theodore Roosevelt intervenes and negotiates a face-saving settlement for the Russians. He wins the Nobel Peace Prize. The Russian economy is shot to heck.

1904 - Britain and France enter into the Entente Cordiale.

1905 - Germany challenges French "sphere of influence" in Morocco, precipitating "Tangier Crisis." Algeciras Conference reaffirms Morocco's independence but France's special interests are recognized.

1907 - The Anglo-Russia Convention settles the question of Britain's and Russia's spheres of influence in Persia. Makes England and Russia allies.

1908 - Bosnia annexed by Austria-Hungary. Russia thinks it should go to Serbia.

1908 - "Young Turks" revolt in Turkey  
- Ruler of Bulgaria crowns himself king.

1910 - Transvaal, Orange Free State, Cape Colony and Natal combine to form the Union of South Africa

1911 - Italo-Turkish War. Italy wins and takes Libya from the Turks.

1911 - Agadir Crisis: Germany challenges France's converting Morocco into a protectorate and loses.

1911 - Black Hand, Serbian nationalist terrorist group, founded.

1912-1913 - 1st Balkan War. Serbia, Montenegro, Greece, Bulgaria (with tacit support of Russia) vs. Turkey. Austria intervenes, creates Albania, leaving Serbia no outlet to the sea.

1913 - 2nd Balkan War. Bulgaria vs. Turkey, Romania, Serbia and Greece. Bulgaria loses. Serbia wins more land.

1914 - Black Hand assassination of Arch Duke Franz Ferdinand, heir to Austro-Hungarian throne, and his corpulent wife Sophie on June 28. Trigger to World War One. (Partly Franz-Ferdinand was targeted because he was believed to favor reform (similar to Alex II of Russia.)

- Kaiser Wilhelm issues the "Blank Check" to Austria, promising backing for any action Austria might take. Austria issues ultimatum to Serbia, that it expects (and hopes) will be rejected. It is.

- Austria declares war on Serbia.

- Russia mobilized to help Serbia, scares Germany by mobilizing on German front.

France "in effect" gives Blank Check to Russia. Germany declares war on Russia, but since Russia is the ally of France... well, you know what happens next.

1916 - Lenin published Imperialism, The Highest Stage of Capitalism

## QUICK ROMP THROUGH RUSSIAN ABSOLUTISM

1462-1505 - Ivan III liberates the Russians from the Mongols who had ruled it from 1240-1480, stops paying tribute and becomes the first Tsar.

1533-1584 - Ivan IV "The Terrible" First Grand Duke of Moscow to be called Tsar. He doesn't want Russia to turn into Poland.

1552 – Ivan T. T. conquered Kazan from the Tatars.

1553 – Richard Chanellor from England arrives in Moscow from Archangel on the White Sea. Archangel is only inlet from West through which military materials can be imported. English want to trade goods from Persia.

1589 – Russians set up independent Russian patriarchy

1598 - Death of Tsar Theodor, last of Rurik dynasty. Start of the Time of Troubles.

1598-1605 - reign of Boris Gudonov - see opera of the same name by Modest Mussorgsky

1604-1613 – “Time of Troubles” nobles (boyars) elect tsars, compare to HRE and Poland.

1613 - Founding of Romanov Dynasty by Tsar Michael. Repress representative institutions such as the Duma, a national assembly similar to Estates General with limited powers.

1649 - Code of Laws establishes serfdom in Russia

1650's- Take-off point. Russia is ALMOST, but not quite, at Baltic and Black Seas.

- Russian Patriarch undertakes reforms, especially mistakes in the translation of the Bible. Reforms forced through by government and army. Those who reject them are OLD BELIEVERS.

1667 - Uprising of serfs and Cossacks led by Stephen Razin. He was caught and put to death in 1671.

1675 – Lords can sell peasants without land.

1682 - Peter The Great becomes "joint Tsar." In his youth he went to Holland and England. Visits Europe between 1697-1698. Impressed with importance of BOATS! Brings in foreign knowledge and expertise.

1689-1725 - Reign of Peter the Great

Peter TG was six foot eight, or thereabouts. He was impressed by the industry and culture of the West, especially the French. After traveling to France in his youth he returned to Russia to westernize his country. Among his accomplishments were building the modern Russian navy, assuming state control over the Orthodox church through the office of the Procurator of the Holy Synod and forcing the Russian nobility to dress like Westerners and to shave their beards. His reforms were, for the most part, short lived, because the nobles were not behind him. Peter

favored top down reforms including state service, meritocracy. It's the King vs. the Nobles one more time.

1698 – rebellion of streltsi – old army elite. They were “liquidated.”

GREAT NORTHERN WAR 1700-1721

1700 – 8,000 Swedes defeat Peter and the 40,000 Russians at Narva. Russian expansion reaches the Berin Sea. Peter puts the ROC under control of the state. Appoints no new patriarch, begins governance of the church through the Procurator of the Holy Synod, a state office.

1703 - Founding of St. Petersburg “A Window on the West.”

1709 - Russians rout Swedes at Poltava, in Ukraine. Another victory for General Winter and his aide-de-camp, Lt. Col. Jack Frost.

1721 Great Northern War ends in Peace of Nystadt.

MEANWHILE serfdom becomes industrial as well as agricultural.

West	Russia faces East
RCC and Protestantism	ROC
increasingly industrial	overwhelmingly agricultural
Middle class involved in commerce. Entrepreneurial	state controlled industry. Hardly any middle class.
representative institutions. strong state. Manorial system all but gone.	Duma weak. Still K vs. N.
mercantilism. trade for raw materials	Siberia for raw materials to trade, furs, timber. Use rivers for navigation.
	“Asian” superstition, veiled women, limited technology, clocks.

Russia and Prussia:

BOTH

- lack “natural frontiers”
- grew by adding territories to nucleus
- state arose as a means to support army
- autocratic government
- landlords and peasants predominant groups
- bring in foreign experts (even in farming!)
- middle class is composed of civil service bureaucrats and state employed managers in state factories. Risktaking not favored. Limited entrepreneurialism

1725-27 - Catherine I

1725-1730 - Peter II

1730-1730 - Anna Ivanova

1730-1741 - Ivan IV. He is deposed by military revolt and succeeded by

1741-1762 - Empress Elizabeth

1762-1796 - Catherine II, "The Great." She marries Peter III, heir to the throne, then murders him.

Catherine thinks she is an "Enlightened Despot" because she admires French culture and is the patroness of Diderot - buying his library when he was strapped for funds and then letting him keep it. She doesn't do anything to "westernize" the Russian economy, which is the part of Russia that really needs Westernization.

One of her numerous lovers is Potemkin, for whom the famous "Potemkin villages" are named.

1772 - First Partition of Poland, between Russia, Prussia and Austria. The idea is to avoid conflict in the Balkans between Russia and Austria-Hungary, both slobbering over the area left vulnerable to conquest by the decline of the Ottoman Empire. The Ottomans are artificially propped up by Europe to maintain the Balance of Power and to avoid a war over the spoils. Everybody gets a piece of Poland to placate the land hungry eastern powers.

1773-1775 - Peasant uprisings led by Cossack Pugachev. Convinces Catherine that freedom for the serfs - heartily opposed by the nobles - is really a bad idea.

1793 - Second Partition of Poland (between Russia, Prussia and Austria.)

1795 - Third Partition of Poland (same players.)

1796 - Catherine dies. Succeeded by Paul I

1801-1825 - Alexander I, the so-called "liberal" Tsar. Participates in Congress of Vienna. Converted to arch-conservatism by Metternich. He forms the so-called "Holy Alliance" with Prussia and Austria.

1801 - Russia takes Georgia

1825-1855 - Reign of Nicholas I

1825 - Decembrist Uprising. Nicky's first problem, it was a military uprising of officers who favored democratic reforms. Their slogan was "Constantine and Constitution." (Constantine was Nicky's brother who adamantly did not want to be Tsar. It is alleged that the officers were so ignorant that they thought Constitution was Constantine's wife.) The officers thought it would lead to reform but in reality it led to their deaths.

1826-1828 - War between Persia and Russia. Russia takes Armenia.

1854-1856 - Crimean War: Russia vs. Britain, France, Turkey. Russia wants to take advantage of the crumbling Ottoman Empire to obtain **warm water ports**. Russia loses. Another "Balance of Power" issue.

1855-1881 - Reign of Alexander II

1861 - Alexander II frees the serfs.

1867 - Austrian Empire becomes the Austro-Hungarian Empire. Hungary gets equal status in the Dual Monarchy.

1870 - Franco-Prussian War. Prussia wins.

1871 - Unification of Germany completed.

1873 - Alliance of three Emperors: German, A/H, Russia.

1877-78 - Russo-Turkish War. Turkey loses.

1878 - Berlin Congress, organized by Bismarck, makes Russia give back most of what it gained at the treaty of San Stefano which ended the Russo-Turkish War.

1881-1894 - Assassination of Alexander II leads to reign of Alexander III. Pogroms against Jews begin.

1894-1917 - Reign of Nicholas II.

1905- Russia decides to expand east but the Japanese aren't having any, and most of the rest of the world is not aware that they have the terrific military machine that they do. They crush the Russians at Port Arthur and the Battle of Tsushima Straits. To avoid the complete collapse of the Russians to the Asian power, President Teddy Roosevelt offers to mediate at the Portsmouth Conference (in Portsmouth, New Hampshire) for which efforts Russian face is sort of saved and Teddy is awarded the Nobel Prize.

The war has cost Russia power and money. Russia turns her colonial/imperial ambitions to the West and begins to be more active in the Balkan conflicts

Russo-Japanese War leads to Revolution of 1905, which was triggered by Father Gapon listening to the peasants' grievances on Bloody Sunday. Tsar's forces responded with bloodshed even though the Tsar was not around at the time.

As things got out of hand Tsar Nicholas responded with troops pulled back from the eastern front but also with the October Manifesto, promising a representative institution, the Duma, which was constituted six times (and subsequently dissolved) but which never had power anyway. Eventually Nicky's finance minister, Stolypin, proposed reforms that led to weakening of peasant's ties to mirs and increased powers for zemstvos. Still wasn't enough to satisfy the Bolsheviks ("majority") or the Mensheviks ("minority") of the Social Democratic Party, which will later evolve into the Communist Party under Lenin.

1914 - World War One begins when the Arch Duke Franz Ferdinand, and his corpulent wife Sophie, is assassinated by the Black Hand (aka Union or Death) a Serbian nationalist terrorist group. Russia is allied with Serbia, based on their notion of "Pan-Slavism" which is thinly disguised imperialism with designs on the Balkans. Russian mobilization to aid Serbia provokes German attack on France and there you go...

March 1917 - The First Revolution of 1917.

As World War One goes from bad to worse for Russia the army and the people lose faith in the Tsar and the government. No wonder - they are hungry and they do not have very much ammunition. Finally Tsar's advisors tell him to abdicate in favor of a Provisional Government under Prince Lvov. Provisional government does not have much power, is divided within itself over conduct of the war and can't cope with the growing power of the Communists. To appease those who want more radical reform they put Kerensky, a Socialist, in as leader as the government crumbles.

October 1917 - Communists in the Petrograd Soviet under Lenin overthrow the Provisional Government. Lenin's platform is "Peace, Land and Bread." He makes a disastrous separate peace with the Germans at the Treaty of Brest-Litovsk in which Russia gives up about 1/3 of its land, including lots of good agricultural land.

Beginning of the Russian Civil War. The opposition to the Communists (the "White Russians") is disunited. Lenin's ace in the hole is Leon Trotsky, a genius at organization who created and ran the Red Army.

Lenin introduces "war communism" - confiscation - to fund the government and the army. The economy gets worse and worse and he later has to change plans and go with modified capitalism in the N.E.P. But Lenin has a stroke and dies at the young age of 54. He does not want Stalin to take control of the party and the country but there's nothing he can do. Stalin outmaneuvers Trotsky, whom he later has murdered in Mexico with an ice pick.

With the ascendance of Stalin one can argue that absolutism has been defeated by totalitarianism.

## **SLOGGING STEP BY STEP THROUGH THE COLD RUSSIAN WINTER**

1905 - Russo-Japanese War. Russia gets whopped at BATTLE OF MUKDEN, and Russian fleet sunk to the bottom of the sea at BATTLE OF TSUSHIMA STRAITS. Teddy Roosevelt negotiates the Portsmouth Treaty, wins himself the Nobel Peace Prize. Plehve also assassinated. (The war was his bright idea.)

- Bloody Sunday triggers the Revolution of 1905
- To calm the moderates and split the revolutionaries, Tsar issues OCTOBER MANIFESTO, creates Duma. It does not have any power.

1906 - STOLYPIN'S REFORMS let the peasants leave the MIRs, encourage private property and individual initiative. Stops redemption payments. Builds propertied class as friends of the state. Origins of the Kulaks, i.e., "Big Farmers." Stolypin was assassinated in 1911. The assassin was a Social Revolutionary who liked the communal aspects of the mirs – or – he was an agent of the Tsar's Police.

8/14 - World War I begins. Bad plan.

5/15 - Russian defeat in Galicia. Army inadequately supplied.

9/15 - Tsar dismisses Grand Duke Nicholas, the popular commander in chief, and takes command himself! His absence from Moscow leaves the city in the control of EMPRESS ALEXANDRA who is hostile to the Duma and hopelessly under the spell of the Mad Monk RASPUTIN.

12/16 - Rasputin is assassinated by Prince Felix Yussupov and other aristocrats. Too little, too late.

3/17 - Strikes and riots break out in St. Petersburg which was renamed Petrograd at the beginning of the war. The strikes are followed by a general mutiny of the troops in the capital. Shortly thereafter the Tsar tries to dismiss the Duma and the Duma refuses to obey. Instead they create themselves into a PROVISIONAL GOVERNMENT (3/12/17)

The new government is headed by PRINCE GEORGE LVOV and includes PAUL MILUKOV (a Constitutional Democrat), Alexander Guchoy (a leader of the Octobrists) and ALEXANDER KERENSKY (a socialist.)

Nicholas abdicates in favor of his younger brother, who immediately abdicates in favor of the Provisional Government.

The PROVISIONAL GOVERNMENT proclaims civil liberties and recognizes all citizens as legal equals. It announces a plan to redistribute lands, including those confiscated from the Romanovs and the Russian Orthodox Church. The idea is to wait for an elected Constituent Assembly to complete the plans.

The PROVISIONAL GOVERNMENT has an enemy, the PETROGRAD SOVIET, which was organized by the Socialists in March of 1917. The Provisional Government wants to keep fighting the war. It is basically a liberal and bourgeois sort of government, and, as you know, liberalism was already outdated in Western Europe

The PETROGRAD SOVIET on the other hand, wants a "general democratic peace," without annexations or indemnities. (Good Luck!) Because the leaders of the Soviet fear that the generals are "counter-revolutionary" they issue ORDER NUMBER 1, which deprives officers of all authority and sets up a system of committees to administer the army. The PG cannot make its counter-order stick. Russia appears to have two governments.

4/17 - Vladimir LENIN and his buddies, including ZINOVIEV, arrive in Petrograd from Switzerland, having been transported free of charge by the Germans, who hope his presence will foment even more strife.

LENIN'S PLAN has four points:

1. Transfer of power from the "bourgeois" PG to the Soviets.
2. Immediate end to the war.
3. Immediate seizure of land by the peasants.
4. Immediate control of industry by committees of workers.

Meantime the PG members are fighting among themselves about what terms they should insist on to end the war. They object to a separate peace.

6/17 - KERENSKY takes over as Minister of War; he launches a disastrous offensive and the Russians are completely defeated.

7/17 - The Petrograd Soviet attempts to seize power in Petrograd but they are premature and the attempt is suppressed. Lenin tried to stop them and failed, but he was blamed anyway. TROTSKY is arrested and LENIN flees to Finland. The failed coup however, triggers the RESIGNATION OF PRINCE LVOV, whose job is taken by KERENSKY.

9/17 - Meanwhile, back at the ranch, the conservative GENERAL KORNILOV tries to take Petrograd and fails because his own soldiers do not support him and also because Kerensky gets some help from the left, urging them to help repress the "counter-revolution." KORNILOV bites the dust, but KERENSKY is now in the hands of the BOLSHEVIKS.

10/17 - the Bolsheviks finally obtain a majority (remember the name "Bolshevik" means "majority") in the Petrograd Soviet, Trotsky becomes its chairman and Lenin (back from Finland) decides to stage another coup.

10/24/17 (Old Style) or 11/6/17 (Modern Style):

THE BOLSHEVIK REVOLUTION (It's gonna be, shoo-be-doo-bop, all right): Bolsheviks, soldiers from the Petrograd garrison, SAILORS from KRONSTADT and others storm the Winter Palace and take over power. Kerensky flees to America and dies a peaceful

death in California in 1970. Congress of Soviets pronounces Provisional Government dead. It is replaced by the Council of People's Commisars, lead by Lenin.

11/7/17 - The new government is called the COUNCIL OF PEOPLE'S COMMISSARS and it is headed by LENIN, TROTSKY (commissar for foreign affairs) and JOSEPH STALIN (commissar for national minorities.) One of the first things they do is organize the EXTRAORDINARY COMMISSION TO COMBAT COUNTER-REVOLUTION, aka the CHEKA, which is the secret police. Lenin announces desire for a "just democratic peace" to end World War I and the "abolition of all landlord property" without compensation.

11/25/17 - The elections to the long-awaited Constituent Assembly return a two to one majority for the Social Revolutionaries (420 SR's versus 225 Bolsheviks) the Red Troops disperse it when it tries to meet for the first time. Initial Actions of the Bolsheviks include: nationalizing of banks, repudiating national debt, control of factories given to workers, government control of trades unions (deprives them of the right to strike and permits the government to use a system of compulsory labor in emergencies), confiscation of church property, religious instruction in schools abolished, only civil marriages permitted.

Because private trade is suppressed the government undertakes to distribute food and other commodities to the urban population. It sent brigades of workers out to the country to "liberate" various food stuffs from the peasants: WAR COMMUNISM.

3/18 - Bolsheviks negotiate TREATY OF BREST-LITOVSK that gives away Poland, Ukraine, Estonia, Latvia and Lithuania. Russia hasn't been this small since before PETER THE GREAT.

- Extra Added Attraction: The Bolsheviks rename themselves the COMMUNIST PARTY.

BUT: lots of people don't like the Bolsheviks, uh, Communists. Conservatives, liberals, royalists, Social Revolutionaries, socialists, Cossacks, Allies, Poles, you name it. So there ensues a GREAT CIVIL WAR from 1918-1920. The Bolsheviks would have been gonners if it hadn't been for the disunity of the opposition and the RED ARMY organized by LEON TROTSKY who was a genius at that sort of thing.

7/18 - The Soviet Constitution was promulgated. Its "highlights" include: no secret ballot, no parties but the Communist Party, and representation based on occupation. Factory workers get more representation than peasants (even though peasants are a numerical majority) and the "non-toiling" classes get no vote at all.

- Tsar Nicholas and his family (including Anastasia, and I don't care what anybody says) are murdered.

1920 - The Allies have been blockading Russia, there's been a civil war and the government's revolutionary economic policy has led to an almost total collapse of the Russian economy.

Both industrial and agricultural production are down, cities suffer from shortages of food and fuel, the peasants are miffed because the workers and the government keep taking their food. Both peasant uprisings and workers riots take place.

Beginning of RED TERROR – Lenin wants to kill everyone opposed to the regime.  
Checka: First question you should ask of accused is to what class does he belong?

2/21 - The KRONSTADT UPRISING: sailors who were among the earliest supporters of the revolution mutiny and riot, protesting the route the revolution has taken. They are repressed only with difficulty and abundant bloodshed.

3/21 - LENIN decides that something must be done and he institutes the NEW ECONOMIC POLICY (aka NEP.) The NEP abolishes the food levy and replaces it with a limited grain tax, leaving the peasants the opportunity to dispose of their own surplus grain. Partial freedom of trade is restored and a new land statute is enacted in 1922 that lets small individual farms be reconstructed. Licenses are given to private persons to start new businesses. Large industry and transportation remain nationalized.

The NEP is billed as a "temporary retreat" from communism. After the GREAT FAMINE of 1921-1922 the Russian economy begins to recover rapidly. Along with this recovery are the abatement of the RED TERROR and a relaxation of censorship. Lenin starts a program aimed to eliminate ILLITERACY.

4/22 - Russia and Germany sign the TREATY OF RAPALLO

12/22 - The Union of Soviet Socialist Republics is officially organized. The member states (there are four to start with: Russia, the Ukraine, White Russia, and Transcaucasia) keep a lot of cultural autonomy, but political control is always from Moscow.

1/21/24 - Death of LENIN

1/26/24 - Petrograd renamed LENINGRAD

LENIN'S death marks the beginning of a power struggle within the Communist Party. On the left are Trotsky, Zinoviev and Kamenev. Trotsky wants "PERMANENT REVOLUTION" while Stalin insists on "SOCIALISM IN ONE COUNTRY." Trotsky and the others are expelled from the party in 1927. Trotsky flees Russia and ends up in Mexico where he is assassinated in 1940. He takes an ice pick in the brain.

On the right is Bukharin, who favored the NEP. He is expelled from the party in 1929.

1928 - The NEW SOCIALIST OFFENSIVE is Stalin's program of speedy industrialization.

The FIRST FIVE YEAR PLAN begins on 10/1/28. It collectivizes agriculture, slaughters the KULAKS, and develops heavy industry for national defense. The quality of life does not go up although the government's objectives are mostly achieved. That's because the increased agricultural production is exported to sustain Russian development of industry. It keeps the balance of payments favorable - and remember Russia has no credit - so that Russia will eventually be self-sufficient.

1932-1933 - Another severe FAMINE

1933 - The PURGE OF THE COMMUNIST PARTY. About 1/3 of the total members (1,000,000 people) are expelled. Expulsion results in exile or death.

9/34 - Russia joins the League of Nations. Big Whup.

12/34 - Assassination attempt on Serge Kirov, one of Stalin's buddies, reveals opposition to Stalin within the party, and results in yet another outbreak of Terror, and further purges.

1/35 - Old party stalwarts Zinoviev, Kamenev and others, all of whom were close to Lenin, and already close to death by natural causes, are tried for treason. They get prison for 5-10 years.

1/36 - The old commie geezers above are tried AGAIN in a spectacular humiliating and public trial and they CONFESS! This time they are executed.

12/36 - A NEW "DEMOCRATIC" CONSTITUTION for Soviet Russia. This time all votes are equal and no groups are disenfranchised. Still only one party allowed, and you can guess which one.

1/37 - Purges hit the generals of the army. Marshall Garmarnik commits suicide and Marshal Tukhachevski is executed, along with seven other high ranking generals.

7/38 - War breaks out between Russia and Japan on the frontier of Manchukuo.

5/39 - Maxim LITVINOV is dismissed as commissar for foreign affairs, which post he has held for 18 years. He is succeeded by Vyacheslav MOLOTOV (of "Molotov Cocktail" fame.)

8/39 - To the shock of most of the world, the Nazi-Soviet Non-Aggression pact (also called the MOLOTOV-RIBBENTROP PACT) is concluded, just in time for the Germans to invade Poland and start World War II.

## **TIMELINE FOR THE RISE OF FASCISM AND NAZISM AND THE ROAD TO WWII**

### **COMMENTARY ON GERMANY**

The Weimar Republic, which succeeded the German Empire after World War One, had many strikes against it. It was attacked from the very beginning by both the left and the right.

1. Everyone hated the Versailles Treaty but the Empire was destroyed before it was signed (ironically, in the hopes of getting better peace terms) so the new government took all the blame.
2. Reparations were universally considered unfair and onerous.
3. The government mishandled the French occupation of the Ruhr leading to the Great Inflation.
4. Germans had no history of effective democracy to build upon.
5. Fear of Communism was rampant.

Nazism is a specifically racist form of nationalism combined with totalitarianism. The Nazis hated Jews, Slavs, Communists, gay people, gypsies and Christians.

### **COMMENTARY ON ITALY**

Fascism has been called "nationalism on steroids." It's not quite racism but it does assert that the state is more important than the individual and that the Italian state is more important than other states. Name comes from a bundle of sticks.

The economic idea behind it is the "corporative state." The government controls all aspects of the economy, including private capital, for the good of the nation. The economy is organized into separate "corporations," reminiscent of guilds. Employer/employee relations are based on the hierarchical feudal model (social mobility is not expected) except that instead of a king at the top of the pyramid there is the dictator, or as Mussolini was called, Il Duce.

What were the conditions in post World War One Italy that allowed the rise of fascism?

1. The parliamentary system was dysfunctional. Because the government did not have or was unwilling to use its power to deal with the post-war debt and strikes there arose a power vacuum. The strikes led to violence. Mussolini's squadristi broke up the strikes, to the satisfaction of the middle and lower middle classes.
2. In 1924 Socialist deputy Matteotti was murdered after his attempts to expose fascist violence and fraud in the government. Soon the public was intimidated by the fascists.
3. Many people were responsive to the psychological exhilaration of the fascist propaganda.
4. Fascism appeared to address people's fears of the rise of Communism.
5. Fascists played on the Italians' hostility to their former allies England and the United States. England in particular refused to honor the secret agreement made with Italy in 1915 by which Italy was to get Austrian lands and some of the German and Turkish possessions in exchange for joining the Allied cause.
6. In certain instances, efficiency - albeit with blood and intimidation - was substituted for chaos in the Italian government and economy.

## THE DATES

1919 - Spartacist Revolt. Led by Karl Liebknecht and Rosa Luxemburg, it is an attempt to bring the proletarian revolution to Germany. Social Democratic Provisional Government crushes it quickly and ruthlessly.

1920 - Kapp Putsch. Failed right-wing attack on the Weimar government.

1922 - Italy goes Fascist. Mussolini named premier.

- Treaty of Rapallo between Germany and Russia
- Walter Rathenau and Matthias Erzberger assassinated. Rathenau was the German foreign minister, and a Jew, who had organized German production in World War One. Erzberger was a moderate, a leader of the Catholic Center party who had signed the armistice.

1923 - French occupy the Ruhr Valley in an effort to claim reparations from Germany. Leads to Great Inflation of 1923.

- Beer Hall Putsch. A failed Nazi attempt to take over the government. Hitler is jailed, during which time he writes Mein Kampf.

1924 - Dawes Plan., named after Charles G. Dawes. United States will lend Germany money so they can pay reparations to England and France so England and France can pay war debts to the United States.

1925 - Locarno Treaties

1928 - Kellogg-Briand Pact

1929 - Young Plan: reorganization of reparations payment plan.

- Great Depression

(Q: RRP says the Great Depression caused Hitler's success. What do you think?)

1933 - President Hindenberg names Hitler Chancellor of Germany.

A fire in the Reichstag is blamed on the Communists and leads to Hitler's winning dictatorial powers from the Reichstag through the passage of the Enabling Act. (3/33.)

1934 – “Night of the Long Knives” Hitler attacks and destroys the SA, his own personal Brownshirts that are getting too big for their breeches, and Roehm, their leader, is murdered.

1935 - Germany denounces disarmament clauses of Versailles Treaty.

- Italy occupies Addis Ababa
- Nazis enact Nuremberg Laws

1936 - Germans reoccupy Rhineland

- Beginning of Spanish Civil War

1938 - Anschluss. Germany takes Austria.

- Munich Agreement. Edouard Daladier and Neville Chamberlain go try to talk sense to Hitler. Instead they force Czechoslovakia to sign its own death warrant. Chamberlain returns to England announcing that he has procured "Peace in our time." The word for it is APPEASEMENT.

- Kristallnacht. The Night of Broken Glass.

1939 - Nazi-Soviet Non-Aggression Pact

- Hitler annihilates the rest of Czechoslovakia in the "Lebensraum." German quest for

- Danzig-Poland Crisis. The Germans attack Poland.

- England and France declare war on Germany.

## COUNTDOWN TO CATASTROPHE

Political and Economic Events 1919-1939

**Your generic questions are: When could the Nazis have been stopped? And why weren't they stopped?**

1919 a. Spartacists Revolt in Weimar Republic. Rosa Luxembourg and Karl Liebknecht killed.  
b. 1st Congress of Third International  
c. Bavarian Socialist Republic squashed by Weimar Republic  
d. Fascist party organized in Italy

1920 a. NAZI party founded  
b. right wing Kapp Putsch fails. General Seeckt refuses to fire on Luttwitz. The Weimar Republic is in deep doo-doo.

1921 a. Reparations amounts fixed by international commission at 132 billion gold marks (equivalent to 32 billion dollars)

1922 a. Mussolini takes control of Italy (legally.) March on Rome.  
b. Russia and Germany sign Treaty of Rapallo: Russia buys manufactured goods from Germany; German officers train the Red Army in Russia and keeps itself up to date.  
c. Murders of Erzberger and Rathenau by right wing.  
d. USSR established

1923 a. Invasion of Ruhr by France (Poincare)  
b. right wing Beer Hall Putsch fails. Hitler goes to jail, writes Mein Kampf  
c. Great Inflation

1924 a. Dawes Plan  
b. Murder of Italian socialist Matteotti by Fascists  
c. Stalin comes to power in Russia

1925 a. Locarno Treaties "The Spirit of Locarno"  
1. Germany with France and Belgium. Frontiers guaranteed.  
2. Germany with Poland and Czechoslovakia. Agree to arbitrate frontiers.  
3. France with Poland and Czechoslovakia. Defense against Germany.  
4. Great Britain with France and Belgium. Guarantees frontiers.  
5. "Little Entente" Czechoslovakia, Yugoslavia, Romania.

(What would have happened if Britain had come in to guarantee the eastern borders of these nations?)

1926 a. Germany joins the League of Nations

1928 a. Kellogg-Briand Pact, "I ain't gonna study war no more, I ain't gonna study war no more..."

- 1929 a. The Young Plan  
b. Stock Market Crash triggers world wide GREAT DEPRESSION
- 1930 a. 107 seats in the Reichstag won by the Nazis (up from only 12 in 1928) Nazi popular vote is up from 800,000 to 6.5 million.  
b. Communist representation also growing up from 54 to 77 seats.  
c. America passes the Hawley-Smoot Tariff
- 1932 a. Portugal's Salazar forms corporate clerical state. Say hello to the Middle Ages, one more time!
- 1933 a. Hitler comes to power - legally  
b. Fire in the Reichstag blamed on the Communists  
c. Nazi party purges. Ernst Roehm is assassinated in the Night of the Long Knives.  
d. USSR joins the League of Nations. Germany leaves the League of Nations.  
e. World Economic Conference
- 1934 a. Britain announces rearmament in the air.  
b. Austrian Nazi coup attempt fails. Dollfus assassinated.
- 1935 a. Nuremberg Laws  
b. Hitler repudiates rearmament provisions of the Versailles Treaty.  
c. Plebiscite unites the Saar with Germany  
d. Mussolini invades Ethiopia  
e. Franco-Russia Assistance Pact, also Czech/French agreement  
f. US begins its neutrality policy
- 1936 a. Germany reoccupies Rhineland France does nothing because it has a weak government, public opinion is against it and the high command opposed intervention and deliberately exaggerated the number of German troops. French passivity shows the Germans (and the world) that France does not have the will to enforce the Versailles Treaty.  
b. Germany inaugurates its Four Year Economic Plan  
c. Spanish Civil War (ends in 1939.) Right wing General Francisco Franco wins.  
Goodbye, Spanish Republic  
d. Hitler repudiates Locarno  
e. Popular Front governs France
- 1937 a. Japan invades China
- 1938 a. Anschluss: Germany annexes Austria  
b. Germany annexes Sudetenland (German speaking Czechoslovakia)  
c. Munich Conference validates policy of appeasement.  
Daladier and Neville Chamberlain negotiate for France and Great Britain.  
d. Kristallnacht – Night of Broken Glass
- 1939 a. Nazi/Soviet Pact  
b. Germany annexes Bohemia/Moravia from Czechoslovakia, makes "Slovakia" an

independent state, under its protection, of course.  
c. Germany invades Poland.

POW!

## TIMELINE FOR THE COLD WAR

### SOME THINGS TO NOTE:

The rivalry between the United States and the U.S.S.R. makes Europe scared and less significant. It needs the European Union in self-defense.

Because the super-powers are “polarized,” it’s the COLD WAR! Brrrrr.

### General Motives of USSR

1. Fear of west and especially USA because of “Cordon Sanitaire” at the end of World War I, Red Scare, and allied efforts to support the White Army.
2. Hostility to west because of delay at establishing a second front in World War II
3. Promotion of national security
4. Spreading of World Communism not so much because Trotsky’s idea of “permanent revolution” was defeated and Stalin was eager to make Russia self-sufficient, and after all, the Russians called WWII “The Great Patriotic War.”
5. Russian nationalism
6. Mistrust of west after bomb over Hiroshima and Nagasaki and sudden currency change in Berlin

### General Motives of USA

1. Once again the political Right is attractive because of fear of the Left.
2. Government believed what the USSR said at the beginning of the regime about communism spreading and taking over the world, but did not pay attention to ideology such as “socialism in one country” and practice that followed.

1945 - War ends in Europe.

March 1946 – Cessation of Lend-Lease. US turns down the USSR request for reconstruction loans and cuts off reparations deliveries to USSR from Germany

1946-1949 - Greek Civil War. Communists backed by Tito in Yugoslavia try to take over from the nationalists (who are also royalists) backed by Great Britain and USA. It is the trigger for "Containment"

1946-1947 - Dean Acheson and George Kennan formulate policy of "containment" of communism.

1946-1949 - 4th Soviet Five Year Plan.

- U.S. turns down Soviet request for Reconstruction loan.

1947 - Truman Doctrine. It becomes the policy of the U.S.A. "to assist free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."

- COMINTERN (d. 1943) reborn as COMINFORM

1948 - Western powers revoke worthless German currency without discussing it with U.S.S.R. and create the Deutschemark. Triggers BERLIN BLOCKADE that leads to BERLIN AIRLIFT. It lasts about a year.

- Marshall Tito defies leadership of USSR and Yugoslavia goes its own (dictatorship and communistic) way. NATIONALISM!

- Marshall Plan (European Recovery Act) goes into effect. Soviets and their satellites, though invited, decline to participate.

- Czech communists seize control of Czechoslovakia and depose Benes' democratic coalition. Also NATIONALISM.

1949 - COMENCON formed. (Council on Mutual Economic Assistance) It's the Soviet's response to the Marshall Plan.

- Soviets lift the Berlin Blockade.

- Communists win the Chinese Revolution.

- NATO established

- Soviets become a nuclear power

- 2 German states formed: FRG (Bonn) and GDR (Berlin)

1950-1953 - Korean War.

1951 - Churchill's "Iron Curtain" speech

1952- United States tests the first thermonuclear (hydrogen) bomb.

1953 - "Doctor's Plot." Jewish doctors in Soviet Union blamed for planning to assassinate Stalin. It would have been a good idea but they didn't do it. They are freed when Stalin dies.

1953 - Stalin dies. Succeeded by Nikita Khrushchev.

1954 - France defeated by Vietnam at Dien Bien Phu, withdraws from South East Asia.

1955 - Warsaw Pact organized. Soviet's response to the formation of NATO.

- Soviets and the Allies agree to end military occupation of Austria

1956 - Khrushchev's speech on de-Stalinization criticizes the "cult of personality."

- Suez Crisis United States stops Britain, France and Israel from military action in Egypt when Egypt wants to take over the canal.

- "Eisenhower Doctrine" asserts American primacy in defense of the Middle East.

- Hungarian revolt brutally crushed by USSR. (Nagy returns. He advocates return to multi-party system and Hungary's exit from the Warsaw Pact. Soviets force his ouster. Janos Kadar is replacement. Nagy tried and hanged. 200,000 Hungarians flee.) NATIONALISM!

- Polish steel workers demand "Bread and Freedom." Pole fight Poles. Gomulka had been forced out by Stalin but he comes back. He's a Polish Communist NATIONALIST!

1957 - Sputnik launched. Russians have the first satellite that orbits the earth. U.S. panics and starts to hyper-fund space research and science education.

1958 - Soviets develop the first ICBM.

Khrushchev talks about "peaceful co-existence" but also said "we will bury you."

1959 - Fidel Castro leads revolution against Battista in Cuba

1960s - Oil replaces coal as major source of European energy.

1961 - Bay of Pigs. U.S.A.'s botched attempt to invade Cuba and toss out Fidel Castro. (He's still there.)

- Berlin Wall erected to keep East Berliners in East Berlin.

- Beginning of American advisors in Viet Nam

1962 - Cuban Missile Crisis. U.S.A. blockades Cuba to keep further Russian armaments out.

U.S. and U.S.S.R. were "eye ball to eye ball and they blinked." (Dean Acheson)

- Beginning of Chinese-Soviet Rift

1964 - Khrushchev falls. Succeeded by Leonid Brezhnev. "Brezhnev Doctrine" asserts that the Soviets can intervene to protect socialism and socialist governments against pro-capitalist change. The "Thaw" ends, nevertheless Brezhnev advocates "peaceful co-existence."

1965 - The first Marines go to Viet Nam

1968 - "Prague Spring" Alexander Dubcek leads Czech communists in liberalization, Westernization. Crushed by Soviet tanks. NATIONALISM!

1972 - SALT I "Detente" begins here. The goal is still "peaceful co-existence"

1973 - 3rd Arab-Israel War.

- Last troops withdraw from Viet Nam

1974 - Western European economic boom winds down. Arab control of oil does not help.

Beginning of worldwide recession.

1975 - Helsinki Accords. The high point of detente. It ratifies European boundaries after WWII and provides for surveillance on human rights.

- Pol Pot takes over Cambodia, creates the Killing Fields

1979 - SALT II concluded between U.S.S.R. and U.S.A. but not ratified by Congress.

- Soviets invade Afghanistan. Detente abates, relations between the US and USSR become strained.

1979-1989 - War in Afghanistan between Afghans and U.S.S.R. Soviet Union is trying to prop up a communist regime. Ends detente. Soviet Union has 100,000 troops there until its ignominious withdrawal in 1989. Messes up the Soviet economy. It is the Soviet Union's Vietnam War.

1980-1981 - Beginning of Solidarity. Lech Walensa leads striking workers at Lenin Shipyards in Gdansk (formerly Danzig.) Jaruzelski declares martial law. NATIONALISM.

1982 - Brezhnev dies. Followed in rapid succession by Andropov (former head of the KGB) and Chernenko. Finally Gorbachev takes over and rules from 1985-1991.

1984 - President Jimmy Carter decides to keep the U.S.A. out of the winter Olympics in Moscow to protest Soviet aggression in Afghanistan.

1985 - Gorbachev takes over the U.S.S.R. He has two ground-breaking policies: 1. glasnost, "openness" in public discussion and culture. 2. perestroika, the fight against economic stagnation.

1988 - U.S.S.R. has constitutional reforms. A new national legislature is created. Multi-candidate elections to replace the one party slate.

1989 - Berlin Wall comes down.

- Czechoslovakia rejects Soviet influence - " '89 is '68 upside down." NATIONALISM!

- Hungary lets refugee East Germans enter Austria. NATIONALISM!

1990 - More Soviet constitutional reforms. The Congress of People's Deputies creates presidency with broad executive powers comparable to the U.S.A. or France. Boris Yeltsin leads fight against Gorbachev, accusing him of going too slowly.

- Gorbachev and Bush hail the end of the Cold War.

- Two Germanies reunited. F.R.G. incorporates G.D.R. (10/3/90)

Baltic Republics instantly demand independence: Estonia, Latvia and Lithuania. Ukraine and Belarus also separate.

Problems include release of long suppressed ethnic tensions: Azerbaijan vs. Armenia, religious violence between Muslims and orthodox Christians in Tajikstan, tribal violence in Georgia and Chechnya.

Soviet economy goes from bad to worse.

1991 - USA and USSR sign strategic arms treaty pledging to scale down their arsenals of long range missiles.

- (6/91) Yeltsin elected President of the Russian Republic. Changes Leningrad back to St. Petersburg

- Soviet Union dissolves itself

1993 - Peaceful division of Czechoslovakia into the Czech Republic and Slovakia

### Gross Periodization for the Cold War

I: 1945-1953 – Origins until the death of Stalin

II: 1953-1964 – Brinkmanship until ouster of Khrushchev

1964-1972 – Brezhnev Doctrine

III: 1972-1979 - Begin Détente, SALT, Helsinki Accords, SALT II

IV: 1979-1989 – Russian war against Afghanistan.

1985: Gorbachev promotes perestroika and glasnost

1989-1991- Gorbachev succeeded by Yeltsin, end of communism in USSR and satellites

## **CHARTS AND COMMENTARY**

**THE RENAISSANCE**  
CULTURE IS BORN AGAIN - and this time, let's get it right!

WRITERS

Dante 1265-1321 Florence author	Famous for <u>Divine Comedy</u> (imaginary journey through Hell, Purgatory and Heaven) written in the VERNACULAR that became "Italian." His muse was Beatrice.
Petrarch 1304-1374 Italian	Considered the "first man of letters." His muse was Laura.
Boccaccio 1313-1375 Italian	Friend of Petrarch, he is known as the father of classic Italian prose. His <u>Decameron</u> , in Italian, contains a classic description of the Black Death.
Benvenuto Cellini 1500-1571 Florence sculptor, goldsmith and author.	His <u>Autobiography</u> , and excellent record of life in Renaissance Italy, shows why he was the prime exemplar of "virtu." He worked under Michelangelo and under the patronage of Clement VII.
Lorenzo Valla 1406-1457 Italian humanist	He was the founder of textual criticism, the one who proved that the "Donation of Constantine" was a forgery.
Pico della Mirandola 1463-1494 Italian humanist	Leading scholar of the Italian Renaissance. He was the protege of Lorenzo the Magnificent. He looked for truth outside Christian scriptures, was accused by Pope Innocent III of heresy and later cleared by Alexander VI.
Baldassare Castiglione 1478-1529 Milan and Urbino	Wrote <u>The Courtier</u> , the first book of etiquette for nobles.
Niccolo Machiavelli 1469-1527 Florence	Author of <u>The Prince</u> , the first modern work on political science. it was notable for being descriptive rather than prescriptive. His model for the ideal Prince was Cesare Borgia. He hoped the Medicis would learn from his example.
Thomas More 1478-1535 England	Author of <u>Utopia</u> , he opposed Henry VIII's break from the Catholic church even though he was the lord chancellor of England. Bad move. He lost his head for his principles.

Erasmus of Rotterdam 1466-1536 Catholic author and scholar	He made a new Greek and Latin translations of the New Testament; he wrote <u>Praise of Folly</u> and <u>Handbook of a Christian Knight</u> . He and Luther were enemies. He and Thomas More were buddies. Wanted reform within the Catholic Church. Leader in Renaissance learning in Northern Europe.
Thomas a Kempis 1380-1471 German ecclesiastic and writer	Wrote <u>Imitation of Christ</u> . Mysticism holds that the individual soul would commune directly with God in perfect solitude, without sacraments, people or church.
Leonardo Bruni 1369-1444 Italian humanist	Wrote a history of Florence, noted for a new sense of the need for authentic sources in history. "Glory of man lies in activity." He translated Plutarch, Demosthenes, Aristotle and Plato from Greek into Latin. Especially notable for his history of Florence.
Giorgio Vasari 1511-1574 Art historian - Florence	He wrote "The Lives of the Artists," the first book of art history. He was also a painter and an architect.
Marsilio Ficino 1433-1499 Florence	With Pico della Mirandola he edited and published the complete works of Plato. He was a leading figure in the revival of Platonism and the Florentine Academy under the patronage of Cosimo De Medici.

## ARTISTS

Raphael 1483-1520 Urbino, Italy	Worked for Popes Julius II and Leo X, chief architect of St. Peter's.
Michelangelo 1474-1564 Painter, sculptor, architect and poet	Worked for Pope Julius II on ceiling of the Sistine Chapel, famous for "Pieta," "David," "The Last Judgment," "Moses," and a million others.
Leonardo da Vinci 1452-1519 Florence painter, sculptor, architect, engineer and scientist	Michelangelo's rival, his patrons were Lorenzo the Magnificent and Lodovico Sforza. Famous for "The Last Supper," "Mona Lisa" and tones more.
Donatello 1386-1466 Florence Sculptor	leading sculptor of the early Renaissance, he broke with classicism and moved on to realism. He associated with Ghiberti and Brunelleschi.
Masaccio 1410-1428 Florence Painter	Sometimes called "The Father of Modern Art," his works mark the advance from medieval to Renaissance painting.
Brunelleschi 1377-1446 Florence Architect	Reputed founder of Renaissance architecture and FIRST TO ESTABLISH SOUNDLY SCIENTIFIC THEORY OF PERSPECTIVE.
Botticelli 1444-1510 Florence Painter	Most famous for his "Birth of Venus" he assisted at decorating the Sistine Chapel. He was also a follower of Savonarola.
Giovanni Bellini 1430-1516 Venice Painter	Leading painter of the Venetian school he was the master of Giorgione and Titian. He is known chiefly for his altarpieces and his madonnas.

<p>Ghirlandiao 1449-1494 Florence Painter</p>	<p>He was the founder of a school of painting, and was the teacher of Michelangelo.</p>
<p>Giotto 1266-1336 Florence Painter</p>	<p>Most important pre-Renaissance painter, he was a friend of Dante. He is sometimes called the "Father of Renaissance Painting." His work is notable for its use of realistic reproduction of scenes of nature.</p>
<p>Artemesia Gentileschi (1590-1642) Italian Painter</p>	<p>Her father was also a painter whose patrons included King Charles I of England and his favorite the Duke of Buckingham. She is especially noted for her "Judith" paintings.</p>

## RELIGIOUS LEADERS

Nicholas of Cusa 1401-1464 Rhineland (Germany) churchman, focus on mystical philosophy	Roman Catholic prelate and philosopher. He anticipated Copernicus by his belief in the earth's rotation and revolution around the sun.
Meister Eckhart 1260-1327 German Dominican theologian	Founder of German mysticism and father of German philosophical language. His philosophy was influenced by scholasticism, neo-Platonism and Arabic and Jewish ideas.
Pope Nicholas V (rule: 1447-1455) Italian	A great patron of art and literature
Pope Pius II (rule: 1458-1464) Italian	Also known as Aeneas Silvius. He was a patron of learning and author himself. His work on geography is said to have influenced Columbus.
Pope Innocent VIII (rule: 1484-1492) Italian	A busy guy, he declared Henry VII to be the lawful King of England and appointed Torquemada as the Grand Inquisitor of Spain.
Pope Alexander VI (rule: 1492-1503) Spanish	He used bribery to get himself elected to the papacy. His kids were Cesare Borgia and Lucretia Borgia. He ordered the execution of Savonarola. Great patron of the arts, especially Bramante, Michelangelo and Raphael. He is alleged to have said, "God has given us the papacy. Now let us enjoy it!"
Pope Julius II (rule: 1503-1513) Italian	He commenced to rebuild St. Peter's, patronized the arts and aided Raphael, Michelangelo, Bramante and others.

<p>Pope Leo X (rule: 1513-1521) Italian</p>	<p>He was the second son of Lorenzo the Magnificent. He was a patron of the arts. He failed to realize the importance of the Reformation and he issued the bull excommunicating Luther.</p>
<p>Savonarola 1452-1498 Ferrara, Italy Dominican monk and church reformer</p>	<p>He denounced in vehement sermons the corruption of secular life, the licentiousness of the ruling class and the worldliness of the clergy. He drove Piero Medici from power in Florence and became the virtual dictator of the city, preaching a crusade for the establishment of an ideal Christian state. He was denounced by Pope Alexander VI, lost power in Florence to the aristocrats and was ultimately captured by them. He was tried for sedition and heresy, then tortured, hanged and burned.</p>

## SCIENTISTS

<p>Regiomontanus          (His real name was Johann Muller)          1436-1476          Germany          mathematician and scientist</p>	<p>An influential thinker, he laid the foundation for mathematical conception of the universe.</p>
<p>Nicholas Copernicus          1473-1543          Poland          Scientist</p>	<p>He concluded that the earth moves around the sun (heliocentric theory) and not the other way around (geocentric theory.) Realizing the dangerous - to him – implications of his ideas, his were not published until after his death.</p>
<p>Paracelsus          (His real name was Hohenheim)</p>	<p>He undertook to revolutionize medicine at the University of Basel. He was an interesting mix of scientist and charlatan.</p>
<p>Behaim and Schoner          German cartographers</p>	<p>They made world maps that influenced the course of world-wide exploration.</p>
<p>Gutenberg          German</p>	<p>He was the first to produce books with movable type, about 1450.</p>

## POLITICAL LEADERS

Giovanni de Medici 1360-1429 Florence	Merchant who made lots of money, strong supporter of smaller guilds and common people. He was the virtual ruler of Florence between 1421-29.
Cosimo de Medici 1389-1464, son of Giovanni Florence	Banker, patron of the arts and "father of his country"
Lorenzo de Medici aka "The Magnificent" 1449-1492, grandson of Giovanni, but not son of Cosimo Florence	Big time patron of the arts, father of a Pope and general aggrandizer of his family. He is alleged to have been an immoral and tyrannical ruler. What was Machiavelli complaining about?
Cesare Borgia 1475-1507 Originally Spanish	He was the son of Pope Alexander VI; conquered much of central Italy, including Urbino, and acted with cruelty and treachery. He was Machiavelli's ideal "Prince."
Isabelle d'Este 1474-1539 Marchioness of Mantua	Married to Giovanni Gonzaga she was an outstanding diplomat and patron of learning.

## OTHER IMPORTANT FAMILIES

Sforza Milan	They ruled Milan from 1450-1535. Famous among them is Lodovico "Il Moro" (1451-1508) who was patron to Leonardo da Vinci. Another important one was Giovanni who married Lucretia Borgia in 1493.
Visconti Milan	Powerful Lombard family, of the Ghibelline faction, ruled Milan from 1311-1447 until beaten by the Sforza.
Gonzaga Mantua	Descended from Luigi Gonzaga, they controlled Mantua throughout the Renaissance.

## GENERIC IDEAS ABOUT THE RENAISSANCE

It is located primarily in cities because that's where the contact with other cultures happens first. In the south they have more money, because of more trade with the Arabs and the Byzantines, so they have more to spend on art. In the north they focus more on learning and science and technology. That's one reason why the Reformation starts there - that and its distance from Rome where the Popes are and all the money raised for the Church goes. The north is far behind the south in the establishment of institutions of higher learning so between 1386 and 1506 fourteen new universities are founded in Germany. It is probably cheaper to start a university than it is to paint the Sistine Chapel.

There is a lot more secular content in art but the Renaissance DOES NOT abandon interest in religion, since the biggest patron of the arts continues to be the church. Secular influence in painting is shown in patron's portraits being used as the faces for holy subjects. Also rich patrons, often bankers and merchants as well as political powers and nobility, use their money to decorate their own homes and public spaces.

Intellectually there is a focus on this world rather than the afterlife, and on description rather than prescription. A big breakthrough is the use of the vernacular in literature. For the first time authors and artists are making money writing and painting: it is the birth of an array of new professions that cater to wealthy patrons. Writing addresses new subjects - especially human experience, manners, politics and so on, these new subjects were called "the humane letters," from whence the term "humanism" is derived.

But where's the "rebirth?" In Italy it is the re-discovery of the ancient Greek and Latin - pagan - texts that had been preserved in the Arab world during the European Dark and Middle Ages. In northern Europe they are equally excited about the re-discovery of the texts of the ancient church fathers, another factor leading to the locus of the Reformation being north.

The Germans used this new knowledge and the Renaissance spirit of the individual and took it in a religious direction, to mysticism. Mysticism holds that the individual soul can commune with God all by itself without the church, without other people, without sacraments. These mystics did not rebel against the church, but they did not think they really needed it to attain salvation.

Another idea that is reborn is the notion of patriotism towards one's city, also an idea that was born in the classical past. There develops a new idea for the ideal Renaissance man. He has "virtu" the "quality of being a man." He is active, skillful, multi-faceted in his knowledge and experience. This idea rejects the medieval values of contemplation and renunciation.

It is important to remember that the Renaissance was NOT a rebirth in law, government or economic production. All of Europe's most basic institutions had originated in the Middle Ages.

**ROAD MAP TO HEAVEN**  
Comparative Theology of the Reformation

	Catholic	Anglican	Luther	Calvin	Zwingli	Knox	Ana-baptists
Head	Pope and religious hierarchy	King and religious hierarchy		Ministerial government divinely ordained.			no head
Sacraments	Seven	First three: Communion, Baptism and Penance then two: Communion and Baptism	Two: C and B	Two: C and B	Two: C and B	2: C & B	1: Lord's Supper
Clergy	Celibate Priests. Only clergy may interpret scripture	Married Priests	Ministers and priesthood of all believers	Ministers, elders, deacons, people.	Ministers	Ministers	Ministers
Justification	Faith and Works	Faith and Works	Faith: When one is justified one is forgiven, therefore one can repent fully and do good works. Good works are a <b>CONSEQUENCE</b> of justification.	Faith: Good works may or may not be <b>EVIDENCE</b> of justification	Faith: Justification is God's endorsement of the morals of the individual. Good works are a precondition of justification	Faith	Faith

Role of State	Pope theoretically has spiritual leadership over the Catholic sovereigns	The state dominates the church.	Religious choices up to the individual but owes obedience to lawful ruler two Kingdoms: Spiritual and Temporal	Religious organization dominates the state, and in fact IS the state, example: Geneva	Religion dominates the state.		
Where	Italy, parts of Germany, Ireland, Poland, France	England	Parts of Germany, Sweden, Norway, Denmark	Holland, France, Switzerland - Geneva	Switzerland, Zurich	Scotland	Switzerland
Eucharist	Transubstantiation: the bread and wine are magically transformed into the body and blood of Christ in the Eucharist.		Consubstantiation: Yes, Christ is present in the Eucharist, but not actually physically present	Eucharist is just a symbol. No magic.	Eucharist is a memorial not a sacrifice.		
Other	indulgences, purgatory,  Abuses: simony, nepotism, pluralism			Predestination "What must I do to be saved?" "Protestant ethic and the spirit of capitalism" - Max Weber. "The elect."	Reformation concerned more with the moral regeneration of the church – the community - than the individual.		

Calvin and Zwingli think Luther is too subjective and too focused on the individual. They want criteria upon which to reform the church and society, which they find in Scripture. Luther is, in short, concerned with DOCTRINE while Calvin and Zwingli are concerned with LIFE and MORALS.

## ENLIGHTENMENT FOR THE PEOPLE

(Of course, pay attention to Hobbes, Locke and Rousseau  
from whom all these ideas grow)

### THE PEOPLE:

d'Alembert - co-editor of the Encyclopedia

Beccaria - Italian who sought to humanize criminal law.

Buffon - A naturalist, opposed to Linneaus's rigid system of classification. Argued for the Great Chain of Being, nature as an interconnected web. Also an Encyclopedist.

Edmund Burke - Reflections on the Revolution in France. The first "conservative"

Condorcet - Sketch of the Progress of the Human Mind. The French are in the vanguard of civilization. Later he died, a victim of the Reign of Terror, on the guillotine.

Deism - The "Religion of the Enlightenment" it asserts that God exists and created the universe but thereafter assumed no control over it or the people in it. It can also refer to the belief that reason alone is enough to prove the existence of God. Deists, therefore, reject both revelation and human-created religious institutions and authority.

Diderot - editor of the Encyclopedia. Found himself hard up for funds and Catherine the Great deigned to buy his library - and then she let him keep it.

Mme. Geoffrin - Ran a salon for philosophes.

Edward Gibbon - Wrote Decline and Fall of the Roman Empire in which he blamed the Christians for weakening the Roman's values and will to fight.

Helvetius - A wealthy guy, he wrote On the Mind and On Man and gave big parties at which philosophes gathered to eat drink and be merry.

d'Holbach - Another French Encyclopedist, especially hostile to religion.

F.A. Mesmer - Arranged séances in Paris in which people received "animal magnetism" to supposedly cure various ailments. It's an ancestor to hypnosis. The French Royal Academy of Sciences investigated and declared his theories unfounded. That's where "mesmerized" comes from.

Montesquieu - The Persian Letters, The Spirit of the Laws. Advocated the separation and balance of powers. Favored constitutional monarchy.

Thomas Paine - wrote Common Sense and Age of Reason, agitated for American Revolution, died in the gutter. Attacked organized religion, but he was a Deist not an atheist. He said "My mind is my church."

Adam Smith - Wrote Wealth of Nations in 1776, famous example of mass production and division of labor in the pin factory, supply and demand, market regulated by the "invisible hand," self-interest results in the good of society, anti-mercantilist, objects to government regulation of economy.

Mme. de Stael - Brought the works of Kant, Fichte, Shelling and Schlegel to France. Also had a salon. She said "The more I see of man, the more I like dogs."

Voltaire - The premier philosophe. He was buddies with Frederick the Great, wrote Age of Louis XIV, favored natural religion and natural morality, "eclairez l'enfer!" Hated bigotry, obsessed with freedom of speech, did not favor any one form of government, especially if the Enlightened Despots were really enlightened.

Mary Wollstonecraft - She wrote Vindication of the Rights of Woman, famous for her statement "the mind has no sex." Her daughter was Mary Wollstonecraft Shelley, who wrote Frankenstein.

Enlightened Despots: Historians generally agree on these three: Joseph II, Frederick II (aka "The Great") and Catherine II, to a lesser degree. Defining traits of Enlightened Despots: They are rational, reformist, favor top-down rapid change, secular, anti-aristocracy, justify their position based on their "usefulness" to society. (Frederick II said he was the "first servant of the state" for example.) Nevertheless, no Enlightened Despot ever refused to accept a throne for him/herself or for his/her children based "merely" on hereditary succession.

Philosophes: From the French word for philosopher, refers to thinkers who approached any subject in a critical and inquiring spirit. Generally they were publicists, and populizers of ideas, not really philosophers proper, though Rousseau is the significant exception. They spread the ideas of the Enlightenment, addressing the new, educated middle class reading public. Not usually atheists, they favored "natural" religion

Physiocrats - French guys who were the original economists. Especially important were Quesnay, the physician to Louis XV, who coined the phrase "laissez-faire" and Turgot who was the finance minister to Louis XVI.

**GENERIC IDEAS OF THE ENLIGHTENMENT:**

Universalism - the unity of humanity under natural law and the rule of reason

Secularism - favored religious toleration and church in subordinate position to the state

Anti-aristocracy - Ultimate consolidation of power in the king and the state

Viewed the state as the main agency for progress (RRP)

Intellectual freedom - especially Voltaire

Belief in Science and Progress

Belief in Equality of Human Rights

## SCIENCE GUYS

What they did, Where they did it, Why it was important

WHO	WHEN	WHERE	WHAT
Plato	427-347	Greece	True reality is not what meets the eye
Aristotle	384-322	Greece	He codified all Greek thought. Master of the deductive method.
Strabo	63bce-24 ce	Greece	Geographer whose books described Europe, Asia, Egypt, and Libya
Galen	Ca.200 c.e.	Greece	Greek physician whose works were considered authoritative until the Scientific Revolution.
Ptolemy	Ca.200 c.e.	Greece	Astronomer who wrote the <u>Almagest</u> , in which he describes his system of astronomy and geography based on the theory that the sun, planets and stars revolve around the earth. It was displaced by the Copernican system during the 16th and 17th centuries. His <u>Geography</u> contains estimates of the size of the earth and a list of places by longitude and latitude.
Arabs		Duh	Arabic numerals, algebra and zero. They got the idea from Indian mathematicians.
Thomas Aquinas	1225-1274	Italy	<u>Summa Theologica</u> . He was the most important "scholastic" philosopher. Alleged that faith cannot be endangered by thinking. "Realism" held that a general idea is more "real" than a particular example. (Compare to Plato) Superior reality of abstractions. He had a hierarchical view of the universe. All things subordinated to God in descending order. Each with its own role to fill. Does not favor the growth of natural science
Medieval Thought			It was rationalistic and deductive. They start with definitions and general propositions and then figure out what further knowledge can be logically deduced. It used "Aristotelian" methods.

Gutenberg	1450	Mainz, Germany	Invented books made with movable type. Bible printed in 1455. He also printed indulgences.
Johann Muller Aka Regiomontanus	1436- 1476	Germany	Developed mathematical conception of the universe
Nicholas of Cusa	1401- 1464	Rhineland	Mystical philosopher who also added developments to Renaissance math and science.
Copernicus	1473- 1534	East Prussia Poland	Held that the earth moved around the sun. Published posthumously. (A lesson for Galileo)
Behaim	1459- 1507	Germany	Cartographer and navigator.
Schoner	1477- 1547	Germany	Cartographer whose globe was the first to bear the name "America."
Paracelus	1493- 1541	Basel, Switzer- land	Revolutionized medicine through his teaching that diseases are specific entities that can be cured by specific remedies. He emphasized the importance of observation and experience.
Leeuwenhoek	1632- 1723	Dutch	Invented and used microscopes. Became founder of modern biological science; published drawings of blood corpuscles, sperm and bacteria.
Huyghens	1629- 1695	Dutch	Improved telescope; made clocks move with pendulums; discovered the rings of Saturn and launched the wave theory of light.
Montaigne	1533- 1592	France	Noted for skepticism. He asked "Que sais-je?" ("What do I know?") and answered "Nothing."
Francis Bacon	1561- 1626	England	Champion of the inductive method. Held that "Knowledge is power"- it should be put to practical use. Wrote <u>Novum Organum</u> (1620)

Rene Descartes	1596-1650	France	Champion of the deductive method. Wrote <u>Discourse on Method</u> (1637) Held that there are two kinds of matter: thinking substance (everything within the mind) and extended substance – the objective world – everything outside the mind. It is called Cartesian dualism. He invented coordinate geometry. He wrote "Cogito ergo sum": I think therefore I am.
Tycho Brahe	1546-1601	Denmark	Astronomer. Although he never fully accepted Copernican theory his greatest achievement was the data he gathered on the actual positions and movements of the heavenly bodies.
Johan Kepler	1571-1630	German	Brahe's assistant. He discovered and proved that the orbits of planets are ellipses.
Galileo	1571-1642	Italian	Built a telescope in 1609. Used the concept of inertia. Found mathematical laws describing movements of bodies on earth. Concept of inertia requires explanation of change in motion, not origin of the motion itself, so his system did not need to postulate an Unmoved Mover or God. Catholic Church did not like his ideas and forced him to recant. Even though he did he was still placed under house arrest for the remainder of his life.
Vesalius	1543	Belgium	Studied the structure of the human body.
Ambroise Pare	1510-1590	France	Father of modern surgery. He improved the treatment of gunshot wounds.
William Harvey	1628	England	Wrote <u>On the Movement of the Heart and Blood</u> . It confirmed the circulation of the blood through arteries and veins.
Malpighi	1661	Italy	Discovered capillaries.

John Napier	1614	Scotland	Invented logarithms.
Blaise Pascal	1623-1662	France	Christian philosopher and mathematician. Developed theory of probability. He also had a triangle. Wrote <u>Pensees</u> . Wrote "Man is a reed, but he is a thinking reed." "I am terrified by the eternal silence of these infinite spaces."
Leibnitz	1646-1716	German	Invented the calculus simultaneously with Newton.
Isaac Newton	1642-1727	England	Brought Kepler's and Galileo's ideas together in his Laws of Motion. All motion whether in the heavens or on earth could be timed and measured by mathematical formulae. Developed calculus to measure and predict curves and trajectories - a big deal for the development of weapons. Discovered the laws of universal gravitation. He said he "stood on the shoulders of giants." He wrote "Principia Mathematica."
	1662	England	Royal Society of London founded.
	1666	France	Royal Academy of Sciences founded.
Jean Mabillion	1681	France	He was a monk. He wrote <u>On Diplomatics</u> that established the science of paleography - the deciphering, reading, dating and authenticating of manuscripts.
Robert Boyle	1627-91	England	Discovered Boyle's Law on the pressure of gasses.
Peter Bayle	1647-1706	France	Skeptic. Wrote <u>Thoughts on the Comet</u> . Favored religious toleration.
Jethro Tull	1674-1741	England	Invented seed drill to plant seeds in rows.
Thomas Newcomen	1702	England	Developed first steam engine.
John Kay	1733	England	Invented the fly shuttle. Now only one person is needed to work a loom instead of two.

	1760's	England	Spinning jenny invented. It is a mechanized spinning wheel.
Richard Arkwright	1769	England	Invented and patented the water frame, a device for multiple spinning of many threads. At first it runs on water power; later it runs on steam power
James Watt	1763	England	Made significant improvements on Newcomen's steam engine so it was more economical for use in factories
Charles Darwin	1809-1882	England	Studied evolution. Wrote <u>Origin of Species</u> (1859) and <u>Descent of Man</u> (1871) Observed the struggle for survival and the survival of the fittest. Explained species adaptation and survival as "natural selection." Nature was no longer perceived as harmonious. Instead it became the scene of struggle. Successful adaptation to surroundings defined "good" characteristics. Big implications for social and political theory and practice.
Louis Daguerre	1829	French	Pioneers the camera.
George Stephenson	1829	England	"The Rocket" wins the design competition for tubular steam boiler locomotive. Service begins on the Liverpool-Manchester Railway in 1830.
Samuel F. B. Morse	1832	American	Develops electric telegraph
Kirkpatrick MacMillan	1839	Scotland	First real bicycle invented. The craze will explode, especially in France at the end of the 19 <sup>th</sup> century.
Gregor Mendel	1822-1884	German	Studied hereditary, explained how it operates through dominant and recessive genes and how hybridization takes place. His work is the basis for the science of genetics.

James Frazer	1854-1914	England	Wrote <u>The Golden Bough</u> . Developed the science of anthropology. Asserts that the practices, rites and ideas of Christianity may be found in "primitive" societies.
William Wundt	1832-1920	German	Psychologist
Ivan Pavlov	1849-1936	Russian	Psychologist who studied the "conditioned reflex."
Sigmund Freud	1856-1939	German	Founded psychoanalysis. Wrote <u>Interpretation of Dreams</u> . Postulated three parts of the human psyche: the Id, the Ego and the Super-ego. Emphasized the importance of sex and the role of the unconscious. Said "Sometimes a cigar is just a cigar." Although he wasn't a cross-dresser, he is known for the Freudian slip.
Antoine Becquerel	1896	France	Discovered radioactivity
Pierre and Marie Curie	1859-1906 and 1867-1934	Poland and France	Discovered and studied radium and polonium.
J.J. Thomson	1856-1940	England	Investigated mass and charge of electrons and radioactivity.
Ernest Rutherford	1871-1937	England	Enunciated theory that the atom is not indivisible and consists of small impenetrable nucleus surrounded by electrons revolving in planetary orbits.
Max Planck	1900	Germany	Discovered that energy is emitted or absorbed in specific units that he called "quantum." He also had a constant all his own.
Niels Bohr	1913	Denmark	Postulated that the atom has a nucleus of protons, surrounded by electrically charged units called electrons rotating around the nucleus.

Albert Einstein	1879-1955	German, later American	Matter is transferable into energy. $E=(mc)(mc)$ . Developed the theory of relativity.
Alexander Graham Bell	1875	American	TELEPHONE invented.
Thomas Alva Edison	1877	American	Invents the first motor-driven phonograph. It plays cylindrical wax records.
George Eastman	1884	American	First modern camera.
Karl-Friedrich Benz	1885	Mannheim, Germany	First successful gas driven motor vehicle. Benz will later be a founder of Mercedes-Benz. It's the beginning of the automotive age.
Guglielmo Marconi	1895	Italian	Pioneers wireless telegraphy that will turn into RADIO.
Wilhelm Roentgen	1895	German	Discovers X-rays
Werner Heisenberg	1927	German	He announced the famous "uncertainty principle" according to which it is impossible to measure simultaneously both the position and the velocity of an individual electron.
Philo T. Farnsworth	1927	American	Broadcast a horizontal line across the room of his San Francisco office. It is the beginning of TELEVISION! By 1945 5,00 American homes have televisions.
	1946	America	ENIAC is the world's first automatic electronic digital computer.
Enrico Fermi and Leo Szilard	1942	Italy and Czechoslovakia	Under their influence the United States produced the first sustained nuclear chain reaction that led to the development of the atomic bomb. Einstein wrote a letter to FDR telling him to listen to them.
	1952	USA USSR	Development of the thermonuclear (hydrogen) bomb.
	1990's	USA	Internet and World Wide Web developed for national defense.

## SOME IMPLICATIONS OF ADVANCES IN SCIENCE AND TECHNOLOGY

1. The Copernican revolution removed the earth from the central position in the universe.
2. Newtonian physics leads to "state of nature" philosophy, which applies the concept of people in a vacuum. It also leads to the conclusion that the universe is understandable with enough reason and mathematics.
3. Darwinian evolution leads to the vision of humans as just another species, and threatens the idea of creation by God. Makes the drive to survive "natural." Leads to Social Darwinism.
4. 20th century physics and 19th century social sciences lead to relativism both in the physical world and between cultures.
5. Bio-medical advances lead to increased lifespan, eradication of various diseases and new ethical dilemmas.
6. Radio, telephone, television lead to homogenization of culture, broader world understanding and lowest common denominator of entertainment. Also more rapid communication, more available information.
7. Computer technology leads to increase in information and speed with which that information can be disseminated and manipulated. Increased opportunities for research and entertainment.

## HOBBS, LOCKE AND ROUSSEAU

- or -

How many electoral votes go to the state of nature?

	Thomas Hobbes 1588-1679 English	John Locke 1632-1704 English	Jean-Jacques Rousseau 1712-1778 French
S. of N.  Refers to people as imagined to exist in a vacuum.	War of "all against all" Lack of resources. The reasonable person will attack first since he knows that everyone else covets his property and would attack him/her if possible. People are fundamentally equal in the S. of N. because each has the ability to kill the other either with force or with cleverness.	People are willing to cooperate; not naturally hostile to their fellows. People are created equal in the S. of N. - not equal in ability but equal in rights. All people have the right to life, liberty and property.	People are solitary, have few needs. There are enough resources because people hardly need anything. People are not equal in ability but it does not matter until they develop civilization.

<p>Natural Law</p> <p>Refers to the absolute universally agreed to law that distinguishes right from wrong, or truth from falsehood.</p>	<p>Describes how people behave in the state of nature - how they would act if there were no society or political institutions. It is descriptive. It is discovered by reason. People are driven by NATURAL LAW to preserve themselves and therefore they have a NATURAL RIGHT to do so.</p>	<p>Describes the "rights" with which people are endowed at creation: life, liberty and property. It is prescriptive, but also descriptive. It is discovered by reason.</p>	<p>Describes how people behave in the state of nature and what happens to them as they learn language and move into civilization. Also descriptive. R. thinks things are better in the S. of N. but he holds that once people come out of it they can never go back.</p>
<p>Social Contract</p>	<p>People give up some of their rights to the sovereign in an irrevocable agreement by which the sovereign protects them.</p>	<p>People agree to give up some of their rights in exchange for the protection afforded by government, but if the gov't does not do its job they may change it.</p>	<p>The social contract is between the people and each other, not the people and the government. Each person gives up ALL of h/h rights to the "General Will" which then incorporates every individual. All decisions made by the General Will, including the selection of the Sovereign, are, therefore, unanimous.</p>
<p>role of state</p>	<p>State keeps people from killing each other.</p>	<p>State protects a person's right to property.</p>	<p>State enacts the General Will.</p>

Property	A limited resource that people fight over.	Property is among one's natural rights.	Property is the invention - the worst invention - of society. So-called "right" to property is a ruse to manipulate those who do not have any.
Religion	There must be only one religion, just as there must be only one ruler. Otherwise people will fight.	Favors religious toleration.	Abhors organized religion, especially Christianity, but does not reject God.
gov't	Absolute monarchy	Representative government: constitutional monarchy, democracy or republic.	Complete consensus based on dictatorship of the General Will.
Reason	People are reasonable.	People are reasonable.	People are reasonable but impulse and emotion more important.
What is the question?	How to stop chaos and violence?	How to protect my stuff.	How to combat inequality
On human equality	each person is equal to others in strength or ability to kill everyone else	all are equal in natural rights: life, liberty and property.	All are equal in their needs and in their ability to meet them in the state of nature.
Natural Rights	One has a natural right to do anything to preserve oneself.	One has a natural right to life, liberty and property and the natural right to enforce the natural laws, unless one deliberately gives up some of these rights	One does not have natural rights because "right" is an abstract concept that cannot exist in the State of Nature, a condition without language.

		to a government.	
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What is the argument that Rousseau is a "loser?"

1. He rejects property because he hasn't got any. He's jealous of the stuff of others.
2. He's poor; he argues with everybody and then he's surprised when everyone rejects him.
3. He thinks that human development (political, social, cultural, economic) is bad, however inevitable.
4. He's obsessed with being excluded. Creating a social contract in which one gives up all of oneself to the General Will finally results in Rousseau's ability to belong to the group. Or, as Nate said, "If you can't join 'em, beat 'em"

## CATALOG OF REVOLUTIONARIES AND THEIR ENEMIES

### Famous French Folk and Family From 1750-1815

#### THE ROYALTY

Louis XV (1710-1774) - He said "Après moi, le déluge." His First Minister was Fleury. He lost a bunch of money and land in war (the usual behavior of French monarchs,) most notably to England in the Seven Years War.

Louis XVI (1754-1793) - The grandson of Louis XV. He exacerbated the government's financial difficulties by involving France in the American War of Independence. Then he called the Estates General, in hopes of getting taxes, and you know the rest.

Louis XVII (1785-1795) - The son of Louis XVI and Marie Antoinette, he died in the Temple prison in Paris. His death quashed the hopes of the royalists and the constitutional monarchs that there might be yet another Louis around whom to rally.

Louis XVIII (1755-1824) - He prudently ran away from Paris in 1791 and sat out the Revolution in England, a guest at L'Hotel du Roi Manqué. After the Congress of Vienna, he became King of France.

Marie Antoinette (1755-1793) - Maria Theresa's little girl. She did NOT say "Let 'me eat cake." She did spend wantonly, alienate the monarchy from the people and get her head cut off.

Leopold II (1747-1792) - Joseph II's younger brother

Joseph II (1741-1790) - He was the quintessential Enlightened Despot, Maria Theresa's oldest surviving son, Marie Antoinette's big brother.

Francis II (1768-1835) he was the last Holy Roman Emperor and the first Emperor of Austria (as Francis I.) He married his daughter Marie Louise to Napoleon.

Alexander I (1777-1825) - The so-called Liberal Tsar. He started out promising liberal constitutional reforms, but Metternich persuaded him to change his mind.

Pope Pius VI (1717-1799) - Got to watch while the French confiscated church property in the Revolution. He was later seized by the French and died soon after.

Pope Pius VII (1742-1823) - He was the Pope who made the famous Concordat with Napoleon in 1801 after which he was compelled to consecrate him as Emperor (1804.)

Philippe Egalite (1747-1793) – AKA Louis Philippe Joseph, duc d'Orleans. He was the cousin of Louis XVI and the father of future French king Louis Philippe. He supported the Third Estate against the privileged orders, renounced his title in 1792 and voted for the King's death as a member of the Convention. Later on his son defected to the Austrians and he was arrested and guillotined.

## FINANCE MINISTERS

Turgot (1727-1781) - He was an economist who became the controller general of finance under Louis XV in 1774, after which he tried to reform the national economy. The nobles opposed his Six Edicts that led to his overthrow in 1776 and he died forgotten.

Necker (1732-1804) - Swiss statesman and financier who was the director of the French treasury and director-general of finances in 1776-1777. He was dismissed in 1781 but recalled in 1788 to deal with the worsening financial crisis. His proposals for social and constitutional change aroused heated opposition at court and he was dismissed again. This dismissal was one of the triggers for the public disorder that ended in the storming of the Bastille. He was quickly recalled in 1789, but quit the following year.

Calonne (1734-1802) - Finance minister under Louis XVI. When he came in as controller general of finance in 1783 he found the treasury in hopeless disorder with no money and no credit. He proposed the Assembly of Notables, hoping to get approval for taxation of nobles and clergy (1787) but, of course, no dice. He was removed from office and went to live in England, staying at the Hotel du Roi Manque (where else?) until Napoleon allowed him to return to France in 1802, where he died soon after.

Lomenie de Brienne (1727-1794) - He was a cardinal in the RCC and controller general of France, succeeding Calonne in 1787. He actually convoked the meeting of the Estates General for May 1, 1789 and was forced out of office by the public in 1788.

Maupeou (1714-1792) – He destroyed the old Parlements under Louis XV, but Louis XVI caved in, fired him, and restored the old ones again.

## WOMEN

Charlotte Corday (1768-1793) - She sympathized with the aims of the Revolution, but the excesses of the Jacobins horrified her. She obtained an audience with Jean Paul Marat and stabbed him while he was in the bathtub. She was guillotined four days later.

Olympe de Gouges ( -1793) - She wrote the "Declaration of the Rights of Woman and Citizen" in 1791 and was guillotined two years later in the Terror.

Mme. Roland - A Girondin sympathizer she was arrested and guillotined in 1793. Her last words were "Oh, Liberty! What crimes are committed in thy name!"

Mme. de Stael (1766-1817) - She was Necker's daughter and a famous salon hostess. She wrote romantic novels, "Corinne" is the most famous, as well as tons of letters, memoirs, essays and criticism. She fled France in 1803.

## FOREIGNERS

Edmund Burke (1729-1797) - British statesman and political philosopher, he is the most famous exemplar of the Conservative viewpoint. He wrote "Reflections on the French Revolution" in 1790 and it was read all over Europe.

Arthur Young (1741-1820 - Agricultural and travel writer he traveled all over England and France observing the conditions of farms and the people who lived on them.

Duke of Wellington (Arthur Wellesley) (1769-1852) - English general who fought against Napoleon in the Peninsular War, and who won his most famous victory at the Battle of Waterloo.

Horatio Nelson (1758-1805) - One of the greatest naval commanders of all time, he is famous for defeating Napoleon's forces at the Nile and then, decisively at Trafalgar where he died of wounds received in battle. "England expects that every man will do his duty." By the end of his life, he had lost an eye and an arm. His body was brought back to England for a state funeral pickled in a cask of brandy to keep it from going bad.

## ROYALISTS AND EMIGRES

Dumourriez (1739-1823) - A French general who first defeated the Prussians at Valmy in 1792, and the Austrians at Jemappes but then in 1793 he lost to the Austrians at Neerwinden. His monarchist leanings caused him to be denounced by the revolutionaries and to save his head he defected to the Austrians. His defection in 1794 triggered the formation of the Committee of Public Safety and the Reign of Terror. Later on he settled in England, and you know which hotel he stayed at.

## MODERATES

La Fayette (1757-1834) - French soldier and politician who fought in America against the British during the War of Independence. In the National Assembly he presented a draft of the "Declaration of the Rights of Man" based on the United States Declaration of Independence. To escape Jacobin opposition he went to Belgium where he was imprisoned by the Austrians until Napoleon got him freed in 1797. During the Restoration he sat in the Chamber of Deputies and became a radical leader of the Opposition, and then the commander of the National Guard in the 1830 Revolution.

Comte de Mirabeau (1749-1791) - Although he was an aristocrat he had a long history of opposition to the crown, having published a sensational work "Essay on Despotism" which got him sentenced to death, which sentence was not actually carried out, obviously. He was elected to the Estates General by the Third Estate of Marseilles and he became a force in the National Assembly. He favored a constitutional monarchy on the British model, the benefits of which he could not persuade Louis XVI, and the more radical members of the Assembly did not like his views either. Nonetheless he was elected President of the Assembly in 1791 and he died soon later.

Condorcet (1743-1794) – He was a statesman, philosopher and mathematician. He was the President of the Legislative Assembly and usually sided with the Girondins. As the Revolution progressed he was accused and condemned by the Jacobins and later found dead in prison. He believed in the ideal of progress and the perfectibility of the human race, which he did not, alas, live to see.

Brissot (1754-1793) – He was a revolutionary politician who did time in the Bastille for writing a brochure attacking the Queen. He was also present at the storming of the Bastille in 1789. He was later recognized as the head of the Girondins, sometimes even called the Brissotins. In the Convention, his moderation did him no good and he met the guillotine in 1793 with a bunch of fellow Girondins.

Philippe Egalite – see him under “ROYALTY”

Abbe Sieyes (1748-1836) - He asked "What is the Third Estate?" in his famous pamphlet and he answered "Everything!" He became a member of the National Convention, served on the Committee of Public Safety in 1795 and in the Directory. In 1799 he helped to organize the revolution that led to the demise of the Directory and the institution of the Consulate. When Napoleon assumed supreme power his authority waned and he went to live in his house in the country. When the Bourbons were restored he decided it was prudent to light out for the territories, so he lived in Belgium until 1830, returned to France after the ascent of Louis Philippe, the Citizen King.

Roland (1734-1793) - He was an industrial scientist who later became the minister of the interior in 1792 under Louis XVI. He was reinstated after the monarchy fell, but he was a Girondin, so he got in trouble with the Jacobins, by now on the rise. He ran away from Paris, but his wife was caught and executed. Roland committed suicide.

## RADICALS

Georges Danton (1759-1794) - He was a lawyer practicing in Paris at the time of the revolution. He was a founder of the Cordelier Club. He became Minister of Justice in 1792, voted for the death of the King and was one of the original members of the Committee of Public Safety. He tried to abate the severity of his own Revolutionary Tribunal but he lost to Robespierre. He was subsequently charged with conspiracy and guillotined.

Jacques Hebert (1757-1794) - He was a popular political journalist whose pseudonym was le Pere Duchesne. He was a member of the Cordelier and Jacobin clubs. He became a member of the Revolutionary Council, played a major part in the September Massacres and the overthrow of the monarchy. He denounced the Committee of Public Safety for not doing enough to help the poor and he energetically supported the de-Christianization policies of the Convention. He tried to incite a public uprising against the CPS but Robespierre and Danton arrested and guillotined him along with 17 of his supporters, know as, what else?, Hebertists.

Jean Baptiste Robert Lindet (1746-1825) - He was a French lawyer and member of the Legislative Assembly, and National Convention. He prepared the "Report on the Crimes Imputed to Louis Capet" which was the basis for Louis XVI's trial, and subsequent conviction, for treason. He survived the Terror and served as minister for finance in 1799.

Jean Paul Marat (1743-1793) - He was a revolutionary journalist who was also a member of the Cordelier Club. He established the radical paper "L'Ami du Peuple" (The Friend of the People.) He was elected to the National Convention and advocated radical reforms. After the king's death he was in the midst of a struggle with the Girondins and he was stabbed to death by a Girondin supporter, Charlotte Corday.

Petion (1756-1794) - He was a deputy to the Estates General, a member of the Jacobin Club, an ally of Robespierre and the mayor of Paris from 1791-1792. He was the first president of the National Convention. He favored the Girondins, which led to his being suspected of being a Royalist. He was imprisoned in 1793, escaped and committed suicide.

Maximilien Robespierre (1758-1794) - He was known as "The Incorruptible." He was a lawyer who was elected to the Estates General in 1789, and a member of the Jacobin Club. In 1791 he was the Public Accuser and in 1792 he presented a petition to the Legislative Assembly for a Revolutionary Tribunal. He was elected first deputy for Paris in the National Convention he emerged as the leader of the Mountain and as such strenuously opposed the Girondins, whom he helped destroy. In 1793 he became a member of the Committee of Public Safety. He introduced the Reign of Terror and the Cult of the Supreme Being. But pretty soon enough was enough. He was attacked in the Convention and shot himself in the head - not well enough to kill himself, just enough to break his jaw - before being captured and executed by the Revolutionary Tribunal. What goes around comes around.

Louis Saint-Juste (1767-1794) - He wrote "The Spirit of the Revolution." and was elected to the National Convention in 1792. He was a devoted follower of Robespierre and a member of the CPS in 1793, contributing to the destruction of Danton and Hebert. He became the president of the Convention in 1794 and sponsored the radical Ventose Laws that redistributed property to the poor. He was guillotined with Robespierre in the Thermidorian Reaction.

## NAPOLEONIC PERSONNAGES

Napoleon Bonaparte (1769-1821) - He received command of the Army of the Interior in 1795 the same year that he dispersed a mob of Royalist sympathizers with a "whiff of grapeshot." In gratitude the Directory appointed him to command the Army of Italy and the rest, as they say, is history.

Joseph Fouche (1759-1820) - He was elected to the National Convention in 1792 as a Jacobin, survived the Terror and in 1799 became minister of police under Napoleon, where he remained until 1815. With the Restoration he had to run away and he died, not in England, but in Trieste.

Josephine de Beauharnais (1763-1814) - She was Napoleon's first wife. Being childless, she was divorced by Napoleon in 1809.

Tallyrand (1754-1838) – He was ordained a bishop, elected to the Estates General and made president of the Legislative Assembly in 1790. He ran away to the United States until the fall of Robespierre and then became the foreign minister of the Directory from 1797-1807. He helped to consolidate Napoleon's position first as First Consul and later as Emperor but he was not below trying to betray Napoleon to Alexander I of Russia to cover his bets. He became foreign minister to Louis XVIII and did a great job for France at the Congress of Vienna, then lived mostly in retirement until he became the chief advisor to Louis Philippe at the July Revolution.

Gracchus Babeuf (1760-1797) – He tried to organize a conspiracy to destroy the Directory with the goal of establishing an extreme democratic and communistic system, "The Conspiracy of Equals." When he was discovered he was guillotined.

## SPECIAL CHARACTERS

Jacques-Louis David (1748-1825) - He won the Prix de Rome in 1774 and became known for his paintings on classical themes and historical events. He was an enthusiastic supporter of the Revolution and painted several of its leaders, including the famous portrait of Marat in the bathtub. He was imprisoned twice after the death of Robespierre and barely escaped with his life. He was released in 1795 and in 1804 was appointed court painter to Napoleon. After the Restoration of the Bourbons in 1815 he was condemned as a regicide and banished. He died in Brussels.

### PLUS: PICKY PICKY DATES FOR THE FRENCH REVOLUTION

7/5/88: Louis XVI agrees to call the Estates General

5/5/89: Estates General opens

6/17/89: NA declared: BEGINNING OF CONSTITUTIONAL MONARCHY

7/7/89: CA declared

9/30/91: Last session of CA

10/1/91: LA opens

9/20/92: LA ends: END OF CONSTITUTIONAL MONARCHY

9/21/92: Convention begins: BEGINNING OF REPUBLIC

4/93: CPS begins

11/12/94 Reign of Terror ends

8/94: CPS ends

10/95: Convention ends

95-99: Directory

99-04: Consulate: STILL IN THE REPUBLIC, BUT BEGINNING THE AGE OF NAPOLEON.

04-15: Empire: END OF THE REPUBLIC, BUT STILL THE AGE OF NAPOLEON.

## **LEFT, RIGHT, LEFT, RIGHT** Marching Into The French Revolution

### LEGISLATIVE REFORMS OF THE NA/CA PERIOD (1789-10/1791)

- "Night of August 4" : abolition of all feudal privileges
- Declaration of the Rights of Man and Citizen
- France divided into 83 "departements"
- confiscation of church property to back assignats (like bonds.)
- abolition of guilds
- Le Chapelier law of 1791 forbids labor unions
- Civil Constitution of the Clergy (1790) The good Catholics, especially outside of Paris and among the poor, favor the "refractory" clergy. This law is probably the biggest mistake of the period.

And other important events:

Doubling of the Third

Oath of the Tennis Court

Great Fear

Storming of the Bastille

Women's march on Paris for bread

Flight to Varennes

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### LEGISLATIVE REFORMS OF THE LA (Constitution of 1791) to 9/20/92

- "active" and "passive" citizens, based on property
- electors chosen by "active" citizens

GIRONDINS are the sub-group of the left between the Plain and the Mountain in the LA. They lead France into war, favoring international revolution. Among them are Condorcet, the "humanitarian lawyer" Brissot, civil servant Roland and his wife, Mme. Roland. LAFAYETTE also favors war. He thinks it will curb the radicalism of the revolution, holding it back at constitutional monarchy and he believes war will restore the popularity of Louis XVI and unite the country.

Meantime, France's neighbors are getting nervous. Prussia and Austria issue the BRUNSWICK MANIFESTO (7/25/92) and Leopold II issues the DECLARATION OF PILLNITZ, which only serves to increase the determination of the French.

Gold is leaving the country with the emigres, leading to rising prices and high inflation.

Other important events:

Recruits from Marseilles give France new national unity and a new national anthem. "Aux armes, citoyens...!"

8/10/92 Commune of Paris established (the first one. There's another coming down the pike in 1870. Stay tuned.) It starts the "Second French Revolution."

9/2-7/ 92 September Massacres - probably organized and certainly countenanced by Danton, suspects were dragged from the prisons and after hasty trials were done away with by the mobs.

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The French gain a victory at Valmy and the "Mountain" emerges as the Revolutionary leadership to the left of the Girondins. "Mountain" leadership is allied with the sans-culottes of Paris. Then the tide of war turns against France, Dumourriez defects and the GIRONDINS are blamed as traitors. Many (those with good sense) flee. There is an uprising in the Vendee (to the south) because the peasants are opposed to conscription. Leadership fears the revolution is attacked from within as well as from without. The far far left, the "enrages", emerge as the leaders of the revolution.

The most important figure in the CPS - established as a reaction to the defection of Dumourriez - is Robespierre, aka "The Incorruptible." His goal is to create the "Republic of Virtue" (sounds a little like Oliver Cromwell, yes?) Under his leadership is initiated the REIGN OF TERROR in which those suspected of counter-revolutionary activity are quickly arrested and usually convicted. (See "A Tale of Two Cities" for the English version.) 70% of Terror victims were peasants and laborers. In all about 40,000 total victims.

#### LEGISLATIVE REFORMS OF THE NATIONAL CONVENTION (1792-1795)

- Trial and conviction of Louis XVI
- Establishment of the Committee on Public Safety
- Bulletin des Loix
- levee en masse
- general maximum: ceilings on prices and wages
- abolition of slavery
- Republican calendar: 10 day weeks, called the *decadi*, new years, new months, each with thirty days. It is anti-Christian, favored by Hebertists. Includes Cult of Reason, opposed by Robespierre, and turned into the Cult of the Supreme Being, a Deistic notion.
- the CPS wrote a constitution in 1793 including Universal Manhood Suffrage but it was never put into effect because of the war.
- Law of Suspects defines who "suspects" are: those who through word or deed support "federalism and tyranny."
- Laws of Ventose (March 94) confiscates property of suspects
- Law of Prairial, 6/10/94 establishes the Terror. Defines enemies of the Republic and says "Don't punish them, wipe them out!"

Military success makes the French less willing to tolerate the Terror, which is busy consuming itself at all events. First Robespierre turned on Hebert and then on Danton, "The People's Friend." Finally the people turned on him and his lieutenant, Saint-Juste, and they were both summarily executed. This marks the beginning of the THERMIDORIAN REACTION (hence the lobster dish of the same name) or, by its alias, the "White Terror."

With the THERMIDORIAN REACTION property qualifications for voting come back and the ceiling on food prices is removed.

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LEGISLATIVE REFORMS OF THE DIRECTORY (based on the Constitution of the Year III, 1795-1799) It is, oddly enough, the first formally constituted French Republic.

- Constitution commits the Republic to expansion.
- gives all males the vote, but only for "electors" per the constitution of '91.
- the legislative assembly is made up of two chambers. The lower chamber is the Council of Five Hundred; the upper chamber is the Council of Ancients, and has 250 members. The two chambers choose the Directory, a group of five Directors.

In this period, Napoleon quells the annoyed masses with his famous "whiff of grapeshot."

The Right wing opposition consists of the Royalists loyal to the Bourbon succession, in the person of Louis XVIII. Left opposition rallies around a bunch of crackpots, for example Gracchus Babeuf's "Conspiracy of Equals" of 1796. He wanted to abolish private property. Yeah, right. Babeuf was guillotined.

In March of 1797 the first free elections are held and the constitutional monarchists and the royalists win. (It is an ongoing theme in French "democracy." Wait and see.) England wants peace. The Royalists and constitutional monarchists want peace. The Republicans want war.

COUT D'ETAT OF FRUCTIDOR: The Directory uses Napoleon, who wants war to annul the results of the elections. Austria makes peace with Napoleon at Campo Formio.

COUP D'ETAT OF BRUMAIRE: Napoleon takes over. Abbe Sieyes, he who once asked "What is the Third Estate?" now says France needs "Confidence from below; authority from above."

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## LEGISLATIVE REFORMS OF THE CONSULATE (1799-1804)

The new constitution (yes, another one!) was adopted by plebiscite: an all or nothing vote. With the Consulate ENDS the Revolution.

- France reverts to a form of Enlightened Despotism. Napoleon may be called the last of the ED's.
- Bonaparte entrenches himself by promising peace, which he then actually obtains, at least for a while.
- Fouché (a former Hebertist, extreme Terrorist) becomes the Minister of Police.
- Concordat of 1801 with the Vatican.
  1. Pope can now depose French bishops
  2. Public Catholic worship permitted
  3. Seminaries permitted
  4. Pope recognizes the Republic
  5. Vatican gives clear title to new owners of former church property.
  6. Avignon is accepted as part of France.
  7. Religious toleration - except that Napoleon agrees that Catholicism is the "religion of the majority of the French."
  8. Clergy get salaries from the State - even Protestants!The Concordat disarms the counter-revolution!
- Law and administration all concentrated in the state. Neither military commission nor civil service jobs are for sale. "CAREERS OPEN TO TALENT."
- Secondary school reorganized and scholarships made available.
- order in finance and taxation achieved, enforcing the changes made in 1789.
- DIRECTORY had repudiated public debt, so CONSULATE could establish sound currency and government order. The Bank of France is created.
  - Like a true E.D., Napoleon codified the laws and named them after himself: NAPOLEONIC CODE. Highlights of the CODE: It insured legal equality of all French citizens, organized the new laws of property, debts, contracts and so on. Recognized civil marriage and divorce, but gave the father enormous power over the family, including his children, reminiscent of the old "pater familias." Limited women's property rights and other rights. Removed primogeniture. In short, it organized and codified all the changes that had occurred in France since the beginning of the Revolution. Also keeps labor unions illegal.
  - Napoleon created the LEGION OF HONOR, a non-hereditary reward for exceptional service to France. It promoted patriotism and created a new elite.
  - Napoleon let the émigrés come back, albeit watched by the Secret Police

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#### LEGISLATIVE REFORMS OF THE EMPIRE (1804-1814/15)

- The new constitution (yes, another one) is ratified by plebiscite and Napoleon becomes Napoleon I, Emperor of the French.
- Napoleon divorces Josephine and marries Marie Louise, daughter of the Austrian Emperor Francis II, niece of the late lamented Marie Antoinette. The idea is to create a hereditary Napoleonic nobility.

NAPOLEONIC EMPIRE has three parts.

The GRAND EMPIRE includes the French Empire (including Belgium and the left bank of the Rhine) and the DEPENDENT STATES (Switzerland, Illyrian Provinces, Grand Duchy of Warsaw, Confederation of the Rhine and the newly created Kingdom of Westphalia, where the ham comes from.) The third part is the ALLIED STATES that include, Prussia, Russia and Austria and also Denmark and Sweden. Needless to say, England feels left out.

Napoleon makes all his brothers and brothers-in-law kings:

Joseph becomes King of Naples (1804-1808) and then King of Spain.

Louis becomes King of Holland

Jerome becomes King of Westphalia

Caroline becomes Queen of Naples when Joseph goes to Spain and then she marries Murat who becomes King of Naples, until he tries to backstab Napoleon and ends up dead.

Eugene Beauharnais (Josephine's brother) ends up as the viceroy of the King of Italy.

"Uncle" Joseph (Napoleon's mother's brother) becomes a cardinal.

#### SOME REASONS WHY PEOPLE OBJECT TO NAPOLEON TRYING TO RULE THE WORLD:

- The Dependent States must provide France with both money and soldiers.
- Napoleon tries to strangle England economically with his CONTINENTAL SYSTEM, but it is a wretched failure and causes widespread antagonism to Napoleonic rule. People like to make money.
- The spread of Napoleonic rule, top down, rationalistic and generally Enlightenment based, awakens NATIONALISM, especially in the Germans. Hence the rise of concepts like "volksgeist," the works of Herder and Fichte, particularism, and, of course, romanticism.

The Prussia defeat at Jena in 1806 shows the German lack of patriotism and military superiority, which motivates people like SCHARNHORST and GNEISENAU to work for army reform. In the government, people like BARON STEIN and then HARDENBERG work for political efficiency to help the military. You will see the results as Prussia unifies itself into Germany and then proceeds to whup France in the rematch.

- The Russians take a dim view of enemy invasions during the winter. (Remember Poltava, when Peter the Great made a fool out of the Swedes!) So, generally, do the enemy, as soon as they start to starve and freeze which doesn't usually take very long.

611,000 enter Russia

400,000 die

100,000 are taken prisoners. (You do the math!)

LEAVING 111,000 to retreat in disorder.

With the defeat of Napoleon at the Battle of the Nations the Congress of Vienna tried to return to the world as it was before the Revolution. But that, of course, is another story.

The French still cannot tell right from left, and their most democratic elections result in the selection of the candidates who least favor democracy. That is why you cannot buy gloves in France and all French politicians wear mittens!

## ENGLISH DOMESTIC POLITICS

## WHO'S A TORY? WHAT'S A WHIG?

### Guidelines for British Politics 17th-19th Centuries

#### PHASE ONE

The word "Whig" originally meant Scottish Presbyterian rebels in the English Civil War.

The WHIGS started out as the Country Party, after the Restoration of Charles II. The first important Whig was Anthony Ashley Cooper, the 1st Earl of Shaftesbury. He got the shaft from Charles II because he supported the anti-Catholic TEST ACT and the EXCLUSION BILLS (1679) In addition to anti-Catholicism the Whigs favored individual liberty, so they were often opposed to increased power of the Church of England. Their first agenda item was to exclude the Roman Catholic Duke of York, later to be James II, from succession. As you know, they failed.

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The word "tory" comes from the Irish word "toraidhe" which means, "outlaw."

The TORIES started out as the Court Party. They were supporters of Charles II, made up of Royalist and Anglican sympathizers and they sought the orderly function of the government. They became a party after the breakup of the "cabal" a group of advisors to Charles II in the 1670's, the precursor to the modern cabinet. The member of the "cabal" were Lords Clifford, Arlington, Buckingham, Ashley (the same one as above) and Lauderdale. ("cabal." Get it?)

"Tory" was applied to those who wanted to keep James II. They accepted (finally) the Glorious Revolution but were persistently associated with the Jacobite Rebels of "The 15" and "The 45." They were excluded from office following the Hanoverian succession in 1714 until the reign of George III, who was, after all, a madman.

#### PHASE II

WHIGS were the group that was largely responsible for the Glorious Revolution. The JUNTO was a group of Whigs in power under William III and Anne (1696-1710) This group was allied to Marlborough and Godolphin and included Lords John Somers, Thomas Wharton, Halifax, Charles Spencer, and Sir Robert Walpole, the man who invented the concept of PRIME MINISTER.

In 1714 the Whigs insured the Hanoverian succession. They branded the Tories as Jacobite and remained the ruled oligarchy until the reign of George III. There was a great deal of dissension among rival groups of Whigs. They were bound together by family ties and patronage, not policy.

Walpole's great opponent was, naturally, a Tory, WILLIAM PITT THE ELDER aka "The Great Commoner." One of the issues they disagreed on was the English involvement in the War of Austrian Succession (1740-1748.)

In 1780 they were supplanted by a revived Toryism of William Pitt the Younger. The great leader of the Whigs in the reign of George III was CHARLES JAMES FOX. Whigs were subsequently associated with the new industrial interests, nonconformity, and reform.

In 1830 the Whigs returned to power and introduced the Reform Acts.

Whigs also supported the repeal of the CORN LAWS. Sir Robert Peel, a Tory, switched to the side of repeal and split the Tory party in 1846, which strengthened the Whigs.

The party had effective leadership under LORD JOHN RUSSELL, ancestor of mathematician and philosopher Bertrand Russell, who was Prime Minister from 1846-1852.

By 1867 the Whigs had evolved into the LIBERAL PARTY under WILLIAM E. GLADSTONE.

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TORIES returned to power under Pitt the Younger (1759-1806.) Pitt was one of the most effective of all British leaders. He secured the passage of the East India Act in 1784, and organized the Sinking Fund to pay off the national debt in 1786. He negotiated three European coalitions against the French (1793, 1798, 1805) and introduced an income tax to meet the costs of the wars against France. When he was Prime Minister he effected the Act of Union between Great Britain and Ireland in 1800, but he resigned as Prime Minister when George III refused to accept Catholic Emancipation, which Pitt had promised to the Irish.

Tories were opposed to the French Revolution (and thus favored prosecution of the Napoleonic Wars.) Fear of the "mob" led to repressive leadership under LORD LIVERPOOL during this period. During his term the LUDDITES were actively repressed, the SIX ACTS were passed and the PETERLOO MASSACRE took place.

(By the way: Luddites were 19th century workers who destroyed factory machinery. Name comes from an alleged "Ned Lud" who signed a workingman's manifesto. Organized Luddite activity broke out in 1811-1812.)

CASTLEREAGH, British Foreign Secretary, was instrumental in orchestrating the PEACE OF VIENNA ending the Napoleonic Wars.

The leadership of "liberal" Tory GEORGE CANNING in the 1820's led to a split in the party between the liberal and the right-wing elements. Canning replaced Castlereagh's international policies with policies that opposed international intervention against liberal and revolutionary movements, such as those in Greece and Spain.

The most important Tory leader of this period was Sir Robert Peel, after whom the London police officers are called "Bobbies." Peel had a predilection, nearly always fatal for a politician, for thinking about and judging issues on their merits. One significant example is his stand on Catholic Emancipation. (Tories opposed it. They favored protection of the special privileges of the Church of England.) Nevertheless Peel introduced legislation enabling Catholics to become members of Parliament. In another instance, conditions in Ireland and poor harvests made him change his mind and vote for repeal of the Corn Laws. (Tories tended to come from the landed aristocracy which made most of their income from agricultural products, especially grain, thus benefiting from the artificially high prices secured by the Corn Laws.)

Another important Tory was LORD PALMERSTON who is noted for his aggressive and imperialistic foreign policy.

### PHASE III

The WHIGS evolved into the LIBERAL PARTY in the 1860's. The Liberal Party included radicals and a few former Conservatives, (followers of Peel) and Whigs. Between 1867 and 1894 the Liberal Party was dominated by Gladstone. The party favored free trade, reform, and restraint in foreign affairs. The party had a crisis in 1886 and lost members when Gladstone came out in favor of Irish Home Rule.

In 1922 the Liberals were replaced by the LABOUR PARTY as the other major political party.

The CONSERVATIVE PARTY adapted to the effects of the Reform Act of 1832, following Robert Peel's Tamworth Manifesto which argued for the acceptance of moderate reform when necessary. Conservatives faced a crisis in 1846 when their leader, Peel, came out for repeal of the Corn Laws, which split the party in 1846. (Peelites joined the emerging Liberal Party.)

BENJAMIN DISRAELI was the leader of the party during the latter part of the 19th century. His policies included commitment to traditional institutions, defense of the British Empire, and social reform.

In 1886 the party acquired new members when Liberals left their own party due to Gladstone's advocacy of Home Rule for Ireland.

## QUICK SUMMARY of LIBERAL IDEOLOGY

1. Liberals are opposed to collectivist ideas. The individual is the most important unit in society.
2. Liberals' goals, therefore, are to promote first the freedom and then well-being of the individual.
3. Liberals was liberty and constitutional government and even broadened suffrage, but they do not want democracy because they are scared of the mob.
4. They are scared of the mob because the "tyranny of the majority," even when it is by social pressure and not by legal force, is as great a danger to the individual as a repressive government. The strongest advocate of this position is John Stuart Mill.
5. In general liberal foreign policy is against intervention in foreign affairs, EXCEPT that liberals tend to favor the attempts of "nations" to throw off foreign domination. Liberals see such attempts as made in the cause of liberty, while conservatives see such attempts as the road to anarchy.

Of course it is a big problem when the "nation" is dominated by Great Britain herself. That is the essence of the Irish Question. Even Gladstone, the leader of the Liberal Party, could not sell his party his liberal ideas.
6. The liberal concept of freedom was originally very similar to the Manchester School notion of "laissez-faire." That is, one is free when one is not restricted by the government.
7. The liberal concept of freedom evolved to require the fulfillment of one's individual potential, which led to the acceptance of a more active role for government in the economy. Government was now called upon to remedy situations that kept people from fair exercise of their "freedom." In short, freedom to starve was not really freedom.
8. Some members of the Whig, Conservative and Liberal parties were "liberals." Some were not. That is why the parties were always splitting over issues.

## CATHOLIC EMANCIPATION

1571-1593 - PENAL LAWS. They established penalties for those who refused to attend the Church of England, including proscription of worship and disqualification for office. They were extended in 1606 and 1610.

1689 - TOLERATION ACTS allowed English non-conformists their own places of worship, teachers, preachers. Non-conformists were excluded from public office but sometimes achieved municipal office by "occasional conformity." (In 1711 the Act of Occasional Conformity made the practice illegal. After 1727 annual indemnity acts allowed English non-conformists access to municipal office.)

1695-1727 - PENAL CODE. These laws were aimed at suppressing the Roman Catholic church and at restricting the material wealth and participation in public life of Roman Catholics in Ireland.

1. RC's could not vote.
2. RC's could not sit in Parliament.
3. RC's could not hold municipal office.
4. RC's could neither buy nor inherit land from Protestants.
5. RC's land could not be inherited by only one person. It had to be divided among all legitimate heirs.

1801 - ACT OF UNION passed, united kingdoms of England and Ireland. Passage orchestrated by PITT the Younger, who promised emancipation in return. GEORGE III refused to go along, after which Pitt resigned.

1823 - DANIEL O'CONNELL founds CATHOLIC ASSOCIATION to press for Catholic participation in Parliament. He supported repeal of the Act of Union. He was elected to Parliament in 1828 from County Clare, but, of course, was not legally permitted to sit. Agitation that resulted led to

1829 - CATHOLIC EMANCIPATION and O'Connell, whom the Irish still call "The Liberator" took his seat.

## HOME RULE FOR IRELAND

1840 - Daniel O'Connell founds REPEAL ASSOCIATION.

1870 - HOME GOVERNMENT ASSOCIATION organized, becomes in

1873 - HOME RULE ASSOCIATION.

1879 - 59 Irish MP's are committed to Home Rule under the leadership of ISAAC BUTT.

1886 - The Irish group, led by CHARLES PARNELL, holds the balance of power between the Conservatives and the Liberals. GLADSTONE converts to Home Rule and wins Irish support. Gladstone's Home Rule Bill is defeated due to defection of LIBERAL UNIONISTS from Liberal Party.

1892 - Gladstone tries again. Bill passes Commons, fails Lords.

1910 - Same problem as in 1886. Irish again hold balance of power, again support Liberals. Bill passes Commons in 1912, languishes in Lords, but due to new law can only be delayed for two years and becomes law in 1914. Of course England is in WORLD WAR I by now and the implementation of the law is suspended.

1920 - GOVERNMENT OF IRELAND ACT creates separate parliaments for Northern Ireland and Ireland. And we have a whole new set of problems.

## CORN LAW REPEAL

There had been corn laws since the middle ages but it became a big issue after 1815 when the law banned the import of grain until the home price reach 80 shillings the quarter (bushel.) It proved to be an unworkable solution.

1828 - the 1815 law was replaced with a law fixing the price of imports according to a sliding scale.

1839 - The ANTI-CORN LAW LEAGUE was founded. It was promoted by factory owners who complained that the Corn Laws helped the landowners but hurt everybody else. (Remember Ricardo's argument.) Leaders of the LEAGUE were RICHARD COBDEN and JOHN BRIGHT.

1846 - Conservative party leader Robert Peel changed his position to favor repeal based on conditions in Ireland and in the cities. Repeal carried but it was the end of Peel's career.

## REFORM ACTS

1832 - Carried under Whig government led by Lord Grey. Bill defeated in House of Lords, but threat of revolution leads William IV to threaten to create new peers sufficient to pass the bill. The Lords relent rather than be diluted.

1. Law disenfranchised the "rotten boroughs" and released seats to be redistributed to previously unrepresented boroughs.

2. Franchise was extended in counties from freeholders of property worth 40 shillings per year to 100 L copyholders and 50 L short-lease holders and tenants at will. In boroughs 10L householders got the vote.

3. The electorate increased by 50% but only to the prosperous middle classes.

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1867 - Carried under Conservative government of Lord Derby led by Disraeli.

1. Vote given to 10 L leaseholders and 12 L occupiers in counties and to householders and rentpayers paying 10 L per year in boroughs.

2. 43 seats were redistributed.

3. Franchise was extended to another 938,000 voters that brought the total electorate to about 2 million.

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1884 - Carried under Liberal government led by Gladstone.

1. In response to the radicals' demands household franchise extended to the countries, previously just the boroughs.

2. Total electorate increased from about 3 million to about 5 million.

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1885 - Also under Gladstone. Parliamentary seats are redistributed to achieve exact correspondence throughout the country between population and representation.

## SUMMARY OF POOR LAWS

1536 - Act provides relief for "impotent poor" but compels "sturdy beggars" to work. Funded by voluntary subscription and administered by the parish.

1552 - Parish registers of the poor were introduced.

1563, 1597 - Justices of the Peace given powers to raise compulsory funds for poor relief.

1601 - Administration of relief was regularized in POOR LAW ACT. It puts a poor relief tax on property owners.

1662 - ACT OF SETTLEMENT permits parish overseers to send vagrants back to their native parishes.

1723 - WORKHOUSE TEST ACT forces poor to enter workhouses to obtain relief.

1782 - GILBERT'S ACT excludes able-bodied poor from workhouse and forces parishes to provide work or outdoor relief for them. ("Outdoor relief" means relief in their own homes, "outdoors" of the poorhouse.)

1795 - SPEENHAMLAND SYSTEM of outdoor relief widely adopted. Farm laborers wages were supplemented from parish taxes on a scale depending on wheat prices and family size. In practice it encouraged low wage rates and pauperized the laborers.

1834 - POOR LAW creates 60 unions of parishes that are managed by boards of guardians who are elected by taxpayers.

1. It ceases outdoor relief.
2. Paupers are forced into poorhouses or workhouses where conditions are deliberately harsh.
3. It abolishes the Speenhamland System.
4. The idea is to make relief much less attractive than work in factories or other places.
5. Needless to say, poor people hate it.

To: AP EURO  
Fr: JY

## MEMO ON MARXISM

### THE PLAYERS:

Georg Wilhelm Friedrich Hegel (1770-1831)  
Karl Marx (1818-1883)  
Friedrich Engels (1820-1893)

### THE IDEAS

#### HEGEL

Like most Judeo-Christian philosophers, Hegel had a linear view of history. He believed that history was progressing toward a particular end. And, of course, for 19th century people the very idea of "progress" is a good thing. The end Hegel had in mind was the Romantic notion of the unification of the Germans into a German state. Hegel shows his Enlightenment roots, however, in his "scientific" observation of society and history. His theory of the DIALECTIC is used to explain and predict the direction of history.

According to Hegel the pattern of change is predictable. Every state of affairs in society, the THESIS, has within it the seeds of its own destruction, the ANTITHESIS. The antithesis will grow within the thesis. There will be conflict. A new state of affairs, the SYNTHESIS will emerge as a result. But the synthesis will act as a new thesis, complete with the seeds of its overthrow, a new antithesis, growing within. The process of going from one state of affairs to conflict with its opposite, to resolution of that conflict in a new state of affairs is on going until the end of time. That is the DIALECTIC.

Thus, Hegel thought that if the Germans were disunited the very nature of disunity would produce the seeds of the idea of unity and would lead, eventually, but INEVITABLY, to a unified German nation.

For Hegel IDEAS COME BEFORE BEHAVIOR OR SOCIAL CONDITIONS.

#### MARX

Marx applied Hegel's ideas to history also, but he was looking at the economic relationships in society. He considered himself a SCIENTIFIC SOCIALIST because he was not merely imagining or romanticizing a perfect society the way the UTOPIAN SOCIALISTS did. He was looking at society and applying objective scientific rules to what he saw. He concluded that COMMUNISM was the inevitable outcome of the class struggle he observed in his times.

For Marx the progress of history is based on economics. Each economic system is made up of classes. Each class develops its own ideas to support its own position.

For Marx SOCIAL CONDITIONS CAUSE BEHAVIOR AND BEHAVIOR CAUSES IDEAS. For Marx, economics is the decisive human social condition. That means a person's social/economic class determines a person's lifestyle and a person's lifestyle determines a person's ideas.

How does it work? Within feudalism, the thesis, are the seeds of its own destruction, capitalism. (In capitalism Marx includes all the little sub-types of economic "isms" that we have discussed before - market economy, bullionism, mercantilism and so on.) In the conflict between the classes (feudal landlords versus capitalistic merchants and traders) inevitably the capitalists will win. But within capitalism will develop an antithesis - the disgruntled workers - who will be the cause of the system's downfall.

Because Marx's system is DETERMINISTIC (the end is already decided, sort of like PREDESTINATION) it is silly for workers to do anything to try to change the outcome. Workers should not pursue activities like unionizing, or working for universal suffrage because that will only delay the inevitable arrival of COMMUNISM. Marx called the efforts of workers to improve their condition within the capitalist system OPPORTUNISM.

MARXISM is also opposed to NATIONALISM and RELIGION because they tend to bring the lower classes together with the upper classes based on false premises. They distract the lower classes from their true purpose, the overthrow of the oppressive BOURGEOIS (ownership) class. The true basis for alliance between peoples is not nation or belief, but economic class. Furthermore, religion tends to teach people to accept their current (oppressed) state and to look for relief in the afterlife. That is what Marx meant when he said that "RELIGION IS THE OPIATE OF THE PEOPLE."

For Marx the end is reached when the workers, PROLETARIAT, overthrow the owners and bring capitalism to an end. Then COMMUNISM will be achieved. Why won't there be another antithesis growing within communism? Because ideas come from conditions and conditions will be perfect. There will not be any government to oppress people because the people will own everything communally (That's why they call it "Communism," see?) Existing government institutions will dissolve in the "WITHERING AWAY OF THE STATE," because they will have no purpose. What will result is the DICTATORSHIP OF THE PROLETARIAT in which everyone will be bossed around by the proletariat, but since everyone will BE the proletariat (that is what is meant by a "classless society,") everyone will be, in effect, bossing him/herself. If you think it sounds a lot like Jean Jacques ROUSSEAU'S idea of the GENERAL WILL, you are right.

## INSTANTANEOUS ART THROUGH THE AGES

Period	Dates	Artists	Music	Ideas and Authors
Renaissance	1350-1550	Michelangelo, Raphael, Leonardo, Botticelli, Brunelleschi, Giotto, Donatello	Palestrina	Individualism, humanism, perspective, red and blue, triangles, portraiture, equipoise, foreshortening, natural landscapes, 3 dimensional sculpture
Mannerism, another way to talk about the end of the Renaissance or the beginning of the Baroque	1520-1600	Titian, Durer, Giorgione, Tintoretto, El Greco, Philip II of Spain builds Escorial, Velazquez	Monteverdi	Reformation and counter-Reformation. What should they do? Follow the art that had gone before (after the "manner" of) or strike out on one's own?

<p>Baroque, Characterized by ornamentation and curved rather than straight lines.</p> <p>English painting is inspired by art from the Netherlands; it emphasizes portraiture. Van Dyck worked in England, painted Charles I.</p> <p>Dutch painting is smaller because more middle class patrons, maritime trade, banking and commerce. Lots of portraiture, still lives.</p>	<p>1550-1750</p>	<p>Louis XIV builds Versailles, Rubens, Poussin, Lorraine, Bernini, Rembrandt, Vermeer, Franz Hals, van Haarlem Landscapes “Drama in Nature” Ruisdael (1628-1682) <b>Genre painting and still lives</b>, scenes of everyday life. (In France done by J-B S Chardin)</p>	<p>Lully, Rameau Purcell Handel, Bach</p>	<p>Absolutism, Classical ballet, classical theatre. Scientific revolution, Descartes, English Civil War and Restoration, French Academy founded 1648. Under Louis XIV center of art moves from Rome to Paris. Colbert’s executive manager Charles Le Brun becomes director of the Academy. Centralization of art in the service of the state for “la gloire de la France!” French art reflects its location between Italy and Holland</p>
<p>Rococo, or Baroque run amok, but lighter and less formal, smaller scale. Increased focus on nobles. “artificial never-never world.”</p>	<p>1715-1789 Boom in porcelain factories, Sevres, Messien, Wedgwood</p>	<p>Watteau, 1684-1721) Fragonard (1731-1806,) Frederick TG's <u>SansSouci</u>, Hogarth, Hyacinthe Rigaud (painted Louis XIV) Boucher (1703-1770)</p>	<p>Mozart, Haydn, Gluck, Couperin</p>	<p>Enlightened despotism, Enlightenment, philosophes, J.J. Rousseau, Goethe, Schiller. Prosperous Paris merchant class wants “parade-dress portraits” by le Largilliere and Rigaud Increased participation and patronage by the flourishing <i>haute bourgeoisie</i></p>

Neo-classical (on the way to full-blown Romanticism)	1789-1820	David, Ingres, Gericault "Wreck of the Medusa" Goya, Gros, Canova	Beethoven, Gluck, Cherubini, Schubert, Rossini	French Revolution to July Monarch of 1830. Beginnings of nationalism
Romanticism, Naturalism and the Barbizon School	1820-1860	Delacroix, "Liberty Leading the People" Rude, Corot, Millet, Theodore Rousseau	Berlioz, Weber, Chopin, Mendelssohn, Liszt, Schumann, J. Strauss, Jr. (aka the Waltz King)	Dumas, Hugo, Byron, Gautier, Blake, Sand, Keats, Shelley, Walter Scott. Emotional reaction against the neo-classical. Use of nature, patriotism, heroism, the supernatural, glorification of the past, cute peasants.
Realism. (It's followed by "Naturalism" in literature, slightly grittier, and with more attention to social problems and social context)	mid-19th century to 1870	Daumier (is to his time what Hogarth was to his), Courbet, Haussmann, Eiffel (who designed the tower of the same name)	Wagner, Franck, Brahms, Bizet, Verdi, Puccini	Balzac, Dickens, Zola, Maupassant, Ibsen, Nietzsche, Proust, Baudelaire Goes with positivism, <i>Realpolitik</i> , based on fact not emotion. Un-cute peasants and un-cute workers. Industrial progress. Trains.

<p>Impressionism, Gets its name from Monet's painting "Impression of Sunrise" shown at the Salon des Refusees in 1874. Followed by Post-Impressionism, pointillism ("Sunday Afternoon on the Island of La Grande Jatte")</p>	<p>1870-1920</p>	<p>Manet, Monet, Degas, Renoir, Rodin, Cezanne, Gauguin, Seurat, Toulouse-Lautrec, Mary Cassat, Sisley, Van Gogh, Edvard Munch, "The Scream"</p>	<p>Faure, Debussy, Saint-Saens, Mahler</p>	<p>New subject matter and a new way of looking at the world. Everyday life of the middle class becomes an acceptable subject for high art. Painting in the outdoors gives new chance to study the play of light. Identify it with "La Belle Epoque"</p>
<p>Symbolism and Art Nouveau: a Romantic response to realism. Expressionism Fin de siecle Pre-Raphaelites In England Futurism (Fascist-flavored Italian art 1910-1915)</p>	<p>~1890-1914</p>	<p>Odilon Redon, D.G. Rossetti, Gustave Moreau, Pierre Puvis de Chavannes Aubrey Beardsley John Everett Millais Umberto Boccioni ("Unique Forms of Continuity in Space." Edvard Munch ("The Scream") Gustave Klimt</p>	<p>Mallarme, Oscar Wilde Richard Wagner Poets: Mallarme, Baudelaire</p>	<p>If art is decadent between 1890-1910, identify it with "fin de siecle" "Romanticism whose aim is to portray the interior world." Apparitions, eerie supernaturalism  Symbolism and decoration in Vienna done by the "Secessionists."</p>

<p>Modern</p> <p>Artists influenced by Freud, Einstein, WWI and WWII, Atomic Age</p>	<p>20th century</p>	<p>Kathe Kollwitz, Otto Dix, Emil Nolde, Ernst Kirchner, Georg Grosz, Max Ernst, Rene Magritte, Caillebotte, DeChirico Picasso, Matisse (one of "Les Fauves" the Wild Beasts), Maillol, Chagall, Miro, Brancusi, Henry Moore, Calder, Braque, Giacometti, Kandinsky Roualt, Klee, Modigliani Marcel Du Champ, Dali, Andy Warhol, Jackson Pollack, Willem de Kooning, Jean Dubuffet</p>	<p>Stravinsky Prokofiev, Gershwin, Poulenc Satie Webern, Berg, R.Strauss Bartok, Ravel, Shostakovich Britten</p>	<p>Realism (a different kind than that which followed Romanticism. It responded to WWI and post-war decadence, especially in Germany.) Expressionism (Looks within to a world of emotional and psychological states); Abstractionism (analyzing, deriving, detaching geometrizing, and in short distilling the essence from nature and sense experiences.) Cubism, Surrealism (describes dream fantasies, memory images and visual paradoxes); Dadaism (response to horrors of WWI-nihilistic, challenges polite society, against order and reason); Social realism (artist's protest against intolerable conditions besetting humankind) Do not confuse it with "Socialist Realism" the official art of Soviet Russia, especially under Stalin.</p>
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**A SYLLABUS OF THE CENTURIES**  
Reading List for the Educated European

**Pre 1450-1550**

**E:** Chaucer (1340-1400) *Canterbury Tales* (1387-1400)

*Sir Gawain and the Green Knight* (1375)

Sir Thomas Malory ( ? – 1471) *Morte d'Arthur* (1469)

Sir Thomas Wyatt, early Renaissance poet (1503-1542)

Sir Thomas More (1478 -1535) *Utopia* (1516)

Cranmer's *Bible* (1539)

*Book of Common Prayer* (1543)

**F:** Du Bellay *Defense de la Langue Francais* (1549)

Michel de Montaigne (1533-1592) *Essais*

Christine de Pizan *Book of the City of Ladies*

Francois Rabelais (1494-1553) *Pantagruel* (1533)

Pierre de Ronsard (1524-1585) *Odes* (1550)

**G:** Guttenberg's Bible (1455)

Erasmus of Rotterdam (1466-1536) *Praise of Folly* (1509) *Handbook of a Christian Knight*

Hans Sachs (1494-1576) Poet, playwright and composer. He initiated German drama and hung out with the guild of *Meistersingers*. He's the guy about whom Richard Wagner wrote *Die Meistersinger von Nurnberg*.

**I:** Boccaccio (1313-1375) *The Decameron* (1350)

Castiglione (1478-1529) *The Book of the Courtier* (1527)

Benvenuto Cellini (1500-1571) *Autobiography* (1558-1562)

Dante (1265-1321) *Divine Comedy* (1294)

Machiavelli (1469-1527) *The Prince* (1517)

Petrarch (1304-1350) *Ameto* (1341) *Sonnets to Laura* (1350)

**R:** (1480) The Mongols finally go home, so Culture can now begin!

**S:** *El Cid* (1140) only surviving Spanish epic poem

*La Celestina* (1499) begins the Great Age of Spanish literature

## 1550-1650

**E:** First theatre established (1576)

Famous cycles of sonnets by Daniel, Drayton, Sydney, Lodge, Spencer and Shakespeare

Sir Francis Bacon (1561-1626) *Essays* (1597) *Novum Organum* (1620)

John Donne (1573-1631)

Thomas Hobbes (1588-1679) *Leviathan* (1651)

Ben Jonson (1572-1637) *Volpone* (1606) *The Alchemist* (1610)

Christopher Marlowe (1564- 1593) *Doctor Faustus* (1588) *The Jew of Malta* (1589)

John Milton (1608-1674) *Ode on the Nativity* (1629) *Paradise Lost* (1667) *Paradise*

*Regained* (1671) *Samson Agonistes* (1671)

Shakespeare (1564-1616) All those comedies, tragedies and sonnets

Edmund Spenser (1552-99) *The Faerie Queen*

**F:** The Classical Age begins about 1600 and reaches its highpoint under Louis XIV

Corneille (1606-1684) *Le Cid* (1636)

Descartes (1596-1650) *Discourse on Method* (1637)

Montaigne (1533-1592) *Essays* (1580)

Moliere (1622-1673) *The Bourgeois Gentilhomme*, *Tartuffe*, *The School for Wives*

Pascal (1623-1662) *Pensees*

Racine (1639-1699) *Phedre* (1677) *Andromaque* (1667)

**G:**

**I:** Peri *Euridice* (1600) The first Italian opera

**R:**

**S:** It is Spain's Golden Age!

Mateo Aleman (1547-1610)

Pedro de Calderon (1600-1681)

Cervantes (1574-1616) *Don Quixote de la Mancha* (1605-1615)

Felix Lope de Vega (1562-1635) the best known Spanish dramatist

Juan de Mariana (1536-1625) popular history of Spain, *De Rege et Regis Institutione* (1599) book of political theory.

Tirso de Molina (1571-1648)

Authors addressing the "New World:" Bartolome de Las Casas (1474-1566), Fernandez de Oviedo, Lopez de Gomara

## 1650-1789

It is the Age of Absolutism followed by The Enlightenment. Romanticism begins around 1780.

E: Restoration Theatre: Dryden, Congreve *Love for Love*, Wycherly *The Country Wife*, Farquhar

Jeremy Bentham,(1748-1832) *Introduction to the Principles of Morals and Legislation* (1789)

Edmund Burke (1729-1797) *Reflections on the Revolution in France* (1790)

Samuel Taylor Coleridge (1772-1834) *Lyrical Ballads* (1798)

Daniel Defoe (1660-1731) *Robinson Crusoe* (1719) *Moll Flanders* (1722) *Journal of the Plague Year* (1722)

John Dryden (1631-1700) made Poet Laureate (1670) *Absolom and Architopel* (1681)

Henry Fielding (1707-1754) *Pamela* (1740) *Tom Jones* (1749)

John Gay (1685-1732) *The Beggar's Opera* (1728)

Edward Gibbon ((1734-1794) *The Rise and Fall of the Roman Empire* (1776-88)

Oliver Goldsmith (1728-1774) *She Stoops To Conquer* (1773) *The Vicar of Wakefield* (1766)

Thomas Hobbes (1588-1679) *Leviathan* (1651)

David Hume (1711-1776) *A Treatise of Human Nature* (1739-40)

Samuel Johnson (1709-1784) *Dictionary of the English Language* (1755) *Rasselas* (1759) *Lives of the Poets* (1779-81)

John Locke (1632-1704) *Essay Concerning Human Understanding* (1690) *Second Treatise on Government*

John Milton (1608-1674) *Areopagitica* (1644) *Paradise Lost* (1663), *Paradise Regained* (1674) *Samson Agonistes* (1674)

Mary Wortley Montagu (1689-1762) *Letters*

Sir Isaac Newton (1642-1727) *Principia Mathematica* (1687)

Thomas Paine (1737-1809) *The Rights of Man* (1791-92), *Common Sense* (1776), *The Age Of Reason* (1774)

Samuel Pepys (1633-1703) *Diary*

Alexander Pope (1688-1744) *The Rape of the Lock* (1712-1714) *Essay on Man* (1733-34)

Richard Brinsley Sheridan (1751-1816) *The Rivals* (1775) *The School for Scandal* (1777)

Adam Smith (1723-1790) *The Wealth of Nations* (1776)

Laurence Sterne (1713-68) *The Life and Opinions of Tristram Shandy*

Jonathan Swift (1667-1745) *Gulliver's Travels* (1726) *A Modest Proposal* (1729)

Horace Walpole (1717-1797) *The Castle of Otranto* (1764) The first Gothic romance

Mary Wollstonecraft (1759-1797) *A Vindication of the Rights of Women*

William Wordsworth (1770-1850) *Lyrical Ballads* (1798) "Tintern Abbey"



**F:** Charles Montesquieu (1689-1755) *The Spirit of the Laws* (1748)  
Jean-Jacques Rousseau (1712-1778) *Social Contract* (1762) *Emile* (1764) *Confessions* (1781)  
Francois La Rochefoucauld (1613-1680) *Maximes* (1665)  
Mme. De Stael (1766-1817) *Letters to her daughter*  
Voltaire, d'Alembert, Diderot *Encyclopedia* (1751)  
Voltaire (1694-1778) *Candide* (1759)

**G:** Baron d'Holbach  
Goethe (1749-1832) *Gotz von Berichingen* (1767) *Sorrows of the Young Werther* (1774) *Iphigenie* (1787) *Wilhelm Meister* (1795) *Hermann and Dorothea* (1798)  
Hans Jacob Christoph von Grimmelshausen (1622-1676) *Simplicissimus* (1669-72)  
Johann Gottfried Herder (1744-1803) *Outlines of a Philosophy of the History of Man* (1784-91)  
Immanuel Kant (1724-1804) *Critique of Pure Reason* (1781)  
Gotthold Ephraim Lessing (1729-1781) *Minna von Barnhelm* (1767) *Nathan the Wise* (1779)  
Johann Christoph Friedrich von Schiller (1759-1805) *Wallenstein* (1789) trilogy. He invented the *Sturm und Drang* genre. And he wrote "Ode to Joy" later the text for Beethoven's 9<sup>th</sup> Symphony. Also *William Tell* (1804)

**I:** Cesare Beccaria (1738-1794) *On Crimes and Punishments* (1764)

**R:**

**S:**

**Other:** Baruch Spinoza (Dutch) (1632-1677) *Ethics*

## 1789-1914 “The Long Nineteenth Century”

Enlightenment gives way to Romanticism (~1780-1850), which is followed by Realism (~1850-1871), and later Naturalism. In poetry look for symbolism.

E: Jane Austen (1775-1817) *Pride and Prejudice* (1813) *Mansfield Park* (1815) *Sense and Sensibility* (1811) *Emma* (1815) *Persuasion* (1797) *Northanger Abbey* (1797-1816)  
William Blake (1757-1827) *Songs of Innocence* (1789) *Songs of Experience* (1794) *The Marriage of Heaven and Hell* (1791)  
Elizabeth Barrett Browning (1806-1861) *Poems* (1844) *Sonnets from the Portuguese* (1844)  
Robert Browning (1812-1889) *Paracelsus* (1835) *The Ring and the Book* (1869)  
Charlotte Bronte (1816-1855) *Jane Eyre* (1847), *Shirley* (1849)  
Emily Bronte (1818-1848) *Wuthering Heights* (1847)  
George Gordon, Lord Byron (1788-1824) *Hours of Idleness* (1807) *Don Juan* (1818)  
Lewis Carroll (1832-1898) *Alice's Adventures in Wonderland* (1865)  
Samuel Taylor Coleridge (1772-1834) *Lyrical Ballads* ('*Rime of the Ancient Mariner*') (1798) *Kubla Khan* (1816)  
Joseph Conrad (1857-1924) *Heart of Darkness*, *Lord Jim*  
Charles Dickens (1812-1870) *Pickwick Papers* (1836) *Oliver Twist* (1838) *Nicholas Nickleby* (1838) *David Copperfield* (1849) *Tale of Two Cities* (1859) *Great Expectations* (1861)  
Benjamin Disraeli (1804-1881) *Vivian Grey* (1826), *Coningsby* (1844), *Sybil* (1846)  
George Eliot (1819-1880) (aka Mary Anne Evans) *The Mill on the Floss* (1860) *Silas Marner* (1861) *Middlemarch*  
Thomas Hardy (1840-1928) *Jude the Obscure* (1896), *Tess of the D'Urbervilles* (1891), *The Mayor of Casterbridge* (1886), *Far from the Madding Crowd* (1874) *The Return of the Native* (1878)  
A.E. Housman (1859-1936) *A Shropshire Lad* (1896)  
John Keats (1795-1821) *Endymion* (1818)  
Rudyard Kipling (1865-1936) *Kim*, *Just So Stories*  
Charles Lamb (1775-1834) *Tales from Shakespeare* (1807) *Essays of Elia* (1823-33)  
Thomas Babington Macaulay (1800-1859) *The Lays of Ancient Rome* (1842) *History of England from the Accession of James II* (1848-1861)  
Thomas Malthus (1766-1834) *Essay on the Principle of Population* 1798  
John Stuart Mill (1806-1873) *Principles of Political Economy* (1848)  
Mary Wollstonecraft Godwin Shelley (1797-1851) *Frankenstein* (1818)  
Percy Bysshe Shelley (1792-1822) *Queen Mab* (1813) *Prometheus Unbound* (1818-1819)  
Robert Southey (1774-1843)  
Robert Louis Stevenson (1850-1894) *Treasure Island*, *Dr. Jeckyll and Mr. Hyde*, *Kidnapped*

J.M. Synge (1871-1909) *Riders to the Sea* (1904) *The Playboy of the Western World* (1907)

Alfred Lord Tennyson (1809-1892) *Poems Chiefly Lyrical* (1830) *Lady of Shallot* (1832)  
William Makepeace Thackeray (1811-1863) *Vanity Fair*  
Anthony Trollope (1815-1882) *Barchester Towers* (1857) *The Last Chronicle of Barset*  
(1867)  
Oscar Wilde (1854-1900) *The Importance of Being Ernest* (1895) *The Picture of Dorian Grey* (1891)  
William Wordsworth (1770-1850) *Ode on Intimations of Immortality* (1807)

F: Honore de Balzac (1799-1850) *Eugenie Grandet*, *Pere Goriot*, *The Human Comedy*  
 Charles Baudelaire (1821-1867) *Les Fleurs de Mal* (1857) *Petits Poemes en prose* (1869)  
 Francois-Rene de Chateaubriand (1768-1848) *The Genius of Christianity* (1802)  
*Memoirs from Beyond the Tomb* (1902)  
 Mme. De Stael (1766-1817) *On Literature* (1800) *Corinne* (1807) *Letters* (1788)  
 Alexandre Dumas, pere (1802-1870) *The Three Musketeers* (1845), *The Man in the Iron Mask*, *The Count of Monte Cristo* (1844-45) *The Black Tulip* (1850)  
 Alexandre Dumas, fils (1824-1895) *La Dame Aux Camelias* (which would become *La Traviata* by Verdi later on.)  
 Gustave Flaubert (1821-1880) *Madame Bovary* (1857) *Salamambo* (1862) *Three Tales* (1877)  
 Anatole France (1844-1924) *Penguin Island* (1908) *The Gods are Athirst* (1912)  
 Joseph Gobineau (1816-1882) *Essay on the inequality of the human races*.  
 Victor Hugo (1802-1885) *The Hunchback of Notre Dame* (1831) *Les Miserables* (1861)  
 Alphonse de Lamartine (1790-1869) *Meditations poetiques* (1820)  
 Mallarme – The original Symbolist poet! – (1842-98) *L'Apres Midi d'un Faune*  
 Guy de Maupassant (1850-93) *Ball of Fat* (1880) *A Woman's Life* (1883) *Hallucination*, *Fear*, *Bel-Ami* (1885)  
 Prosper Merimee (1803-1870) *Columba* (1840) *Carmen*, the basis for Bizet's opera of the same name (1845) *Letters to an Unknown Girl* (1873)  
 Ernest Renan (1823-92) *The Life of Jesus*  
 Rimbaud (1854-1891) *A Season in Hell*, *The Drunken Boat*  
 Edmond Rostand (1868-1918) *Cyrano de Bergerac* (1897)  
 George Sand (1804-1863) *Lelia*  
 Stendhal (Henri Beyle) (1783-1842) *The Red and the Black* (1831), *The Charterhouse of Parma* (1839)  
 Paul Verlaine (1844-1896) *Fetes Galantes* (1869) *Romances Sans Paroles (Songs without Words)* (1874) *Les Poetes Maudits (The Accursed Poets)* (1884)  
 Jules Verne (1828-1905) *Twenty Thousand Leagues Under The Sea* (1870) *Around the World in Eighty Days* (1873) *Journey to the Center of the Earth* (1864)  
 Alfred de Vigny (1797-1863) wrote the first French historical novel *Cinq-Mars* (1826)  
 Emile Zola (1840-1902) *Nana* (1880) *Germinal* (1885) *J'Accuse* (1898)

**G and A:** Johann Gottlieb Fichte (1762-1814) *Addresses to the German Nation* (1807-8)  
Brothers Grimm: Jacob Ludwig Carl Grimm 1785-1863) and Wilhelm Carl (1786-1859)  
*Fairy Tales* (1812)  
Georg Wilhelm Friedrich Hegel (1770-1831) *The Phenomenology of Mind* (1807) *The Science of Logic* (1812-16)  
Johann Gottfried Herder  
Marx and Engels *Communist Manifesto* (1848)  
Friedrich Nietzsche (1844-1900) *Thus Spoke Zarathustra* (1883), *Birth of Tragedy and the Genealogy of Morals* (1887)  
Arthur Schnitzler (1862-1931) *Anatol* (1893) *Reigen* (1900)  
Max Weber (1864-1920) *The Protestant Ethic and the Spirit of Capitalism* (1904)

**I:** Alessandro Manzoni (1785-1873) *I Promessi Sposi*

**R:** Anton Chekhov (1860-1904) *Cherry Orchard, Three Sisters*

Fyodor Dostoyevsky (1821-1881) *Crime and Punishment* (1866), *Brothers Karamazov* (1879-1880) *Notes from the Underground*

Nicolai Gogol (1809-1852) *Government Inspector, Taras Bulba*

Maxim Gorki (1868-1936) *The Lower Depths* (1902)

Mikhail Lermontov (1814-1841) *A Hero For Our Time*

Leo Tolstoy (1828-1910) *War and Peace* (1869) *Anna Karenina* (1875-77) *Resurrection* (1899-1900)

Ivan Turgenev (1818-1883) *Fathers and Sons* (1862)

**S:** Jose Zorrilla (1817-1893) *Don Juan Tenorio* (1844) (play)

Benito a Perez Galdos (1843-1920) *Episodos Nacionales, Dona Perfecta*

**Other:** Henrik Ibsen (1802-1906) (Norway) *A Doll's House* (1879) *Hedda Gabler* (1890) *Ghosts* (1881) *Peer Gynt* (1866-7) *Rosmersholm* (1886) *The Masterbuilder* (1892)

August Strindberg (1849-1912) (Sweden) *The Father* (1887) *Miss Julie* (1888). Both are examples of naturalist drama

## 1914-1945

E: W.H.Auden (1907-1973) *Look, Stranger!* (1936) *Journey to a War* (1939) *The Sea and the Mirror* (1944) He coined the term “The Age of Anxiety”

T.S. Eliot (1888-1965) *Murder in the Cathedral* (1935) *The Cocktail Party* (1950) *The Wasteland* (1922) *The Hollow Men* (1925)

Robert Graves (1895-1985) *Goodbye To All That* (1929) *The Long Week-End, I, Claudius* (1934) *Claudius the God* (1934) *Collected Poems* (1975)

Grahame Greene (1904-1991) *The Power and the Glory* (1940) *The Quiet American, The End of the Affair* (1951)

Christopher Isherwood (1904-1986) *Mr. Norris Changes Trains* (1935) *Goodbye to Berlin* (It was turned into the musical *Cabaret.*) (1939)

James Joyce (1882-1941) *The Dubliners* (1914) *Portrait of the Artist as a Young Man* (1914-15) *Ulysses* (1922) *Finnegan’s Wake* (1939)

D.H. Lawrence (1885-1930) *Women in Love* (1920), *Lady Chatterley’s Lover* (1928), *Sons and Lovers* (1913)

Somerset Maugham (1874-1965) *Of Human Bondage* (1915) *The Moon and Sixpence* (1919)

Wilfred Owen (1893-1918) Poems

George Orwell (1903-1950) *1984* (1949) *Animal Farm* (1945) *Homage to Catalonia* (1938) *The Road to Wigan Pier* (1937)

Siegfried Sassoon (1886-1967) Poems

George Bernard Shaw (1856-1950) *Pygmalion, The Intelligent Woman’s Guide to Socialism*

Lytton Strachey (1880-1932) *Eminent Victorians*

Evelyn Waugh (1903-1966) *Brideshead Revisited* (1945) *Men At Arms* (1952) *Officers and Gentlemen* (1955) *Unconditional Surrender* (1961)

H. G. Wells (1866-1946) *The Time Machine* (1895) *The War of the Worlds* (1898) *The Outline of History* (1920)

P.G. Wodehouse (1881-1975) *Right Ho, Jeeves* (1934)

Virginia Woolf (1882-1941) *A Room of One’s Own* () *Mrs. Dalloway* (1925) *Orlando* () *To the Lighthouse* (1927)

W. B. Yeats (1865-1939) *The Tower* (1928), *The Winding Stair* (1929) *A Full Moon in March* (1935) *Collected Poems* (1950)

**F:** Simone de Beauvoir

Albert Camus (1913-1960) *The Stranger, The Plague*

Collette (1873-1954) *Gigi* (1945)

Anatole France (1844-1924)

Andre Gide (1869-1951) *The Counterfeiters* (1926) *The Fruits of the Earth* (1897)

Andre Malraux (1901-1976) *La Condition humaine (Man's Fate)* (1933) *L'Espoir (Man's Hope)* 1937)

Francois Mauriac (1873-1954) *The Kiss to a Leper* (1922) *Viper's Tangle* (1932)

Marcel Proust (1871-1922) *A La Recherche du Temps Perdu (Remembrance of Things Past)* (1919)

Romain Rolland (1866-1944)

Jean Paul Sartre (1905-1980) *No Exit* (1944) *Being and Nothingness* (1943)

**G:** Martin Heidegger (1889-1976) Early existentialist *Being and Time* (1927)

Hermann Hesse (1877-1962) *Siddhartha* (1922) *Steppenwolf* (1922)

Karl Jaspers (1883-1969) Early existentialist.

Franz Kafka (1883-1924) *The Trial* (1925) *Amerika* (1927) *The Castle* (1926) *The Metamorphosis* (1916)

Thomas Mann (1875-1955) *Magic Mountain* (1924) *Death in Venice* (1913)

*Buddenbrooks* (1901) *Doktor Faustus* (1947)

Erich Maria Remarque (1898-1970) *All Quiet on the Western Front* (1929) *The Road Back* (1931) *The Black Obelisk* (1957)

Rainer Maria Rilke (1875-1926) *Letters To A Young Poet, The Book of Hours* (1905) *Sonnets to Orpheus* (1923)

Kurt Weill (1900-1950) *The Threepenny Opera* (1928)

Ludwig Wittgenstein (Austria) (1889-1951) Philosopher of "logical empiricism." Says that philosophy is only the logical clarification of thoughts and therefore its study is the study of language, which expresses thoughts

**I:**

**R:** Anna Akhmatova (1899-1966) *Requiem* (late 1930s) *Evening* (1912) *Beads* (1914) *Anno Domini* (1922) *The Willow* (1940)

Mikhail Sholokhov (1905-1984) *And Quiet Flows the Don* (1928-1940)

**S:** Federico Garcia Lorca (1899-1936) *Songs, The House of Bernarda Alba*

Pablo Neruda (1904-1973) *Twenty Love Poems and a Song of Despair* (1924) *Residence on Earth* (1925-31) *General Song* (1950)

Jose Ortega y Gasset (1883-1955) *The Revolt of the Masses* (1930) He was a philosopher and existentialist humanist.

**Other:** Sigrid Unset (Denmark) (1882-1949) *Kristin Lavransdatter*

Nikos Kazantzakis (1883-1957) (Greece) *Zorba the Greek* (1946) *The Odyssey, A Modern Sequel* (1938)

## 1945-

**E:** Samuel Beckett (1906-1989) *Waiting for Godot* (1954) *End Game* (1956)

A. S. Byatt (1936- ) *Virgin in the Garden* (1978) *Still-Life* (1985) *Possession* (1990)

C.S. Lewis (1898-1963) *Screwtape Letters*, *The Lion, The Witch and the Wardrobe*, *The Chronicles of Narnia*

David Lodge (1935- ) *Changing Places* (1975) *Small World* (1984) *Thinks* (2001)  
*Paradise News* (1991)

Harold Pinter (1930- ) *The Birthday Party* (1958) *The Room* (1957) *The Caretaker* (1960) *The Homecoming* (1965) *The Servant* (1962) *The Go-Between* (1969) *The Pumpkin Eaters* (1963)

Dylan Thomas (1914-1953) *A Child's Christmas in Wales*, *Under Milk Wood* (1954)  
*Collected Poems* (1952)

Barry Unsworth ( - ) *Sacred Hunger* *Losing Nelson*

**F:** Look for the Theatre of the Absurd and the "Nouveau Roman"

Jean Anouilh (1910-1987) *Beckett* (1959) *Antigone*

Simone de Beauvoir (1908-1986) *The Second Sex* (1949) *Les Mandarins* (1954)

Jacques Derrida (1930- ) *Of Grammatology* (1967) *Writing and Difference* (1967)  
*Dissemination* (1972)

Michel Foucault (1926-1984) *Madness and Civilization* (1961) *The Order of Things* (1966) *The History of Sexuality* (1976-84)

Jean Genet (1910-1986) *Our Lady of the Flowers* (1944) *The Maids* (1947) *The Screens* (1961)

Eugene Ionescu (1912-94) *Bald Soprano* (1950) *Rhinoceros* (1960) *The Chairs* (1952)

Alain Robbe-Grillet (1922- ) *The Erasers* (1953) *The Voyeur* (1955) *Jealousy* (1959)  
*Towards the New Novel* (1963) *Last Year at Marienbad* (1961)

Natalie Sarraute (1902-) *Tropisms*, *The Golden Fruits*, *Portrait of a Man Unknown*

Jean Paul Sartre (1905-1980)

**G:** Heinrich Boll (1917-1985) *Acquainted With The Night*, *The Unguarded House*, *The Bread of Our Early Years*

Gunter Grass (1927- ) *The Tin Drum* (1959) *Cat and Mouse* (1961) *Dog Years* (1963)  
*Local Anesthetic* (1969) *The Flounder* (1992)

**I:** Primo Levi (1919-1987) *Periodic Table*, *If This is a Man*, *The Truce*

**R:** Boris Pasternak (1890-1960) *Doctor Zhivago* (1957)

Alexander Solzhenitsin (1918- ) *One Day in the Life of Ivan Denisovich* (1962) *Cancer Ward* (1968) *The First Circle* (1968) *Gulag Archipelago* (1973-8)

**S:** Pablo Neruda

Ortega y Gasset

**Other:** Kazantzakis (1883-1957) *Zorba the Greek*

## AN ARRAY OF SOCIALISTS

Karl Marx (1818-1883) German political philosopher. Founder of "scientific socialism." He wrote the Communist Manifesto in 1848. Collaborated with Friedrich Engels on his major work, *Das Kapital*. Father of Communism.

Frederick Engels (1820-1895) German socialist. He was involved in revolutionary agitation in Baden that forced him to flee to England where he met Marx. He earned his living as a manufacturer in Manchester, one of the most icky, large and prosperous cities of the Industrial Revolution all at once.

Robert Owen (1771-1858) British "Utopian Socialist". Pioneer in cooperation in industry. With William Allen (a Quaker philanthropist) and Jeremy "greatest good for the greatest number" Bentham as partners he initiated a program to improve conditions in factories. Founded New Harmony, Indiana. Wrote A New View of Society (1813). He spent his considerable fortune on efforts to improve society, utopian societies and spiritual endeavors.

Louis Blanc (1811-1882) French socialist leader, regarded as the founder of state socialism. He was the enemy of Louis Philippe's government and a member of the provisional government that replaced him in 1848. He proposed the "social workshops" or state-supported factories to fight unemployment and also exploitation of the workers.

Count de Saint-Simon (1760-1825) supported the American War of Independence and accepted the French Revolution. He favored a planned society including public ownership of industrial equipment, reliance on "social engineers" and governmental coordination of labors and resources. His followers called themselves, oddly enough, Saint-Simonians. Some people called Louis Napoleon Bonaparte "The Socialist Emperor" because of his alleged attachment to these ideas.

Charles Fourier (1772-1837) French socialist who had no use for any contemporary institutions whatever. Proposed instead that society be reorganized into small units called "phalansteries." In a phalanstery each member was supposed to be following his/her "natural inclination." None of them were ever successfully organized in France, but Fourier inspired the Brook Farm experiment in 19th century Massachusetts.

Ferdinand Lassalle (1825-1864) German socialist who created the term "iron law of wages." He founded the German Social Democratic Party. Lassallean socialists disagree with Marxists because they believe that conditions of the working classes can be improved by changes within the existing governments. Lassalle was killed in a duel.

Jean Jaures (1859-1914) French socialist and politician. He led the movement of Marxist revisionism in the late 19th century. Revisionists held that class conflict might not be absolutely necessary. They believed in the possibility of gradual change of the capitalist system and in the power of the workers to create the dictatorship of the proletariat through peaceful means. He opposed militaristic legislation on the eve of World War One. He was assassinated by a fanatic.

Edouard Bernstein (1850-1932) German socialist, member of the Social Democrats, advocate of revisionism. He wrote "Evolutionary Socialism."

Georges Sorel (1847-1922) French journalist, advocate of "revolutionary syndicalism," which holds that the workers' unions will themselves become the authoritative institutions in society. They will replace the government. (Compare this idea to Mussolini's fascist corporative state!) The way to achieve this goal was through the general strike, paralyzing society. This idea was the most appealing where the unions were the weakest, like France, Spain and Italy, because unions having success did not want to risk their gains or threaten their future.

Fabian Socialists – English intellectuals of the late 19<sup>th</sup> and early 20<sup>th</sup> century. They were non-Marxist and held that socialism was the social and economic counterpart of political democracy, as well as its inevitable outcome. They included George Bernard Shaw, H.G. Wells, Sidney and Beatrice Webb. Their club, the Fabian Society, was founded in 1883, the year Marx died.

## A BOUQUET OF ISMS

absolutism - A form of government in which the king has complete control. Russia under Peter the Great, or France under Louis XIV for example.

anarchism - The idea that all government is bad.

anti-Semitism - The idea that Jews are the enemy because they are Jews.

Austro-Slavism – the ism that says all the Slavs are better off protected by Austria than getting conquered by Russia or killing each other.

bullionism - The idea that the more gold or silver in a country the better. Started with the opening of the Atlantic. There are two ways to get the gold: mine it (Spain) or steal it (England.)

capitalism - Economic system in which capital is controlled by individuals, not by the state. The economy grows through the efforts of each individual to make the most profit. Possession of property is the foundation for personal independence and political liberty.

colonialism - Closely related to imperialism. The idea that countries should settle their own people (establish colonies) in lands they conquer to manage the economic exploitation of the area and to govern it.

communism - A form of government and a way to manage the economy that puts all power in the hands of the Communist Party, ostensibly to manage the country for the good of the "people." "From each according to his ability, to each according to his needs." The original ideas were Karl Marx's. It was brought to fruition in Russia by Lenin.

conservatism - The idea that change should come slowly, if at all.

cubism - Early 20th century art movement, practiced by Picasso and others.

Cultural relativism – It is the idea that all cultures have the same problems and solve them in different ways that fit their special geographical and historical conditions. No one culture is better than another; they are just “different.”

Deconstructionism – A skeptical approach to the possibility of coherent meaning begun by French philosopher Jacques Derrida. He says that there is no “privileged point” such as an author’s contact with reality that confers significance on a text. There is only the limitless opportunity for fresh commentary or encounter with the text. A deconstructionist reading of a text “subverts” its apparent significance by uncovering contradictions and conflict within it.

Deism - the belief that God exists and created the world but thereafter assumed no control over it or over the lives of people.

Enlightened despotism - Absolute rule justified not on grounds of heredity or divine right. Secular in outlook and justification, as in Frederick the Great's self-description as "the first servant of the state." Used to rationalize and organize the state from the top down during the Age of the Enlightenment. Other example is Joseph II of Austria.

fascism - "Nationalism on steroids." Also a hierarchical economic system not unlike feudalism except that everyone is working at the behest of and for the benefit of the state. The ideal government is the "corporate syndical state."

feudalism - A hierarchical system of government and agriculture based on private contract. Land, worked by serfs attached to it, was held by vassals in exchange for military service and other duties to lords.

futurism - movement in pre-World War One Italian painting and sculpture. Sometimes identified with fascism. Opposed traditionalism and tried to depict dynamic movement by the elimination of conventional form, balance and rhythm. Stressed the violence and speed of the machine age.

Gallicanism - name for French Catholic Church since French kings wrested so much power from the Pope.

Humanism - the intellectual and culture movement that grew out of the study of Greek and Roman literature at the end of the Middle Ages. It was an important factor in the rise of the Renaissance. Characterized by an emphasis on human interests and characteristics rather than the natural world or religion.

Idealism – any doctrine that holds that reality is fundamentally mental rather than material. The first and most important advocate of this notion was Plato.

imperialism - The desire of a country to take over and exploit foreign lands, usually inhabited by people of different ethnicity and religion. Economic motive is to acquire raw materials.

impressionism - French art movement started around 1871 with Monet's "Impression of Sunrise" at Salon des Refuses in Paris.

individualism - The idea that the individual is more important than the state or any other group.

irredentism - The desire to reclaim land that once belonged to one's country and, in one's opinion, should again.

Jansenism - Ideas of 17th century French Catholics who favored Calvinist interpretation of Christianity just the same.

liberalism - 19th political philosophy supported mostly by business and professional men. They support only limited suffrage. They favor freedom for the individual, so they fear the "mob." Strong emphasis on the rights of property. Generally they favored laissez-faire economics, especially at the beginning of the 19<sup>th</sup> century - keep the government out of the economy and let each individual have as much freedom as possible to improve himself. Advocated free trade (so they opposed mercantilists). Generally they opposed militarism. Favors constitutionalism, "stake in society" theory, and nationalism, because of the idea that people should be governed with their own consent. At the beginning of the 19<sup>th</sup> century liberals defined freedom as the absence of constraint. At the end they defined it as the presence of opportunity.

materialism - The idea that only what is tangible is real. "Everything mental, spiritual or ideal is an outgrowth of physical or physiological forces." (RRP) Marx was a materialist; so was Thomas Hobbes.

mercantilism - The idea that a national economy must be strong and self-sufficient. Encourages establishment of a "favorable" balance of trade: export more than you import. Results in increase of gold in country. Developed along with national monarchies as a way to finance governments. Through the granting of monopolies governments made money and consolidated power. Monopolies enabled the products of one nation to be sold to advantage internationally, by controlling the supply. Favors tariffs in international trade to keep out imports and seeks to eliminate barriers to internal trade. Government participation is decisive so mercantilism will be opposed by the capitalists who want freedom from all government involvement in the economy.

nationalism - The idea that people of the same language, religion, ethnicity, or heritage should have their own government on their own land.

Naturalism - literary movement following realism in literature. Demonstrates the determination of human character by the natural and social environment. In France the most famous practitioner was Emile Zola.

nihilism - Ideas of disgruntled intellectuals in 1860s Russia. They believed in "nothing" except science.

Pan-slavism - The idea that Slavic peoples should identify with each other and have their own nation. (No matter that Slavs have many different histories, cultures, historic lands, languages and religions.) Heavily promoted by Russia at the end of the 19th century as a way to promote her own imperialistic aspirations in the Balkans.

Pantheism – The belief that God and the universe are identical, which denies the personality and

transcendence of God.

positivism - Philosophy identified with French philosopher Auguste Comte. Insists on verifiable facts, avoidance of wishful thinking, questioning of all assumptions, dislike of unprovable generalizations. "...in its broad sense, both in its demand for observation of facts and testing of ideas, and in its aspiration to be humanly useful, it contributed to the growth of the social sciences as a branch of learning." (RRP)

Post-modernism – In culture it is associated with surfaces and superficial style including self-conscious parody and quotation. It is a reaction to the naïve confidence in progress and also again confidence in objective or scientific truth. These folks disagree with the idea that even though history admits of no one final description it does admit of more or less accurate ones.

Post-structuralism – It is a flavor of post-modernism defined by its reaction against structuralism (duh!) and it goes with writers like Derrida and Foucault. It rejects any concepts of objectivity, reality or truth, even in the definition of the self. These folks believe that there is no meaning inherent in any work of art and that it does not matter one jot why it was made, who the author or artist was, what the context was in which it was made, and that furthermore any one's interpretation of it is equally good as anyone else's. These folks are also concerned with the use of words to determine or create relationships of power. They disagree with the structuralists that the unconscious and forms of society obey structural laws even if they have not been discovered.

realism - Art and literature movement that followed Romanticism. Closely allied with Realpolitik in government. As a philosophy it is a "kind of unrealistic faith in the constructive value of struggle and a tough-minded rejection of ideas and ideals." (RRP)

radicalism - English movement of philosophers who wanted to "deduce the right form of institutions from the very nature of and psychology of man himself." (RRP) Favored universal manhood suffrage, reform of Parliament.

relativism - The idea that truth is not absolute, but rather is subjective. It maintains that the basis for judgment depends on the events, people, or circumstances surrounding a given situation.

republicanism - French idea that a republican form of government is best. Opposed to the monarchists who were scared of the excesses of the Jacobins and their ancestors. Unlike liberals they favor universal suffrage. They are opposed to monarchy of any variety and they are opposed to the Catholic church since they think it is the enemy of reason and liberty.

romanticism - Movement in art, music and literature that was a reaction against the classical period. Themes included emotion, supernatural, nationalism, cute peasants, historical themes, nature (especially dangerous nature), true love (often unrequited) and death.

Scholasticism - The system of logic, philosophy and theology of medieval university scholars, includes the idea that reason and faith can be reconciled. The most famous practitioner is St. Thomas Aquinas. It is based on the writings of Aristotle and the early Christian fathers.

Social Darwinism - The idea that life is a struggle and only the fittest groups of people should survive.

socialism - Idea that the government should manage the economy, or aspects of the economy for the good of the people. 19th century socialists agreed that workers were unfairly treated, opposed competition as a principle of economic behavior, rejected laissez-faire, questioned the validity of the concept of private property.

Structuralism – An intellectual movement from France in the 1920's. It asserted that phenomena of human life do not make sense except through their inter-relations. The inter-relations constitute the "Structure" and there are laws that explain how the structure works. In anthropology the leading structuralist was Claude Levi-Strauss.

Syndicalism – revolutionary French trade unionism. Its leader was Georges Sorel, whose book was "Reflections on Violence." Its high point was 1895. Syndicalists accept the Marxist idea of class struggle and the need for revolution, but they argue that the state should be destroyed and not merely captured. Their method is the general strike executed through trade unions. The idea is that the government will be replaced with a federation of unions that will collectively own the means of production and distribution. Then each industry will be administered by the workers organized into "syndicats."

totalitarianism - The organization of a state that has complete control over every aspect of the individual's life and in which the goal of the individual is to serve the state. Nazi Germany, Soviet Russia, Communist China are all examples.

utilitarianism - Idea of Jeremy Bentham (1748-1832) that the object of conduct and legislation is to achieve, in the words of Francis Hutcheson, "the greatest good for the greatest number". There is a strong relativist component since the morality of an action is defined by its utility: does it cause pleasure or pain? Bentham defines "good" as that which gives pleasure or stops pain and "bad" as that which gives pain.

ultramontanism - Flavor of Catholicism that gives absolute obedience and allegiance to the Pope. Jesuits practice it. It finally prevailed over the Gallican and other nationalistic tendencies within the Church in the late 19th century.

Zionism - The idea that Jews should have a nation in the land of Israel. First articulated by Theodor Herzl in 1896, in response to anti-Semitism unleashed by the Dreyfus case.

## ENGLISH DOMESTIC POLICY 1858-1914

Just Remember: Disraeli is Conservative. Gladstone is Liberal.

- 1848 – Public Health Act says annual death rate of 23% is unacceptable.
- 1850/1853 – Factory Acts establish 64 hour work week for all steam powered factories and mandates factories to close at 2 pm on Saturdays.
- 1851 – Great Exhibition in London in the glass and iron Crystal Palace. “Shilling days” calm middle class fears because the poor people behaved well.
- 1852 – Vaccination of infants made compulsory. It bolstered the 1840 Vaccination Act and further acts followed in 1858, 1867, 1871
- 1854-61 – Temperance Movement
  - forbade opening public houses 2-4 pm on Sundays. (1854)
  - closed London public houses between 1-4 (1864)
- 1855 – Nuisances Removal and Disease Prevention Act
- 1855 – Civil Service Reform establishes Civil Service Commission
- 1857 – Divorce becomes possible for men and women and divorce court established. Adultery by wife is grounds for men, but not enough for women.
- 1858 – Removal of disabilities on Jews.
- 1858 – Police legislation extended police force throughout England, Wales. (Scotland in 1869.)
- 1858 - India Bill ends power of East India Company. Government of India assumed by the Crown.
- 1858 – Medical Act gives guidelines for licensing physicians and surgeons.
- 1867 - Second Reform Bill. Suffrage goes to more than 1/3<sup>rd</sup> of the adult males, which doubles the existing electorate.
- 2/68 – 12/68 Disraeli’s 1<sup>st</sup> ministry.
  
- 1869 – National Society for Women’s Suffrage founded

#### 1868-1874 Gladstone's 1<sup>st</sup> ministry

- a. Disestablishes the Church of Ireland (1869)
- b. Forster Education Act (1870) enables local government to establish public schools by taxes and religious instruction in public schools became non-compulsory and non-sectarian.
- c. First Married Women's Property Act 1870 (1882 is the 2<sup>nd</sup>. By 1893 married women get same rights as single women.)
- d. 1870 attendance at elementary school becomes compulsory. 1891 fees are abolished.
- e. Army Regulation Bill (1871) eliminated purchase or sale of commissions in the army.
- f. Secret Ballot (an idea promoted a half century earlier by the Chartists) 1872
- g. Trade Union Act 1871 gives trade unions legal status before the law
- h. Competitive civil service exams 1870
- i. Reorganization of the judiciary
- j. Elimination of religious tests for admission to Oxford and Cambridge
- k. Infant Protection Act 1872
- protection of children in foster care
- stricter requirements to register infant deaths
- makes it easier for women to collect support from fathers of illegitimate children.
- l. Agricultural Childrens Act forbade employment of children under 8 in agriculture. (1873)
- m. Ballot Act establishes secret ballot.

#### 1874-1880 Disraeli's 2<sup>nd</sup> Ministry

- a. Public Health Act (1875) extended and codified laws on public sanitation, conditions in mines and factories
- b. Purchase of the Suez Canal (1875)
- c. Artisan's Dwelling Act (1875) regulated housing conditions of the poor.
- d. Merchant Sailor Act (1876) regulated safety conditions for sailors
- e. Berlin Congress of 1878, kept Russia from controlling the Black Sea.
- f. Employees and Workmen Act facilitates trade unions bargaining and use of strikes.

#### 1880-1885 Gladstone's 2<sup>nd</sup> Ministry

- a. 1880 First Employer's Liability Act promotes workers compensation
- b. Egypt is occupied
- c. 1884 Franchise Bill adds 2, 000, 000 voters. Now  $\frac{3}{4}$  of adult males can vote.

6/1885-1/1886 1<sup>st</sup> Salisbury Ministry. He is a Conservative. (Disraeli died in 1881.)

2/1886-7/1886 Gladstone's 3<sup>rd</sup> Ministry

1886 Gladstone's stand on Home Rule for Ireland split the Liberal Party

7/1886-8/1892 Salisbury's 2<sup>nd</sup> Ministry

1887 Coal Mines Regulation Act

1889 – Naval Defense Act, enacts the Two Power Standard. British fleet is to be equal in size to the next two biggest powers' fleets combined. First Lord of the Admiralty, Sir John Fisher.

1892-1894 Gladstone's 4<sup>th</sup> Ministry

Shortened labor hours and extended employer's liability in accidents

1894-6/1895 Lord Rosebery's Ministry. (He is also a Liberal, but an imperialist nonetheless.)

He equalizes death duties on real and personal property and a graduated tax of 1-8%.

1895-1902 Salisbury's 3<sup>rd</sup> Ministry

1897 – National Union of Women's Suffrage Societies founded

1900 Labour Party organized. By now "Liberals" and liberals have abandoned laissez-faire economics and support government economic and social intervention.

1901 Taff-Vale Decision makes a union financially responsible for business losses incurred by the employer during a strike.

Death of Queen Victoria.

1902-1905 Ministry of Arthur Balfour, a Conservative.

Balfour Education Act reorganizes oversight boards from the 1870 law, makes secondary education the duty of the state. In five years the number of secondary schools doubles!

1906-1916 Liberal Ministry of Henry Campbell-Bannerman, followed by Herbert Asquith

- a. 1906 Plural Voting Law eliminates the right to vote more than once.
- b. 1906 Free School meals
- c. 1906 First Dreadnaught launched
- d. 1907 medical services provided to poor children
- e. 1908 Children's Act revises reformatories to alleviate cruelty and neglect
- f. 1908 – Old Age Pensions
- g. 1909 David Lloyd George becomes Chancellor of the Exchequer, declares a “war on poverty” in “the people’s budget.” It includes a surtax on incomes more than 5000 pounds, duty on undeveloped land and 20% tax on capital gains. The House of Lords threatened to veto the budget. The King threatened to pack the House of Lords with new peers. The Lords lost their right to veto, and now could only delay passage of legislation.
- h. 1909 Increases in sickness, accident, old-age and unemployment insurance.
- i. End to restrictions on unions
- j. The Labour party sent 29 MP's to the House of Commons and the Taff-Vale Decision was overruled.
- k. Inheritance tax and progressive income tax
- l. 1909 Osborne Judgment says trade unions could not pay salaries of members elected to Parliament
- m. 1911 The Parliament Bill is an act that deprives the House of Lords of all veto power in matters of money.
- n. 1911 The National Insurance Act provides unemployment and health insurance. The law was modeled on the German law of 1889 and a contributory scheme.
- o. 1911 MP's finally get salaries
- p. 1912 Minimum Wage Law

1910 Arson is first used in suffragist demonstrations.

1918 Britain finally gets UMS! Women, however, still have to wait.

## **BISMARCK'S DOMESTIC POLICIES and what happened after he was fired**

- or -

If you can't beat 'em, join 'em! (and then beat 'em!)

Essentially Bismarck does Realpolitik in domestic as well as foreign policy.

1864 – Pope publishes “Syllabus of Errors.”

1870 – Pope announces the doctrine of Papal Infallibility

1870-1880 – Economic Unification

- Mark becomes German unit of currence (1871)
- Gradual abolition of trade treaties within Germany (1873-1877)
- New commercial code 1875
- New Imperial Bank 1875

1871-1883 Kulturkampf, or “The Struggle for Civilization.” Important components include:

1871 Abolition of the Roman Catholic Department for Spiritual Affairs, which had been written into the constitution of 1850.

1872 Expulsion of the Jesuits

1873 May Laws/Falk Laws

- only priests educated in German high schools and universities to be appointed to German parishes
- eliminates papal jurisdiction over RCC in Prussia. The purpose was to eliminated the treat to the government posed by the Catholic Center Party, formed in 1870.

1875 - Civil Marriage is required

- Breadbasket Bill denies grants to churches whose clergy disobey Prussian laws
- All Catholic orders except those nursing the sick are dissolved.

The Kulturkampf had only limited impact outside of Prussia. It ended when Pope Leo XIII negotiated the problem 1878-1879.

1875 - SDP (Socialist Workingman's Party) formed by fusing of Lassalleian Socialists and Marxist Socialists. They favor the GOTHA PROGRAM that favors UMS and opposes violence.

1878 – Bismarck makes peace with the Catholics

- Attempt on William I's life gives Bismarck the opportunity to enact anti-socialist law.
- Anti-socialist laws force the socialists to go underground. Bismarck calls socialist legislation reall “Christian” legislation.
- Bismarck hosts the Berlin Congress to re-negotiate the settlement of the Russo-Turkish War. It undoes the Treaty of San Stefano. He says he's just an “honest broker of the peace.”

1880's Big Program of Social Legislation including:

1883 Sickness Insurance Law

1884 Accident Insurance Law

1889 Old Age and Invalidity Law

These laws try to undermine support for socialism, but fail.

1885 – Bismarck orchestrates the “Scramble for Africa” at the Berlin Conference.

1888 – Wilhelm I dies. His son, Frederick III dies soon thereafter.

1890 – in a fight with Wilhelm II over the socialists, Bismarck is forced to resign at the age of 75.

- Industrial courts to adjudicate wage disputes
- Repeal of anti-socialist legislation
- Sunday rest obligatory
- Workday employment of women and children restricted

1891 – Factory inspection efficiency increased

- workers get the right to negotiate with employers on conditions of employment
- formation of Pan-German League to support German colonization

1892 - Labor Department formed

- ERFURT CONGRESS called, in which the Socialists adopt a more strictly Marxist program. Argues that working class bonds transcend nationality, favors abolition of “class government,” universal equality in rights and duties without distinction of sex or rank. Demands universal suffrage, and change from indirect to direct voting.
- Cholera spread from the south of France to Germany.

1898 – First Naval Bill, Germany navy under Admiral Tirpitz

1900 – Second Naval Bill

1902 – Bulow tariffs protects grain production and heavy industry. Sign of upper class coalition of Junkers and industrialists. Economic nationalism.

1905 – Schlieffen Plan completed.

1912 – Army Bill substantially increases the size of the army.

## **FRENCH GOVERNMENTS 1852-1914**

### **SECOND EMPIRE (1852-1871)**

Governed by Louis Napoleon Bonaparte, Napoleon I's nephew, aka Napoleon III

#### **DOMESTIC POLICY OF THE SECOND EMPIRE**

##### **Social:**

1. Napoleon III made a love match with the Empress Eugenie.
2. Napoleon III supported hospitals, asylums and free medicine for the poor.
3. The Saint-Simonians called him the "socialist Emperor" because of the idea of using the government to organize the economy, organizing workers in 'military fashion.'
4. Baron Haussmann redesigns Paris. Makes the streets nice and wide so the people cannot barricade them in revolt. Also modernizes buildings, sewers, and water supply. It stimulated the economy as well.

##### **Political:**

1. Authoritarian institutions: Council of State (rule by experts; Senate (appointed) has nothing to do; Legislative body (elected by Universal Male Suffrage it could not initiate legislation. It also had no control over budget and no power over the army or foreign policy.
2. Political meetings are forbidden.
3. In 1850 Napoleon repealed universal male suffrage and then he brought it back again in 1851 to gain support of the radicals.
4. Napoleon III's idea was a non-party state, not a one-party state.

Economic:

1859-1869: France builds Suez Canal. After 1875 the British government is the principal stockholder, but hey... Canal opens in 1869.

The domestic policies enacted in the 1860's are sometimes called "The Liberal Empire."

1. Credit Mobilier bank develops industry. Credit Foncier (land bank) supports agriculture.
2. Limited liability corporations encourage investment, especially from the middle classes, legalized 1863
3. Unions, prohibited by the Le Chapelier Law of 1791 are gradually accepted. Right to strike gained in 1864.
4. Freedom of international trade. Treaty with Britain in 1860 leaves French industrialists miffed, so Napoleon III provided 40 million francs to help French businesses compete with Great Britain. His attempt to establish a free trade area with Belgium fails.
5. Napoleon III's labor commission defeated the 10 hour day.
6. French economy is still largely agricultural. Its capitalism was still mainly merchant capitalism rather than industrial capitalism.

Religious:

1. Falloux Law (1850) puts French schools under the supervision of the Catholic clergy.

### FOREIGN POLICY IN THE SECOND EMPIRE

Although Louis Napoleon said "The Empire means peace" it did not really work out that way. He also did not realize the problems with favoring the "Principle of Nationalities."

1854 - Crimean War. England, France, Turkey vs. Russia. Russia loses.

1859 - War in Italy. Wins at Magenta and Solferino still result in huge casualties. Lead to separate peace with Austria, at Plombieres, at the expense of erstwhile ally Italy.

1860 – Recognizes expanded Piedmont in exchange for Nice and Savoy, supported by plebiscites.

1862-1867 - War in Mexico. Attempt to place Maximilian on throne fails.

1870 - Franco-Prussian War. Don't mess with Bismarck.

THIRD REPUBLIC (1871-1941)  
Governed by lots and lots of ministers and presidents.  
HOW THEY GOT THERE

9/ 1870 Napoleon III surrendered at Sedan.

A republic was proclaimed in Paris and the Provisional Government was headed by Leon Gambetta. Paris meantime was under siege by the Germans. It capitulated in January of 1871

2/1871 Elections were held for the National Assembly  
Adolph Thiers was one of those elected

Terms of the Treaty with Germany: 1. An indemnity of 5 billion francs  
2. Annexation of Alsace and Lorraine.

From March to May of 1871: PARIS COMMUNE made of radical republicans and moderate Republicans and miscellaneous socialists. Its goals were to:

1. enlarge the powers of the municipalities (de-centralize France.)
2. substitute the national guard for the standing army
3. separate church and state

ENEMIES of the Commune included Legitimists, Orleanistes, and Bonapartists.

When the fighting ended, Thiers became the President of the Third Republic. He said it was "The government which divides us least."

DOMESTIC POLICY OF THE EARLY THIRD REPUBLIC

Social:

1. 1880 Anti-clerical laws were enacted including dissolution and dispersion of the Jesuits.
2. Primary education law made education for ages 6-13 free, mandatory and non-religious.
3. 1884. Law re-establishing divorce is enacted. It had been illegal since 1816.
4. 1905 "Laic Laws" separate church and state
5. The middle class is on the rise. Art flourishes. The first Impressionist Exhibition took place in 1874. The comforts and values of bourgeois society will hold France back in industrialization.
6. 1889 Paris Exposition featured the Eiffel Tower

Political: People are afraid of a return of "Jacobinism." Government therefore organized with a weak president and strong parliament. Its entire history is characterized by ministerial instability.

1. President Marshal McMahon tried and failed to dismiss a premier in the "Crisis of Seize Mai." The power of the president proved safely limited.
  2. 1884 unions were fully legalized.
  3. 1886-1889 Boulanger Crisis threatens 3rd Republic, then collapses. Even though Pope Leo XIII urges the French Catholics to support the Republic, monarchists are still a threat.
  4. 1892-1893 The Panama Scandal. Ferdinand deLesseps (who built the Suez Canal) was accused of mismanagement and corruption. He was trying to build the Panama Canal. "A man, a plan, but no canal!"
  5. 1894-1906 Dreyfus Affair shatters any pretense of unity in the country. Emile Zola exposed the government's cover up in his famous article of 1898, "J'Accuse."  
1899 Dreyfus was pardoned  
1906 Dreyfus was fully exonerated.
- It was a fight between Royalists and Republicans and also between Catholics and anti-clericals, with massive doses of Anti-Semitism thrown in for good measure.
6. The issue of monarchy vs. republic is alive and well regardless of the fact that the Orleanists and the Legitimists cancel each other out. So-called "radical socialists" are really "radical republicans": patriotic and highly anti-clerical.
  7. The machinery of government remained very much as it was under Napoleon I.
  8. The "radical socialists" were the moderate left. Important ministers are Eduard Herriot (1924-1926 and Eduard Daladier (1938)

Economic:

1. Industrial workers remain less well off than their counterparts in England and Germany.
2. Workers strikes fail after World War I.
3. Raymond Poincare (a moderate conservative) devalues currency and "saves the franc" in 1926.
4. Social insurance protection enacted 1930.
5. Popular Front program (1936), under Leon Blum, defuses labor unrest and attacks the fascist opposition to the Republic.
  - a. 40 hour workweek
  - b. nationalization of armaments and aviation industries begun.
  - c. Dissolution of fascist armed leagues
  - d. Reorganization of the Bank of France under government control.
  - e. Machinery established to arbitrate labor disputes.
6. Economic problems between the wars:
  - a. flight of gold.
  - b. slow industrial production.
  - c. need to rearm
  - d. price rises cancel wage gains.

Religious:

1. By 1870 Catholics are led to distrust government and turn from Gallicanism to ultramontaniam. In short the influence of the pope gets stronger.

## FOREIGN POLICY IN THE THIRD REPUBLIC

The Third Republic expected and feared another German attack, and wanted revenge for defeat in 1871

After WWI France wanted to be sure that Germany was destroyed economically, politically and militarily. Versailles Treaty included war guilt clause, reparations, German disarmament.

Occupied the Ruhr Valley to force German payment of reparations in 1923.

1925 Treaty with Germany guarantees French and Belgian frontiers.

1925 French sign treaties with Poland and Czechoslovakia promising military aid in the event of their invasion by Germany.

1928 Kellogg-Briand Treaty signed in which 65 countries agreed to renounce war as a way to solve national and international disputes. Yeah, right. (Aristide Briand was the French foreign minister.)

Along with Britain supported "appeasement" of Nazi Germany until Poland was attacked in 1939.

## TIME LINE FOR HIGHLIGHTS OF DOMESTIC POLICY IN FRANCE 1870-1914

- 1870 – It is the “government that divides us least.” (Adolphe Thiers)
- 1874 – Roussel Law regulates wet-nursing industry  
Child Labor Law: Children over 12 limited to 12 hours/day; children between 10-12 to work 6 hour days.
- 1880 – Educational reform: government secondary education for girls emphasized women’s roles as wives and mothers.
- 1881, 1882 – Ferry Laws provide free compulsory public elementary education without religious content under aegis of municipal commissions.
- 1884 - Trade Unions legalized. Divorce legalized.
- 1886-1889 – Boulanger Crisis
- 1889 – A law protected abused and neglected children by removing them from their homes in cases of immorality.
- 1892 – Cholera spread from Russia to the Mediterranean to Southern France.  
Labor legislation: minimum working age of 13 unless completed schooling by age 12  
Children under 16 limited to 11 hours/day  
Women’s work limited to 11 hours/day  
Meline tariff makes France one of the most protectionist nations.
- 1892-1893 – Panama Scandal/ Ferdinand de Lesseps
- 1893 – President Carnot stabbed by Italian anarchist Santo Caserio
- 1894-1906 – DREYFUS CASE
- 1895 – Confederation Generale du Travail (CGT) founded, based on syndicalist program of direct action and general strikes. It is the program of Georges Sorel, who wrote the *Reflections on Violence* (1906)
- 1897-1900 – Women’s legal position changed
- Single women allowed to witness acts of etat civil (1897)
  - Business women granted rights to vote for judges of the tribunaux de commerce. (1898)
  - Women admitted to the legal profession. (1900)
- 1898-1906 – Labor Legislation
- requires employers to provide workers compensation to employees (1898)
  - established 10 hour day (1899)
  - established 6 day work week (1906)
- 1899 – Charles Mauras and Leon Daudet founded Action Francaise and its newspaper of the same name seeking restoration of the monarchy. It is elitist and does not appeal to the masses.
- 1905 – Unity of Socialists founded  
Law of Separation of Church and State
- 1907 – Reforms give women more rights within the family
- mothers gain some authority over their children as fathers
  - unmarried women may exercise paternal control over their children
  - married women gain control over monies they earned
- 1913 – law increases military service from 2 to 3 years.

## DOMESTIC POLITICS IN ENGLAND, FRANCE AND GERMANY IN THE INTERWAR PERIOD

### ENGLAND 1919-1939

1918 – Reforms of 1918 Representation of Peoples Act. Finally there is UMS and women over 30

who met minimum property qualifications could vote. It was the pay-off for women defense workers.

- Education Act provided compulsory elementary education between 5-14 and also limited child labor, halting children from leaving school at the age of 12.

1919 – Arbitration Act. Unions and employers must submit to court decisions.

1920 - Oxford lets women take degrees.

1921 - Emergency Unemployment Act. Increased payments to unemployed, about 1 million people.

1922 – BBC licensed as monopoly, nationalized in 1926

1923 – Matrimonial Causes Act gives women equality in divorce

1924 – Zinoviev Letter in which the 3<sup>rd</sup> International is alleged to urge British revolution. It is a fraud.

1925 – Britain returns to the Gold Standard, overvaluing the pound and making it more difficult to sell British goods abroad.

- Unemployment Insurance Act

1926 – General Strike in sympathy with the coal miners

1927 – Trade Unions Act declares general strikes illegal. Union membership drops 50%.

1928 - Parliament extends franchise to women on the same terms as men.

1929 – Great Depression begins. From 1929 to 1931 exports drop 50%

1930 – Coal Mines Act shorts work day.

- Protective Tariff Acts

1931 - England forced to abandon gold standard. Pound fell from par 4.86 to 3.49.

- Oswald Mosely wounds British Union of Fascists.

1932 – National Coalition Government. More protective tariffs.

After 1933 there was a gradual recovery and rise in living standards and drop in unemployment.

1936 – Allen Lane founded Penguin Books, started the “paperback revolution.”

1938 – British Ministry of Labor recommends a weeks holiday with pay as a national standard.

- opening of national register for war service.

1940 – Food rationing begins. (It will last until 1954.)

- Women granted old age pensions at 60 years old.

1941 – National Service Bill lowered call-up age to 18.5 and women 20-30 liable to military service.

1942 – Beveridge Report supports national welfare programs from “the cradle to the grave.”



## FRANCE 1914-1939

### PREMIERS:

Georges Clemenceau 1917-1920

Raymond Poincare 1922-1924

Aristide Briand 1925-1926

Raymond Poincare 1926-1929

Lots of short ministries including the 2<sup>nd</sup> ministry of Herriot (1932)

Leon Blum 1936-1937

Eduard Daladier 1938-1940

Of Frenchmen who were between 20-32 in 1914, more than half were killed.

1916 – Income tax instituted.

1919 – Jury acquits Raoul Villain who assassinated Jean Jaures  
8 hour day becomes obligatory

1920 Law prohibits artificial contraception and abortion. The percent of French women employed  
fell slowly from 1921-1936.

1922 – Poincare's program to force reparations from Germany leads to invasion of the Ruhr.

1923 – Compulsory military service reduced to 1½ years.

1930 – National Workman's Insurance Law

Between 1926-1930 the government tries to strengthen the economy by sending home foreign workers and by trying to keep France on the gold standard.

1931 France uses high tariffs and quotas. Economic isolationism in the Depression, results in domestic cartel arrangements: Industry agrees to cut production, share home market and keep prices at pre-Depression levels. Also reduced the number of people liable to pay income taxes.

There are five short-lived ministries all concerned with keeping France on the gold standard and balancing budget without resorting to inflation.

1932 – System of family allowances to aid poor families and fight low birth rates.

1933 – Stavisky Case. A Russian promoter involved in fraudulent bond issue. Royalists and fascists try to agitate against the 3<sup>rd</sup> Republic.

1935 – Laval government. France suffers severe deflation.

1936 – Popular Front Ministry

- sit down strikes
- social reform
  - a. 40 hour week
  - b. nationalization of the Bank of France
  - c. nationalization of the munitions industry
  - d. compulsory arbitration of labor disputes
  - e. vacations with pay.
  - f. Government money spent on rearmament and fortification of the Belgian frontier.

This program cost a ton of money and the value of the franc sank.

Government suppressed fascist groups that reformed as political parties. For instance the Croix de Feu emerged as the Parti social francais (PSF)

A bill was passed devaluing the franc but not fixing its gold content.

1937 Discovery of royalist plot against the republic. The Cagoullards (Hooded Ones) were a terrorist group within the fascist movement.

1938 – End of Popular Front. Daladier leads France into World War II.

## GERMANY

1917 – unrestricted submarine warfare marks the beginning of the end for Germany.

- Easter message ends 3-class suffrage system of voting. Replaced with equal, direct secret suffrage.
- Mutiny of sailors at Kiel
- Abdication of Emperor and proclamation of Republic.

1919- Spartacist Revolt

- Communist uprisings in Berlin and Munich
- Assassination of Kurt Eisner by conspiracy to re-establish monarchy
- Soviet Republic established in Bavaria

1920 – Kapp Putsch

1921 - Assassination of Matthias Erzberger

1922 - Assassination of Walter Rathenau

1923 – France’s occupation of the Ruhr Valley. Passive resistance. Government printed currency to support striking workers leading to hyper-inflation.

- Stresemann, leader of People’s Party, forms government whose goal is to the passive resistance and restore the economy
- Beer Hall Putsch. Hitler ends up in jail and writes *Mein Kampf*

1929 – Reichstag elections mark emergence of NAZI party as major force.

1930 – Complete evacuation of the Saar by allied troops.

1931 – Failure of Austrian bank Credit-Anstalt

1932 – 8/13 Hitler refused Hindenberg’s request that he serve as vice-chancellor under Papen.

- Hitler said all or nothing.

1933 – Hitler became chancellor, Papen became vice-chancellor.

- Fire in the Reichstage. Hitler blamed the fire on the communists.
- Hindenberg issued emergency decrees suspending constitutional guarantees.
- Reichstag passed Enabling Act that gave the government dictatorial powers.
- Germany became a national rather than a federal state.
- Secret Police formed – Gestapo
- National Socialist Democratic Workers Party becomes the only legal party.
- Nuremberg Laws passed, depriving Jews of their rights.

1934 – Night of the Long Knives, or, the Great Blood Purge. Destroys power of paramilitary SA. Ernest Roehm assassinated. Increases army support for Hitler.

1938 – Kristallnacht

1942 – Wansee Conference. Reinhold Heydrich proposed “Final Solution.”

## TREATMENT OF TREATIES

### THE PEACE OF AUGSBURG

1555

Ended Religious Wars in the HRE and environs that began in 1521

Who? HRE and miscellaneous German principalities

Terms: "Cuius regio eius religio" The religion of the Prince is the religion of the people. Ecclesiastical Reservation - Catholic Bishops who convert have to leave and let another Catholic take over. It's a big victory for Lutherans, but Calvinists (and other forms of Protestantism) are not tolerated.

### THE PEACE OF WESTPHALIA

1648

Ended the 30 Years War which began with the Defenestration of Prague in 1618

Who? France, HRE, miscellaneous German principalities, Sweden, Holland

Terms: Renews the Peace of Augsburg, but tolerates Calvinism. It is a checkmate to the Counter Reformation. HRE loses the Swiss cantons and the Dutch. France gets parts of Alsace and Lorraine bishoprics. > 300 German states get rights to conduct diplomacy and make treaties with foreign powers. (Bad news for the HRE.) HRE may make no laws, enact no taxes, recruit no soldiers, or make war or conclude peace without consent of the imperial estates. (More bad news.) Sweden gets bishoprics of Bremen and Verden and the west half of Pomerania, including Stettin.

Commentary: This peace marks the advent of the STATENSYSTEM. It forestalls German unification both politically and economically. It frustrates the German Habsburgs. The mouths of German rivers are now controlled by non-Germans: Oder, Elbe and Weser are controlled by the Swedes; Rhine and Scheldt by the Dutch.

## THE PEACE OF UTRECHT

1714

Ended the War of Spanish Succession

Who? With the addition of England, the same powers who made the Peace of Westphalia

Terms: It partitions the world of Spain. British get Gibraltar and Minorca. The Duke of Savoy (aka Piedmont) gets Sardinia and it becomes the KINGDOM of Sardinia (around which Italy will eventually unite) Austria gets Milan, Naples, Sicily and Spanish Netherlands (soon to be Belgium) that become, of course, the Austrian Netherlands. Louis XIV's grandson becomes Philip V of Spain with the understanding that the thrones of France and Spain will never be inherited by the same person. France gives Britain Newfoundland and Nova Scotia and Hudson's Bay Territory. France keeps Louis XIV's gains in Franche-Comte and Alsace/Lorraine. The Dutch get guarantees of their security. "Dutch Barrier" forts are set up in Belgium. The Grand Duchy of Brandenburg becomes the KINGDOM OF PRUSSIA, a BIG DEAL for the future of Europe. Britain gets the "assiento" from France (which they extorted from Spain some years ago) It is the privilege of providing Spanish America with African slaves A BIG DEAL and the privilege of importing goods into Spanish territories NOT A BIG DEAL because it only amounts to one ship per year and in the end is not worth much. Imagined profits from this trade are used to support the South Sea Bubble in England in 1720. In effect the STATENSYSTEM is confirmed.

## TREATY OF AIX-LA-CHAPELLE

1748

Ended the War of the Austrian Succession which began in 1740

Who? France, Austria and Prussia

Terms: It recognizes Frederick the Great's annexation of Silesia. He did it for *raison d'état*! Austria gets to keep Belgium for the protection of the Dutch against the French. It proves the weakness of France straddled between Europe and overseas.

## PEACE OF PARIS

1763

It ended the Seven Years War that began in 1756 (aka the "French and Indian War" if you are an American.)

Who? England and France

Terms: France cedes to Britain all French territory in North America east of the Mississippi. Canada becomes British. France cedes to SPAIN all holdings west of the Mississippi. France keeps Guadeloupe and Martinique - the British West Indies interest does not want competition anyway. France keeps commercial installations in India but is forbidden to build forts or pursue political ambitions with Indian princes.

Commentary: This treaty stimulates British economic interests in India and leads to political occupation of India by Britain. The British navy is decisive in defeating French ambitions in India. Once again France finds that she cannot battle on Europe and also across the ocean.

## CONGRESS OF VIENNA

1815

Ended the Napoleonic Wars

Who: Everybody in Europe vs. France (Specifically Hardenberg for Prussia, Castlereagh and Wellington for Great Britain, Alexander I for Russia, Metternich for Austria and Talleyrand for France.)

Remember that Metternich had favored the Frankfurt Proposals in 1813 under which Napoleon would remain as Emperor and France would keep its “natural” frontier at the Rhine. Needless to say, neither Napoleon nor the Prussians would accept this idea.

It happened in three chunks:

First: The First Peace of Paris (after the Battle of Leipzig, or The Battle of the Nations)

The Allies were lenient to France because they want to restore the Bourbons.

1. France kept the borders of 1792, lots of which had not been part of France in 1789.
2. France recognized the independence of the Netherlands, the German states, the Italian states and Switzerland.
3. Britain restored French colonies except Malta, Tobago, St. Lucia and Mauritius
4. The Allies abandoned claims for indemnity
5. France promised to abolish the slave trade.

Second: The Congress of Vienna

It was interrupted by Napoleon's return "The Hundred Days" and his subsequent defeat at Waterloo. The chief provisions were

1. Restoration of Austrian and Prussian monarchies
2. Austria got in addition: Lombardy and Venetia, Illyria and Dalmatia, Salzburg and the Tyrol (from Bavaria), Galicia.
3. Prussia got in addition: part of the Grand Duchy of Warsaw (Posen and Danzig), Swedish Pomerania and Rugen (in return for which Denmark got Lauenberg), former Prussian possessions in Westphalia, and also Neuchatel, the greater part of Saxony (as compensation for loss of former possessions like Ansbach and Baireuth which were given to Bavaria, Friesland which was given to Hanover, and a large hunk of Poland which went to Russia. This problem was the BIG "Polish-Saxon Question" which held up negotiations. Talleyrand mediated the settlement.
4. Kingdom of Netherlands, ruled by the House of Orange, was formed. It now comprised the former Republic of Holland and the Austrian Netherlands. (It had been the Dutch Republic until 1795.) England returned the former Dutch colonies but not Ceylon or the Cape of Good Hope. So Belgium was is now a part of Holland and would be until 1832.
5. Creation of the Germanic Confederation to take the place of the now defunct Holy Roman Empire and also replacing Napoleon's Confederation of the Rhine. The problem of “German Dualism” remained.

6. Poland: most of the former Grand Duchy of Warsaw was handed over to Russia and became the Kingdom of Poland, but with Alexander I as king. Poland got a liberal constitution, but of course it came to nothing. "Congress Poland" lasted 15 years and was then incorporated into Russia. Cracow became a Free City under the protection of Russia, Prussia and Austria. Alexander I, aka "The Liberal Tsar" was only partially satisfied because he wanted ALL of Poland, constitutional governments in all of Europe (but not, of course, in Russia) and an international system of collective security (to repress revolution, nationalism, and, naturally, constitutionalism.)
7. Restoration of legitimate dynasties in Spain, Sardinia (which received Genoa), Tuscany, Modena, and the Papal States.

Third: The Second Peace of Paris

1. France had to cede lots of land back to the Netherlands, Sardinia, Prussia and the Germanic Confederation.
2. France was restricted to the boundaries of 1790.
3. Seventeen fortresses on the north and east frontiers were to be garrisoned for not more than five years by Allied troops. France had to pay their expenses.
4. France had to pay an indemnity of 700,000,000 francs for the expense of the war.
5. Art treasures that France had taken from all over Europe had to be returned to their rightful owners.

Long Term Consequences: It was the last peace made without reference to “nationalism.” Aspirations for Italian and German unity were squelched. The idea of the Congress System to repress rebellion did not work in practice, although it led to the Holy Alliance” of conservative (or reactionary) monarchies, Prussia, Russia and Austria. It was an official “Boo” to democracy as well as nationalism. Nevertheless, as conservative as it is, the Congress of Vienna is NOT completely reactionary because it does not go back to feudalism, and because it keeps the domestic reforms established by the French Revolution and Napoleon even though the Bourbons were restored.

Changes in Prussia:

Political under Stein (who says he’s not “Prussian,” but “German”) and Hardenberg

1. Property exchange permitted between classes.
2. Burghers get self-government in cities. Establish model municipal systems.
5. Finally serfdom is legally abolished everywhere.

Military under Gniesenau and Scharnhorst

1. Enhanced patriotic feeling from American Revolution
2. Mobilization of “national energy” from French Revolution and increased equality
3. Meritocracy in officers.

Changes in “Germany”:

- a. The King of England becomes the King of Hanover.
- b. 39 “German” states (including German speaking Austria and Prussia) become part of the “German Confederation.
- c. Kings of Bavaria, Wurttemberg and Saxony remain.

Domestic Changes in France:

1. Constitutional Charter
2. Bourbon Restoration
3. Confirms relations with Roman Catholic Church and disposition of church property established under Napoleon
4. Confirms Napoleonic Civil Code
5. Confirms 83 *departements* of France

## **PEACE SETTLEMENTS**

### **WORLD WAR ONE VERSUS WORLD WAR TWO**

#### **World War One:**

Allies had previously signed the Treaty of St. Germain with Austria. By this treaty (and Versailles subsequently) Germany and Austria were forbidden to unite.

Versailles Treaty with Germany. Based on Armistice of 11/11/18. Germany loses colonies to England, France and Japan. Accepts War Guilt. Agrees to pay reparations, the amount of which will be determined later. Returns Alsace-Lorraine to France. Agrees to limit armaments and size of army. Rhineland occupied. League of Nations founded. "Cordon sanitaire" built up around Soviet Russia. Yugoslavia, Czechoslovakia, Estonia, Latvia and Lithuania created based on principle of self-determination. Danzig Corridor gives newly created Poland an outlet to the sea. German navy to be converted into merchant ships but the Germans sink it first! German army limited to 100,000 men and they are not allowed to recruit. Means the Junkers stay in place as the military leadership. France gets control of the Saar coalfields for fifteen years.

#### **World War Two:**

Atlantic Charter (1941): agreement between FDR and Winston Churchill: peace based on sovereign rights and self-government of countries deprived of them by Nazis. Equal access to world trade and resources.

Casablanca Conference (January 1943) Includes Roosevelt, Churchill and de Gaulle. War aim announced as "unconditional surrender."

Teheran Conference (12/1943) between Roosevelt, Churchill and Stalin. Allies decide on Channel crossing in 1944. Stalin agrees to start an eastern front at the same time. The allies do not discuss post-war disposition of territory the Soviets will undoubtedly occupy. Churchill wants to, but Roosevelt fears it will hurt the coalition.

D-Day is June 6, 1944

10/44: Churchill talks to Stalin about "spheres of influence" in post-war Europe. Roosevelt thinks these ideas are wrong-headed and old-fashioned. Sound familiar?

Yalta Conference (2/1945): Stalin, Churchill and Roosevelt decide the fates of Poland, Eastern Europe, Germany, the war in the far east and more. At this meeting they decide to partition Germany. Russia already controls Poland and has established a friendly government there. "Declaration on Liberated Europe" doesn't mean much, but calms down Britain and the U.S. for the time being. Poland's eastern border set at the Curzon Line, the border of 1919. The Western border is set at the Oder-Neisse River. Soviet Union granted half of whatever reparations are decided upon - not unreasonable since they suffered the most casualties. Russia exacts "payment" for joining the war against the Japanese: return of territory lost in the Russo-Japanese

War.

Potsdam Conference (7/1945) Roosevelt is dead by now so the U.S. is represented by Harry Truman. Churchill is replaced mid-conference by Labour Party leader Clement Attlee. Stalin is still Stalin. Polish-German border is set at the Neisse River. It is farther west than imagined before because Russia is expanding west at the expense of Poland. German East Prussia is divided between Russia and Poland. Germans forced to flee without possessions from these formerly German lands, and also from Czechoslovakia. Königsberg, Stettin, Breslau, Danzig become Kaliningrad, Szczecin, Wrocław and Gdańsk.

No final peace treaty is signed with Germany because there is some question about what Germany actually is. The Soviets have occupied about half of it, leaving the other half to the Western allies. Eventually these will become the German Democratic Republic (East Germany) and the Federal Republic of Germany (West Germany.)

At this conference the Allies make plans for post-war Germany: 1. disarmament 2. dissolution of NAZI institutions 3. trial of war criminals 4. encouragement of democratic ideals 5. restoration of local self-government and democratic political parties 6. freedom of speech, press and religion.

There will also be economic restrictions: 1. prohibition of manufacture of war materials 2. controlled production of metals, chemicals and machinery essential to war 3. decentralization of German cartels 4. emphasis on agriculture and peaceful domestic industries 5. control of exports, imports and scientific research.

8/8/45 Russia declares war on Japan. Just as they said they would, but a little too late.

1945 - All anti-axis powers meet at San Francisco to establish the United Nations. It's the League of Nations, one more time, but this time they were thinking about Santayana, who said "Those who do not learn from the past are condemned to repeat it." The United States deigns to join this go-round.

1945-1952 - United States military occupation of Japan. During this time the U.S. tried to foster democratic institutions (although the Japanese kept their Emperor) and revive the Japanese economy. It worked.

1947 - Marshall Plan announced to fund rebuilding of Europe, including West Germany. Partly humanitarian, partly anti-communist. It worked.

1951 - U.S.A. makes peace treaty with Japan.

1956 - Russia makes peace treaty with Japan.

So, was Santayana right?

## DOMESTIC POLICIES IN E, F AND G 1945-1991

### ENGLAND

Remember: The Beveridge Report of 1942, under a coalition government led by Winston Churchill set forth the idea of a welfare state in which citizens' needs were met by the government from "the cradle to the grave."

#### 1945 WINSTON CHURCHILL (CONSERVATIVE)

#### 1945-1951 CLEMENT ATTLEE (LABOUR)

- sets up National Health Service
- nationalizes coal, steel and railways
- maintains food rationing
- wage restraint and cuts in spending

#### 1951-1955 WINSTON CHURCHILL

- keeps the new welfare state created by Labour
- promises full employment
- nuclear testing, first the A-bomb and then the H-bomb
- Harold Macmillan wins big points by fulfilling Tory promise to build 300,000 houses a year
- Food rationing finally ends in 1954

#### 1955-1957 ANTHONY EDEN (C)

- economic stagnation in 1957-1958

#### 1957-1963 HAROLD MACMILLAN (C)

- Commonwealth Immigrants Act ends unrestricted immigration from former colonies and Commonwealth states.
- Beginning of decade long expansion of universities
- Britain forms the EFTA with Austria, Denmark, Norway, Sweden and Switzerland
- Economic boom in 1959-1960
- Unemployment reaches 800,000 during the winter of 1962
- During these years standard of living is improving for the Brits
- 1958 race riot in Notting Hill (Hugh Grant where are you now that we need you?)

#### 1963-1964 ALEC DOUGLAS-HOME (C)

- DeGaulle refuses Britain's request to join the Common Market

#### 1964-1970 HAROLD WILSON (L)

- Tries to establish link between higher wages and economic productivity
- Prices and incomes regulated by government board established in 1965
- 1967 economy gets bad and sterling is devalued.
- Wilson extended state control and renationalized steel
- Labour government is financially dependent on labor unions so they have a hard time curbing the power of the unions and stopping strikes.
- 1967 DeGaulle once again refuses Britain admission to the EEC
- ongoing commitment to expansion of university education begun by the Conservatives

#### 1970-1974 EDWARD HEATH (C)

- tried to cure the “British disease” of economic inertia by market-oriented approach: diminished subsidies and welfare, reward hard work, reduced taxation, abandon wage control. Social programs cut.
- OOPS! We lied! Rolls-Royce rescued and taken into public ownership in 1971.
- Labor unions’ rights restricted in Industrial Relations Act of 1971, the beginning of an economic downturn.
- 1973 rise in oil prices makes everything worse and Heath government resorts to draconian wage and price controls
- 1974 miners strike against government wages policy. Industry forced to a three day work week
- And on the plus side, Britain finally gets in the EEC now that DeGaulle is dead

#### 1974-1976 HAROLD WILSON (L)

- “Social Contract” between the government and the trade unions. Government repeals the 1971 Industrial Relations Act and the unions promise voluntary wage restraint.
- Inflation reaches 24 percent and wage settlements were even higher, showing the failure of the Social Contract. Wilson goes back to compulsory pay policy

#### 1976-1979 JAMES CALLAGHAN (L)

- The economy still stinks and the leaders still blame trade unions and high wages.
- Britain’s effort to maintain the sterling’s dollar exchange rate screwed up her balance of payments so badly that she needed to take a big loan from the International Monetary Fund, which was conditional on cutting public spending. It curbs inflation, but increases unemployment. Standard of living of the working people goes down.

## ENGLAND

### 1979-1990 MARGARET THATCHER (C)

- She comes in promising radical change. The state industries would be made so efficient that they could do without subsidies and then they would be sold back to private owners.
- Power of trades unions would be curtailed.
- Direct taxation to be reduced
- Social benefits restricted to those who could not help themselves, not strikers or slackers.
- “sound money” policy supposed to restrict inflation
- Conservatives had promised to honor prior pay agreements led to increased wages. That, combined with second oil price rise of 1979-1980, brought inflation to over 20 %.
- Harsh deflation of 1980-81, tightly controlled money and high interest rates. Badly hurts British manufacturing. Sends unemployment over 3 million. Recession from 1980-1982.
- 1983-1987 British Telecom, British Airways and British Gas all privatized.
- More restrictions on unions from Trade Union Reform Act.
- National Coal Board under Ian MacGregor strikes fear in miners. He had a reputation for ruthlessness in rationalizing the steel industry, causing the loss of many jobs. Year long strike begins in 1984 and ends in defeat a year later.
- Inflation falls from 11 percent in 1981 to 4.4 percent in 1985-87.
- By 1987 those people with jobs were better off than ever before.
- HOWEVER in 1988, after six years of growth, after the stock market fall the economy started to get bad again. Trade balance slipped. Tax cuts helped the rich, but not the poor (just like Reagan in the United States) and inflation began to rise.
- THATCHER was a VERY HEAVY HITTER whose ideas reversed a lot of previous policy and ideology. She destroyed the power of the trade unions and rejected the ideals of the Beveridge Report. She restricted welfare, removed government ownership of industry, reduced direct taxation. WHAT SHE DIDN'T DO was destroy free state education, social security or the universal health provision, mostly because the British people strongly favored them.
- Homeownership went up from just over 50% to 66%, the highest in Western Europe
- THE OTHER THING SHE DID was to succeed in increasing inequality – again like Reagan. The wealthiest 20% gained nearly 1/3 more income, while the poorest gained only 1%. There was an absolute growth of long-term unemployment. It went up from 6 % to 19% between 1979-1987. Naturally, crime increased as well.

## ENGLAND

### 1990-1997 JOHN MAJOR (C)

- Recession starts
- Interest rates raised
- Poll tax replaced with a modified property tax in 1993
- Britain entered the European Community Exchange Rate Mechanism (ERM) in 1990 at a high exchange rate, hoping that it would hold down inflation. Instead it led to increased unemployment.
- 1991 Major negotiates favorable terms at the Maastricht treaty.
- Inflation goes down in 1992, but unemployment continues to go up.
- 1992, Britain leaves the ERM because the exchange rate cannot be held. Leads to the devaluation of the pound.
- 31 coal pits are closed and the miners are out of work.
- Rising budget deficit as the costs of unemployment increase while tax revenue falls. House prices fall. Unemployment is still about 3,000,000.
- 1995 government makes great strides in negotiating end to violence in Northern Ireland. Outcome still uncertain.
- Mad Cow Disease scares everybody.

### 1997- TONY BLAIR (L)

- Britain supports United States in attack on Iraq.
- Scotland gets its own Parliament for domestic issues
- Britain keeps the pound while the majority of Europe switches to the Euro

## FRANCE

(By the way, there were twenty-two governments from December 1946 to May 1958. DeGaulle left in a huff in January 1946, some would say triggering the chaos.)

1945-1948 were years of acute inflation and shortages. Wholesale prices tripled but wages lagged behind.

There was a short period of comparative price stability between 1952-1955.

Between 1944-1947 the French government brought into public ownership and control the Renault motor works, Air France, the Bank of France and other large private banks and also insurance, gas, electricity and coal-mining.

## FOURTH REPUBLIC

BTW: In the early 50's the French government tried to ban the importation of Coca Cola for fear it would damage the French wine industry! It did not work (surprise!) and after a short time the ban was lifted.

1947-1954 Vincent Auriol

- Jean Monnet organizes the first Five-Year Plan to promote France's recovery and modernization. It went from 1947-1952/4, concentrating on modernization of the major industries and also agriculture, fertilizers and transportation. But it did not address the needs of the workers for better housing or consumer goods.
- The Second Plan went from 1954-1957.
- France DID become more able to compete with West Germany, and more jobs were created. Unlike West Germany, however, there was not a substantial increase in the labor force.

1954-1959 Rene Coty

- European Coal and Steel Community initiated. It was the brainstorm of Robert Schumann. It pools French and German production of coal, iron and steel, with other countries having the option to join. Jean Monnet was the first president of the ECSC.
- 1957 Treaty of Rome creates the European Economic Community
- Between 1958 and 1962 industrial production grew by almost 25%. Trade between West Germany and France tripled.
- Inflation began again around 1957, leading to hard economic measures to control it including devaluation and higher taxes. Discontent was expressed in lots of strikes.
- Conflict over the French response to the War of Algerian Independence brought down the Fourth Republic, and brought back De Gaulle.

## FRANCE FIFTH REPUBLIC

### 1959-1969 CHARLES DE GAULLE

- Economic growth accelerated between 1958-1969 both in industry and agriculture.
- Between 1949 and 1969 the average annual growth was 4.6% in the 1950s and 5.8% in the 1960s
- The number of farms decreased by 1/3 between 1955-1970. By the end of the 1960s agriculture employed only 16% of the working population, compared to 25% just after World War II.
- To fight inflation the franc was devalued and a new franc was introduced.
- Full employment was maintained until 1969-9, and then unemployment came to no more than 4% of the working population.
- The Revolutions of May 1968 shattered France. It was a revolt against authority, especially the hereditary elite, especially in the professions and the universities. Also a revolt of youth against age (as it was all over the West.) People took to the streets.
- Especially famous is the Marxist student radical Daniel Cohn-Bendit
- The workers did not make common cause with the intellectuals and students, although they also had grievances such as decline in real wages, and rising unemployment. Just like in pre-Revolutionary France.
- de Gaulle insisted that France maintain its own nuclear weapon arsenal. The *force de frappe* was not supposed to challenge the Americans or the Soviets, but just supposed to show that France was an important power.
- De Gaulle resigned in a huff in 1969
- De Gaulle insisted that when one thought of France one thought of glory!

### 1969-1974 GEORGES POMPIDOU

- set in motion an austerity program to combat inflation and to get a loan from the International Monetary Fund (same as England). It led to a bunch of strikes.
- French industry was still not competitive, so exports lagged behind those of other countries.
- Gross Domestic Product between 1969 and 1973 grew by an annual average of 5.6 per cent while inflation was contained and unemployment kept low.
- French agriculture was not competitive so Pompidou got a good deal for French farmers from the Common Market partners in exchange for letting Britain in the EEC.

## FRANCE

### 1974-1981 VALÉRY GISCARD D'ESTAING

(He was the right-centre coalition's candidate)

- He was sympathetic to women's rights and gender equality. Reforms include benefits for single parents, legalized abortion, easier divorce laws and better funding of health programs, increases in the minimum wage. Restrictions were placed on excessive state controls and intrusions into private life, such as telephone tapping.
- Increasing oil prices in 1973-4 and again in 1979-80 hurt world trade. Giscard began a policy of austerity and deflation. Production dropped and unemployment rose.
- JUST LIKE ENGLAND the "stop-go" pattern led to a reverse of this pattern, to counteract the ensuing recession. Not surprisingly inflation increased, as did wages that led to an increase in imports and a deteriorating balance of trade.
- 1976 Raymond Barre took over as finance minister and he wanted to use the West German model of free-market economy. The Barre Plan began with savage austerity that both reduced inflation and increased unemployment.
- 1978 began a step-by-step program to free industry from government regulation. In state controlled industries subsidies were reduced and troubled industries were no longer bailed out.
- The Barre Plan started working in 1978 when France had a favorable trade balance, increased industrial output and reduced inflation. Then the second oil price rise messed everything up again, and they started the austerity, deflation policy again. People didn't like it and as a result the Socialists won the next election.

## FRANCE

### 1981-1995 FRANCOIS MITTERAND

(He led the Socialist Party with coalition support from the Communists)

- Legislation to strengthen civil liberties, increased taxes on wealth, increased minimum wage and welfare.
- The Deferre Law gave more power to elected regional councils while the role of centrally appointed prefects was reduced.
- Industries were nationalized including armaments, metallurgy, electricity, computer, chemical, pharmaceutical, and insurance and banks. Almost 1/3 of all industry was now in public ownership. (Less than 20% had been before 1982.)
- A “Recovery Plan” pumped money into the French economy, created jobs in house building and civil service, raised the income of the poorest in society and increased investment in the public sector. The idea was that higher taxes and nationalization would pay for it all, but it did not.
- In 1981 unemployment rose to 2 million and inflation went over 15%. The budget deficit forced a devaluation of the franc.
- In 1982 Mitterand did an “about face” and switched to austerity policies and cuts in public spending. The French economy got better; the policies were not unlike those of Giscard and Bare.
- In the 1986 elections the big scare was that a fascist party called the National Front gained almost 1 in 10 votes. Its leader was Jean Marie Le Pen. Soon after the policy of proportional representation in national elections was reversed which limited the power that the National Front could command. (Le Pen was assassinated in 2001.)
- Between 1986-1988 inflation fell to between 2 and 3%. Nevertheless unemployment remained higher than 2.5 million and continued to go up till it reached 10% into the 1990s. Meantime the National Front continued to gain support.
- 1993 the biggest issues in France were continued recession and unemployment.
- **Mitterand’s main legacy** was a huge number of construction projects around Paris including a new entrance pyramid at the Louvre designed by I. M. Pei, and a new National Library.

### 1995- JACQUES CHIRAC

(He was the leader of the moderate right.)

- A strong franc hurt French chances for exports.
- He strongly supported the Treaty of Maastricht
- France opposes United States policy in war with Iraq.
- French Academy bans use of the term “email” to limit pollution of French with English, especially American, words. People are supposed to use “courriel” instead.

## GERMANY

### 1949-1963 Konrad Adenauer

- FRG organized under the Basic Law. It avoided many of the weaknesses of the Weimar constitution.
- Ludwig Erhard makes economic policy “social-market economy”: free enterprise and competition on the American model but working people would be protected with wide-ranging social security measures. (shades of Bismarck)
- Currency reform of 1948 (which triggered the Berlin Blockade) brought back stability and confidence.
- Marshall Plan helped stimulate recovery.
- Positive response to the Schumann Plan
- Pro-West, anti-communist, tried to quiet French fears.
- *Wiedergutmachtung*, domestic restitution policy.
- 1954-1958 unemployment reaches 7%
- From 1958 until 1973 it never exceeded 3% and between 1961-1966 it was less than 1%.

### 1963-1966 Ludwig Erhard

- low unemployment brought about attraction of “guestworkers” mostly from Italy and Turkey.

### 1966-1969 Kurt Georg Kiesinger

- between 1965-1967 the Gross National Product grew by less than 2%.

### 1969-1974 Willy Brandt

- Accepted existing frontiers of the Federal Republic and recognized the GDR
- *Ostpolitik* based on five treaties
- Extricated Germany from Hallstein Doctrine that said that the FRG would cut off relations with any country except the USSR that recognized the GDR.
- Between 1969-1975 the annual growth of the Germany economy fell from 8 to 1 percent.
- 2.6 million guestworkers in the FRG in 1973

### 1974-1982 Helmut Schmidt

- Kept inflation below 6% in spite of inheriting the problems of the oil shock and a severe depression in 1974-5.
- Unemployment kept to between 4-5%.
- In 1982 unemployment was up to over 7%.

## GERMANY

### 1982-1990 Helmut Kohl

- Rise of the Green Party, founded in 1979, supporting a mixture of left-wing causes, including anti-nuclear and environmental concerns. They attracted a lot of younger people.
- Economic recovery began in 1984 and continued until 1987. In 1986 there was no inflation at all! Exports boomed, the trade surplus grew larger but unemployment hardly improved. 9% of the workforce (about 2 million people) was unemployed.
- Development of the “underclass” of immigrants, mentally ill, drug addicts and so on.
- Desire to limit the number of asylum seekers, *Gastarbeiter*

### 1990–President Helmut Kohl (Germany Reunified)

- exchange of East German marks one for one with West German marks.

## **THE FACTS YOU NEED TO KNOW**

## **MAPS YOU ABSOLUTLEY NEED TO KNOW**

1. Lands controlled by Charles V, HRE
2. Lands contested and conquered by Louis XIV
3. Partitions of Poland
4. Lands acquired by Peter the Great
5. Lands acquired by Catherine the Great
6. Political Europe after War World I
7. Europe after the Congress of Vienna
8. France and Europe under Napoleon
9. Unifications of Germany and Italy
10. British and French Empires post 1871-1945
11. Africa 1885-1914

## **THE DATES YOU ABSOLUTELY NEED TO KNOW**

1348 - The Black Plague hits Europe. Drives up the price of people. Disrupts the heck out of social, political, economic and religious activity.

1453 - Turks take Constantinople. End of 100 Years War. France Wins.

1455 - Bible printed.

1469 – Ferdinand and Isabella marry and begin unification of Spain

1485 - War of the Roses ends. Henry Tudor becomes Henry VII.

1492 - Columbus sailed the ocean blue.

1517 - Luther nails up his 95 Theses.

1519 - Charles V becomes HRE. Europe scared of Hapsburg hegemony.  
(Period of Hapsburg supremacy lasts from 1519-1656)

1521 - Diet of Worms.

1527 - Rome sacked by HRE. Machiavelli dies. Two good reasons to call this year the end of the Renaissance.

1529 - Siege of Vienna by the Turks. A close call for Christian Europe.

1545 - Council of Trent starts the Catholic Reformation.  
Potosi Silver mines in Peru discovered.

1555 - Peace of Augsburg: religion of the prince is religion of the people.

1556 - Charles V abdicates as HRE, goes to live in a monastery.

1588 - Spanish Armada defeated by England.

1589 - Henry IV becomes the first Bourbon king of France.

1598 - Edict of Nantes.

1618-1648 - Thirty Years War. Last of the Religious wars. Leaves Germany in shambles. France is the strongest country in Europe. Richelieu, working for Louis XIII, demonstrates the workings of the Balance of Power. Ends in Peace of Westphalia.

1642-1648 - English Civil War. Oliver Cromwell takes control.

1643-1715 - Louis XIV, The Sun King, rules with the help of Mazarin.

1660 - Restoration of the Stuarts in England.

1688 - Glorious Revolution.

1701-1714 - War of Spanish Succession, ends in Peace of Utrecht, which creates the Kingdom of Prussia. France severely weakened; England emerges as strongest European country.

1720 - "Bubbles" burst in England and France

1740 - Frederick II "The Great" begins reign.

1740-1748 - War of Austrian Succession, in which Frederick II seizes Silesia, even though Maria Theresa of Austria gets to keep her throne.

1756-1763 - Seven Years War, ends in Peace of Paris.

1772- First Partition of Poland.

1776 - American Revolution begins and Adam Smith writes Wealth of Nations.

1789 - French Revolution begins.

1793 - Second Partition of Poland.

1795 - Third Partition of Poland.

1804 - Napoleon proclaims himself Emperor.

1806 - HRE bites the dust.

1815 - Congress of Vienna restructures Europe after Napoleonic Wars.

1830 - July Revolution removes Bourbons from France and replaces them with Louis Philippe, Orleans family.

1832 - First English Reform Bill.

1846 - Corn Laws repealed in England.

1848 - 1) Lots of European revolutions. Metternich flees to England. 2) Louis Phillipe ousted, replaced by Louis Napoleon Bonaparte beginning of Second Republic. 3) Karl Marx writes the Communist Manifesto.

1852-1870 - French Second Empire

1854-1856 - Crimean War

1859 - Darwin's Origin of Species

1861 - 1) Alexander II frees the serfs in Russia  
2) Italian unification completed, except for Rome

1867 - 1) Formation of the Dual Monarchy 2) Seven Weeks War.

1870 - Franco-Prussian War; German unification completed. Start of the French Third Republic.

1878 - Berlin Congress settles problems between Russia and Ottoman Empire.

1885 - Berlin Conference. European powers carve up Africa.

1890 - Bismarck fired by Kaiser William II.

1894-1906 - Dreyfus Case.

1899-1902 - Boer War

1904-1905 - Russo-Japanese War.

1905 - Russian Revolution of 1905.

1906 - Algiciras Conference.

1911 - Agadir Crisis.

1912-1913 - First and Second Balkan Wars.

1914-1918 - World War I.

1917 - 1) Russian Revolution. Civil war continues until 1920.  
2) Balfour Declaration.

1922 - Mussolini takes over Italy

1929 - The Great Depression.

1933 - Hitler appointed German Chancellor.

1935 - Nuremberg Laws.

1936 - Spanish Civil War.

1939 - World War Two begins.

December 7, 1941 - A day that will live in infamy. Japan bombs Pearl Harbor.

June 6, 1944, D-DAY

1945 - FDR dies. World War Two ends. Atomic bomb dropped on Hiroshima and Nagasaki.

1947 - Marshall Plan. India and Pakistan gain independence.

1948 - Israel created. Apartheid instituted in South Africa.

1949 - Communist Chinese win civil war. NATO organized.

1950-1953 - Korean War.

1954- Defeat at Dien Bien Phu leads to French departure from Vietnam. Enter the USA.

1961 - Berlin Wall Built.

1989 - End of Communist regimes in Eastern Europe.

1991 - Dissolution of the Soviet Union and Treaty of Maastricht

## **WORD CHRONOLOGY FOR EURO**

Black Death - Death drives up the price of people. Accelerates the end of feudalism

**COMMERCIAL REVOLUTION (1)**

Renaissance - comes in two flavors: North (Germany) and South (Italy)

New Monarchies: England, France and Spain.

Kings UP/Nobles DOWN

**AFTERLIFE DOWN/THIS LIFE UP**

Opening of the Atlantic/ Golden Age of Spain /Price Revolution/Commercial Revolution (2)

Tudor England (1<sup>st</sup> Enclosure: people off/sheep on)

Years of Hapsburg Power start here (1519)

Mercantilism

Reformation: POPE DOWN/INDIVIDUAL UP

Catholic (or Counter) Reformation

Religious Wars end in the Peace of Augsburg

Religion of the Prince is the religion of the people.

**SCIENTIFIC REVOLUTION STARTS HERE**

French Wars of Religion: Valois out/Bourbon in.

Revolt of the Netherlands and Defeat of Armada

Thirty Years War / Balance of Power/ Peace of Westphalia.

Years of Hapsburg power end here. SPAIN down, FRANCE up.

English Civil War/Oliver Cromwell/Restoration/Glorious Revolution

Age of Louis XIV "Here Comes the Sun King. Everybody's happy..."

War of Spanish Succession ends in Peace of Utrecht - "Hello, Prussia!"

In the economy, after Louis XIV's wars, FRANCE down, ENGLAND up.

**ENLIGHTENMENT**

American Revolution/Partitions of Poland/French Revolution/

Second Enclosure Movement/Enlightened Despots

RELIGION down, REASON up.

**CAPITALISM**

**INDUSTRIAL REVOLUTION** (starts around 1760)

Adam Smith/Wealth of Nations (1776)

**FRENCH REVOLUTION**

**NAPOLEONIC WARS/CONGRESS OF VIENNA**

(Goodbye Enlightenment)  
ROMANTICISM/NATIONALISM/LIBERALISM  
Socialism/Communism (1848)/Suffrage Reform in England  
REASON down, EMOTION up  
Revolutions of 1848 - Goodbye Metternich  
EMOTION down, MANIPULATION up

Realism and REALPOLITIK  
Unification of Italy and Germany/Rise of IMPERIALISM  
Positivism/Belle Epoque  
Fin de Siecle

World War One  
Versailles Treaty  
Unexpected Devastation leads to ISOLATIONISM  
New governments created based on SELF-DETERMINATION

Russian Revolution

Great Depression/World Wide Depression/Rise of Fascism  
Holocaust  
Appeasement/World War Two

Fall of Imperialism/Cold War  
End of European economic supremacy  
Beginning of the "Post-industrial Age."

Fall of Communism  
Treaty of Maastricht – Beginning of European Unity

## **EXTRA ADDED ATTRACTIONS**

## THE DEFAULT SETTINGS FOR EUROPEAN HISTORY

- or -

### What To Say When You Don't Know What Else To Say

1. For European foreign policy before 1714: "They were afraid of Universal Monarchy."
2. For European domestic problems before 1789: "The ongoing fight between the King and the nobles..."  
- or - "The ongoing fight between the King and the Pope..."
3. For Russian foreign policy, whenever: "Warm water ports..."
4. For foreign and domestic policy after 1789: "...because of the French Revolution..."
5. Domestic social, political and economic policy after 1760 and especially after 1850 all the way up to 1914: "...the rise of the Middle Class..."
6. Domestic policy after 1789 and until about 1884: "They were afraid of the mob."
7. For the Scientific Revolution: "paradigm shift."
8. For Hobbes on human life in the State of Nature: "Solitary, poor, nasty, brutish and short."
9. For Colbert's economic policy under Louis XIV: "Five Great Farms."
10. Why Europeans were so good at conquering non-Europeans before 1600: "They had germs and guns." After 1600: "They had guns." Regarding China: "They had boats and guns."
11. The long-term result or consequence of every problem or event in foreign policy or diplomacy after 1714: World War One
12. For political, diplomatic, economic, social, military, cultural and intellectual history from 1914-1945: "World War One changed everything."
13. For England: "It's all about me and my stuff."

### DEFAULT IDEAS FOR EUROPEAN HISTORY

1. More food equals more people (except in the 20<sup>th</sup> century.)
2. In Europe, more people IS GOOD! People are a natural resource.
3. Whenever you think or write about women remember to specify WHAT CLASS they come from.
4. In Early Modern Europe it's all about the kings versus the nobles, or the kings versus the church.
5. In the long run, if it's a conflict between imperialism and nationalism, bet on nationalism!

## WHAT'S IN A NAME?

The Citizen King: Louis Philippe de Orleans

The Liberal Tsar: Alexander I

The Liberal Pope: Pius IX (1846-1878)

The Socialist Emperor: Louis Napoleon Bonaparte aka Napoleon III

The Tiger of France: Georges Clemenceau

The Tsar Liberator: Alexander II

The Merry Monarch: Charles II of England

The Virgin Queen: Elizabeth I of England

The Patriot King: George III of England

The Great Commoner: William Pitt the Elder

The Incorruptible: Maximilian Robespierre

Darwin's Bulldog: Thomas Huxley

The People's Friend: Jacques Hebert

The Iron Chancellor: Otto von Bismarck

The Pretender: James Edward, son of James II of England

The Young Pretender – Charles Stuart aka “Bonnie Prince Charlie” son of James Edward

The Bride of the Revolution – Lenin's wife, Krupskaya

## FAMOUS PHRASES

"L'Empire, c'est la paix" (Napoleon III)

"L'etat, c'est moi." (Louis XIV)

"Après moi, le déluge." (Louis XV)

"A chicken in every pot." (Henry IV)

"Paris is worth a mass." (Henry IV)

"Religion is the opiate of the people." (Karl Marx)

"What is the Third Estate? Everything." (Abbe Sieyès)

"What is property? Property is Theft." (Proudhon)

They never said it, but they should have

"If you can't join 'em, beat 'em." (Jean-Jacques Rousseau)

"If you can't beat 'em, join 'em. And then beat 'em." (Otto Von Bismarck)

## **HOW TO RUN A EUROPEAN COUNTRY**

Just Follow These Easy Guidelines

1. Have an economy.
2. Be nice to your racial and religious minorities.
3. Do not be king of Poland or Spain.
4. Do not invade Russia in the winter.
5. Kill all the nobles.
6. Reward everyone with land and money.
7. If you look like an admiral, and you sparkle, snipers will shoot you.
8. Unless you are Henry VIII of England, don't even think about messing with the Roman Catholic Church.
9. Have a strong navy, especially if you are an island.
10. Good cuisine does not predict success in war!
11. Remember that poor people would rather have a sandwich than an idea.
12. If you want to start a revolution, and you are Russia, the best way is to lose a war.
13. Ally with the middle class and tax the rich. That's where the money is.

## HISTORIANS AND HISTORIOGRAPHY

The Annales School: French school of historical method named after the magazine Annales d'histoire économique et sociale founded in 1929 by Lucien Febvre and Marc Bloch. The most famous practitioner of Annales methods was Fernand Braudel. Grossly simplified, the idea is to look at historical change over very long periods of time, using artifacts of daily life.

Philippe Aries (1914-1984): Influenced by the Annales school he developed the history of "mentalities," a history of values and representations. He was also a pioneer in demographic history. His most famous works are Centuries of Childhood and The Hour of Our Death.

Roland Bainton: Luther's biographer (Here I Stand) he was an expert in Reformation theology and Protestant church history.

Geoffrey Barraclough (1908-1984): He started out as a medievalist but later in his career he turned his medieval knowledge to explaining how conditions developed in 20th century Europe. He is most famous for The Origins of Modern Germany. He wanted to achieve a "deeper understanding of the continuity of history and its underlying currents."

Marc Bloch (1886-1944): He was a French patriot and active participant in the Resistance, captured and shot by the Nazis in 1944. A founder of the Annales school, his most famous work is Feudal Society.

Fernand Braudel (1902-1985): The foremost practitioner of the Annales school, he is noted for his history of The Mediterranean and for his three volume study of the economics of daily life between the 15th and the 18th centuries. He spent the Second World War in a German prison camp, writing his doctoral dissertation.

Jakob Burckhardt (1818-1897): The man who invented the Renaissance in Civilization of the Renaissance in Italy.

Edmund Burke: He was the premier conservative of his time, famous for Reflections on the Revolution in France.

Herbert Butterfield (1900-1979): One of the most important historians of science as well as a scholar of English domestic politics. He is especially noted for Origins of Modern Science and The Whig Interpretation of History. His enemy was Namier and Namier's method of "structural analysis."

Thomas Carlyle (1795-1881): He made historical writing a stepping stone to literary success and popularity. His most famous works were his French Revolution and his biography of Frederick the Great. He wasn't much of a scholar, but he was good at giving the public what they wanted to hear.

E. H. Carr (1892-1982): He was an expert on the Soviet Union and a critic of Western capitalism although remarkable even handed in his scholarship. His life's work on the USSR comes to some 14 volumes. His most popular book, What Is History? argues that historical knowledge is relative. A shorter more accessible work is The Twenty Years Crisis, 1918-1938.

Robert Darnton: American scholar of cultural history in the Ancien Regime and the French Revolution. Famous for The Great Cat Massacre, The Kiss of Lamourette, and many others.

Natalie Zemon Davis: Famous for using court records to reconstruct the events leading to The Return of Martin Guerre.

Will and Ariel Durant: He was her teacher; she was his student; they got married and together wrote 11 volumes of "The Story of Civilization." They both lived to be almost one hundred years old and died within weeks of each other. Their books were best-sellers. Your family probably has one or two of them somewhere.

Sidney Bradshaw Fay: Famous for his two volume work The Origins of the First World War which shocked the public by asserting that the war was NOT Germany's fault.

Francois Furet: Argued that the French Revolution fulfilled the ideas of Rousseau and that meant it was all building up to the Terror, not, as had been argued before, that the Terror was an aberration.

Peter Gay (1923- ): Historian of European cultural movements, ideas and creative experiences, he literally wrote the book on The Enlightenment as well as a three volume set on The Bourgeois Experience, and a biography of Freud.

M. Dorothy George: Specialist in 18th century English cultural and social history.

Edward Gibbon (1737-1794): He wrote The Decline and Fall of the Roman Empire, shocking the public with the theory that Christianity weakened the formerly virile Empire. He was a classically "Enlightenment" thinker.

Edith Hamilton: An American scholar, famous for her The Greek Way and later The Roman Way she is the only person to have been made an honorary citizen of Athens.

Eric Hobsbawm (1917- ): He is the best known Marxist historian of his generation. He has completed a series of four works on the dominance of Europe in history: The Age of Revolution, The Age of Capital, The Age of Empire, and The Age of Extremes. He is also an expert on jazz.

Olwen Hufton: Contemporary social historian specializing in women's history. Her most recent work is The Prospect Before Her, on women in early modern European history.

Paul Johnson: Wide ranging scholar whose works include A History of the Jews, a Short History of Ireland and more.

Joan Kelly: Feminist medievalist and Renaissance scholar who dared to ask "Did Women Have a Renaissance?" and she answered "No!"

John Keegan: Military historian extraordinaire, he's written The Face of Battle, A History of Warfare, and the last word on The First World War.

Paul Kennedy: Military and diplomatic historian, he wrote The Rise and Fall of the Great Powers.

Peter Laslett (1915- ): Pioneering scholar of population, social structure, family size and the processes of household formation. Most well known for The World We Have Lost.

Georges Lefebvre (1874-1959): Foremost scholar of the French Revolution until the end of World War Two. He wrote on the role of the peasantry, the Great Fear, Napoleon, and all the leaders of the Revolution.

Emmanuel Le Roy Ladurie (1929- ): Social historian of medieval and early modern Europe, especially the peasantry, he is famous for Montaillou, Time of Feast and Times of Famine.

T. B. Macaulay (1800-1859): Some people have called him the best writer of narrative history ever! He was also a practitioner of the "Whig interpretation" of history - his works are imbued with 19th century liberal values and faith in progress. They tend to interpret the past in light of the present, and so to see what ever happened as tending toward the good situation that prevailed at the time he wrote.

William McNeill (1917- ): He is one of the coolest, best and most knowledgeable writers ever. In addition to his huge synthesis The Rise of the West, he has also written on the impact of disease in history (Plagues and Peoples) the evolution of military technology and politics (Pursuit of Power) and the Mongol marauders (Europe's Steppe Frontier.)

Lewis Namier (1888-1960): He was a specialist in late 18th English politics. Famous for demolishing the myth that George III was trying to restore royal absolutism. He also created the techniques of Structural Analysis (the effort to "stop the political machine in order to examine its component parts and his functioning") and Prosopography (collective biography.) He collected evidence on the life, career, connections and behavior of all the MP's who sat in Parliament during the time he was studying.

R. R. Palmer (1909-2002): One year younger than God, his text A History of the Modern World has been engaging students of European history since 1950. He is also known for his argument that the "Atlantic" world was swept by one single wave of democratic revolution in the late 18th century. In short, he thinks America is part of Europe. (It's in The Age of Democratic Revolution.) And he also wrote a hundred other books, a lot of them about the French revolution and its leadership.

Henri Pirenne (1862-1935): He was the "driving force of Belgian scholarship." He specialized in the history of the Middle Ages, especially of the cities. His was the first successful attempt to interpret urban history in social and economic terms. He supported his university's refusal to stay open under German auspices in 1916 and so he was interned by the Germans for the rest of the war. His Muhammad and Charlemagne put forth the "Pirenne thesis" that "without Muhammad, Charlemagne would have been inconceivable." He encouraged the establishment of the Annales school and was a close friend of Lucien Febvre and Marc Bloch.

Eileen Power (1889-1940): An exceptional scholar, she became a professor of economic history at the London School of Economics. Her most famous work is Medieval People; she died before completing her full-length book on the English wool trade.

Leopold von Ranke (1795-1886): The man who aspired to write history "as it actually happened." He meant that he wanted to find out what happened rather than to prove a dogma. He started writing history using a large variety of historical documents including letters, diplomatic documents, diaries and so on.

Sheila Rowbotham: British, feminist Marxist historian. Her best known work is Hidden From History.

George Rude (1910- ): A pioneer in the "new social history" he published The Crowd in the French Revolution, which showed how crowd behavior was disciplined, ritualized and rational. He tried to identify the "faces" in the crowd and analyze their actions.

Albert Soboul (1914-1982): French historian focusing on the laborers and working classes. He was kicked out of his teaching position by the Vichy regime. His mentor was Georges Lefebvre, also a specialist in the lower classes, though focused on the peasantry. He stressed the importance of social conflict, and held that the rise of the bourgeoisie over the aristocratic classes depended on the support they got from the sans culottes and the peasants in the majority.

Oswald Spengler (1880-1936): He wrote The Decline of the West, published in 1922, which asserted that cultures (he had eight main ones) have life cycles and that the West is coming toward the end of its life span. He may have been about fifty years off, but, hey... The life cycles are discussed as seasons. Winter comes last, ending in tyranny, war, and materialism. The Germans liked it because it made them feel not so bad about losing World War I.

R. H. Tawney (1880-1962): An advocate of the working class, he was active in British politics, as a member of the Labour party. His work concentrated in economic history, but with a skew at the beginning of his career) toward how individuals and groups resisted capitalist modes of thought. In Religion and Capitalism he explored the relationship between economic practice and moral principle.

A. J. P. Taylor (1906-1990): A controversial English historian who made a lot of money and became very popular giving lectures about history on the BBC. (If you saw "Monty Python and the Holy Grail" you may remember the old professor guy in the sweater at the end of the movie. He is modeled on Taylor!) He wrote a ton of books, the most famous of which are The Struggle for Mastery in Europe, The Origins of the Second World War, The Course of German History, and a dandy autobiography.

E. P. Thompson (1924- ): Communist activist English historian, famous for The Making of the English Working Class. He is noteworthy for his attempt to write history from the bottom up.

Alexis de Tocqueville (1805-1859): French lawyer and writer famous for his Democracy in America and The Ancien Regime and the Revolution. His family was persecuted by the Terror and his father narrowly escaped with his life.

Arnold Toynbee (1889-1975): His uncle, also called Arnold Toynbee, coined the term "Industrial Revolution." He wrote A Study of History that came out in 12 volumes between 1934 and 1961. He was interested in why civilizations thrived and others failed. He rejected Spengler's life cycle model and came up with the "challenge and response" model. Even so, the Study charts the rise and fall of twenty civilizations. At the end of his life he became religious and supposed that the engine for the advance of civilization was the "universal church." He thought all civilizations gave rise to it in their desperation to avoid a fall.

G. M. Trevelyan (1876-1962): The quintessential Whig historian. His most famous works are England in the Age of Wycliffe, British History in the 19th Century, and English Social History.

H. R. Trevor-Roper (1914-2003): He is noted for The European Witch Craze of the 17th Century, The Last Days of Hitler (which was a best seller) and a ton of others. He was in a fight with R.H. Tawney - it was called the "gentry controversy" - in which he asserted that it was not the rise of the gentry that explains the outbreak and course of the English Civil War, but rather it was a decline of a part of it.

Barbara Tuchman: American independent historian who wrote The Guns of August, The Zimmermann Telegram, Stillwell and the American Experience in China, The March of Folly, Practicing History and many more. She started in journalism.

C. V. Wedgwood (1910-1989): Independent British historian whose works include biographies of Richelieu and William the Silent, and The Thirty Years War, which she says was a "meaningless conflict."

The Whig Interpretation of History: Attacked by Herbert Butterfield and practiced by Macaulay and Trevelyan it interprets the past as leading inevitably up to the present, in all its glory. In general these historians are focused on the origins of political, civil and religious liberty.

Cecil Woodham-Smith: British historian whose exceptionally readable works include The Reason Why (about the Charge of the Light Brigade and British mis-management of the Crimean War, and The Great Hunger (about the Irish potato famine.)