

AP European History Final AP Test Review Study Guide

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2nd Part: http://docs.google.com/Doc?id=dgs5vdqv_734drqsqgc

A. Middle Ages and Renaissance (5th to 15th Centuries)

a. Early Europe

1. Roman Empire (476 - 500)
 - Civilization, order, security, trade, communication, culture
 - Rome Falls in 476 AD (Split into 3 Parts)
 - a. Latin Christendom (W. Europe) - Falls (Depression)
 - b. Byzantium (E. Europe) - Stays the Same
 - c. Arab World - Went Above What They Were in 476 AD
2. Dark Ages (500 - 1000)
 - Breakdown of civilization, localized, survival
3. High Middle Ages (1000 - 1300)
 - Improved farming techniques, order, trade, scholasticism, Gothic architecture
 - Invasions of Dark Ages ended
 - Greater Society
 - a. Corporate Life Grew
 - b. Improved Farming Techniques
 1. Increase in Food
 2. Surplus Population
4. Renaissance (1300+)
 - Humanism, Individualism, Secularism

b. Hundred Years War/Bubonic Plague

1. The hundred years war stimulated the development of representative bodies
 - Centralized Government
 - a. Parliament, Diet
 - Sovereign Power - Control your own life (In charge)
 - Hundred Years War: Feudalism Out, Centralized Government In
2. Hundred Years War Lasted from 1337 - 1453
 - Crecy -> England defeated France with use of long-bows.
 - Agincourt -> English won against superior numbers
 - Joan of Arc -> Helped French Morale -> King Charles VII had to be crowned
 - Nationalism grew in both countries

3. The Plague arrived in Florence in Italy, October 1347.

- Spread Rapidly
 - a. Conditions were Ideal
 1. Overcrowding, Low Hygiene

c. Scholasticism

1. Improved economy, stability -> education
2. Scholastic Method was the method to gain knowledge
 - Latin was used at the time
 - Scholasticism: Deductive logic
 - a. From large accepted truth to smaller truths
3. Medieval thought began with existence of God -> truth of revelation
 - Greeks -> Reason is autonomous
 - Reason was considered feeble with guidance of god
 - a. Reason based upon faith
 - b. Scholastic: Reason and faith were harmonious
4. Dogma: A doctrine or body of doctrines concerning faith or morals formally
5. Aristotle - Great authority used by scholastic ("the library")
6. Theology was the highest science
 - Philosophy is servant
7. Peter Abelard (1079 - 1142)
 - Sic et non "Yes or no"
 - a. Systematic doubting
 - Dialectics: Any reasoning juxtapose two contradictory ideas
 - First Scholastic
8. St. Thomas Aquinas (1225 - 1274)
 - Summa Theologica
 - a. Every topic about theology
 1. Every thing (answer to everything)
 - Greatest Scholastic

d. Renaissance

1. Italian Renaissance wanted to copy the Greek-Roman Empire
2. Change in attitude -> "This life is significant"
 - As opposed to High Middle Ages where afterlife was important
 - New Era in thought and feeling
3. Life became secular (outside religion)
 - Life was no longer seen by leading thinkers as a brief preparation for afterlife
4. Basic Institutions of Europe originated in the Middle Ages
 - Culture: Moral and civic questions were asked about what man ought to be or ought to do
5. - Art (Change)
 - Medieval Art - no anatomy, no individuality
 - a. Religious (had to do with religion in some way)
6. Italy was the origin of the Renaissance....
 - Trade routes ran through Italy
 - a. Originally started in Genoa
 - Revolved around Florence, Italy
 - People made money as bankers
 - a. The Medici Family
 - There was competition between competitive city-states
 - Life of involvement became prized
 - a. Activity
7. Virtue: The quality of being a man
 - Demonstration of human powers
8. Women
 - Educated were typically the upper class
 - They generally complemented their husband's lives
 - Was not very involved in the Renaissance
9. Thomas a Kempis
 - Imitation of Christ
 - a. Urge Christians to seek perfection in a simple way of life

e. High Renaissance (1500-1527)

1. Revolved around Rome
2. The highest/epitome of the Renaissance
3. Ended with the Sack of Rome (1527)

f. Humanism/Individualism/Secularism

1. Secularism
 - Emphasis on "this" world rather than the after-life. Non concentrated on church in life, but expanding the limits of human potential
 - a. ex) Bankers/Merchants -> get rich and expand human limits
 1. Renaissance Popes - Lavishly Decorated Cities
 2. Artists - Showed off human potential
2. Individualism
 - Self needs over group needs
 - Stressed uniqueness, genius and unique capabilities
 - a. Artists, athletes, scholars
 1. Fully realize self
 - People are unique
3. Humanism
 - Emphasis on human beings, achievements and interesting capabilities
 - Have divine image so should reach human potential
 - Pico della Mirandola -> Humans were created in the image of god
 - a. "Oration on the Dignity of Man"
 - The birth of "literature"
 - a. People became less interested of religion
 - b. Renaissance -> copy Ancient Roman/Greece
 - c. Writers wrote about man, not god
 1. Did not despise man (unlike Middle Ages)
 - Middle Ages: hated man (all negative)
 - d. Modern Literature: Italy: 14th, 15th Centuries
 - Humanism: Study of the Latin and Greek Classics
 - a. Less bound to tradition
 1. Went directly to original sources
 - Humanists preferred the classical Latin from Roman period.
 - a. Middle Age Latin was too monkish and scholastic.
 - b. Wrote in Vernacular Italian
 1. Regional languages
 - People started to have a new range of interests
 - Constantinople Fell (1453) - Muslims Conquered
 - a. Greek Orthodox went to Italy and taught Greece/Latin
4. Humanists
 - Francesco Petrarch (1304 - 1374)
 - a. First man of letters
 - b. First Italian Humanist
 1. Learned law/clergy-> criticized both and scholasticism
 - c. He wrote sonnets to "Laura"
 1. Clearly meant to be literary productions
 2. Laura means "fame"
 - d. Wrote in Italian (Vernacular)
 - e. Along with Boccaccio, he sought to create the Renaissance.
 - f. Critical study of text, elitism (we are best) and contempt for the allegedly useless scholastic
 - g. Literature became a calling
 - h. Consideration of moral philosophy no longer was subordinate to theology
 - i. Humans now adapted to the world
 - Christine de Pisan (1363 - 1434)
 - a. "The City of Ladies"
 1. Chronicles of Great Women
 - Leonardo Bruni
 - a. Florentine historian
 1. Expressed need for authentic sources
 - Pico della Mirandola - "Oration of the Dignity of Man"
 - a. Platonic - man created without form in the image of god

- b. This glorifies god
 - Baldasare Castiglione (1478 - 1529)
 - a. "The Book of the Courtier"
 - 1. Court of Princes
 - 2. "Must be able converse with facility; be proficient in sports, know how to dance and appreciate music, should know Latin and Greek.
 - Machiavelli
 - a. "The Prince"
 - 1. How to gain power (and keep power)
 - Boccaccio (1313-1375)
 - a. Friend of Petrarch
 - b. Pioneer in humanist studies
 - c. "Decameron" - 100 tales
 - 1. Social commentary and a sympathetic look at human behavior
 - d. "David and Goliath"
 - 1. View of humans themselves
 - Dante Alighieri (1265 - 1321)
 - a. Divine Comedy (Italian in 1300)
 - 1. Hell, purgatory and heaven - 3 things
 - 2. One of the first renaissance works
 - b. His vision of a universe structured by reason and unified by faith came together and worked
5. Neo-Platonism (Humanism)
- Plato had expressed a very flattering view of human nature.
 - Eternal sphere of being and a perishable world in which humans actually lived
 - Allegory of the Cave
 - Things are not what they are actually seen as
 - The artist's creativity is just a shadow of the eternal perfection
 - Beauty is eternal -> unlimited capability of man to find it.
 - "Man was made without form"
 - a. The touch of god makes one capable of anything
6. Artists
- Giotto
 - a. First renaissance painter
 - Massacio (1401 - 1427)
 - a. Mathematical Approach to Art (X's and depth, etc.)
 - Botticelli - Painter
 - a. "Birth of Venus"
 - b. "Primavera"
 - Michelangelo
 - a. "Sistine Chapel"
 - b. "David"
 - Leonardo da Vinci
 - a. "Mona Lisa"
 - b. "The Last Supper"
 - Raphael
 - a. "School of Athens"
 - Bruegel
 - a. "Fall of Icarus"
 - Bosch
 - a. "Death of the Miser"
 - b. "Ship of Fools"

g. Italian Invasion

1. Treaty of Lodi (1454)
 - All city-states join together when threatened by an outside force.
 - It ended in 1495 because of hostilities between Milan and Naples
2. Pope was a political leader (Papal States)
 - Pope Alexander VI and Florence prepared to invade Milan (After 1495)
3. Ludovico il Moro
 - il Moro means Dark
 - Part of Sforza Family

- a. The bankers and political leaders of Milan
 - He invited French to invade Italy and revive their dynastic claim to Naples.
 - France, however, also had claims on Milan
- 4. Charles VIII of France (1483 - 1498)
 - Responded quickly (5 months) to Ludovico's' call
 - a. Went from France->Florence->Papal->Naples
- 5. Giraloma Savonarola (1452 - 1498)
 - Medici Ruler in Florence was thrown out and replaced by Savonarola
 - He was a monk (1494 - 1498)
 - a. Religious Power
 - 1. Stated that the French kings arrival was a long delayed and fully justified divine judgment for their immorality
 - b. He ridiculed the Pope
 - 1. Papacy -> Office of the Pope
 - 2. Theocracy
- 6. League of Venice (1498)
 - Spain (Ferdinand), Venice, Papal States and the Holy Roman Emperor
 - Joined later by Ludovico il Moro of Milan
 - Gained territory in Italy and drove the French out
 - a. Pushed Charles VIII out in 1498.
 - b. Savonarola was executed in May of 1498.
- 7. Pope Alexander VI (1492 - 1503)
 - Most corrupt pope of the time
 - A French alliance could help him regain territory in Romagna
 - a. He agreed to abandon the League of Venice
 - Louis XII of France invaded Milan in 1499
 - Ludovico became jailed
 - Alexander VI and Cesare Borgia (son) conquered Romagna
 - a. Casare Borgia was ruthless and the object of Machiavelli's Prince
- 8. Pope Julius II (1503 - 1513)
 - Suppressed the Romagna under Papal authority
 - The "Warrior Pope"
 - Erasmus said that:
 - a. Julius excluded from heaven for worldly behavior
- 9. Francis I (1515 - 1547)
 - France invaded Italy again (1515)
 - French massacred Swiss soldiers
 - Concordat of Bologna (1516)
 - a. French king gained control over French clergy
 - Pope received annates (money)
- h. Last Quarter 15th Century / North Renaissance (1475 - 1500)**
 - 1. Pietistic - a system that stresses the devotional idea in religions
 - Devotion to religion
 - 2. Italian Renaissance - secular and pagan themes; Greco-Roman motifs
 - Intellectual Society
 - 3. North Renaissance - biblical and early Christian themes;
 - Christian Humansim
 - North of Alps
 - Wanted to go back to authentic Christianity
 - Religious Society
 - a. Social reform based on Christian ideals
 - Humans are capable of improvement through education
 - a. Live a more ethical way of life which leads to a better society
 - 4. Erasmus (1466 - 1536)
 - Orphaned -> Monastery -> Met John Colet (1499) -> Influence
 - Application of the best humanistic learning to study and explain the Bible
 - Brought about humanism and added paganism
 - The Praise of Folly (1509)
 - New Greek Testament

- a. Thought a better understanding of the Bible could change people's lives
- Education and Philosophy of Christ
 - a. Christianity is an inner attitude of the heart or spirit
- "Laid the Egg from which Luther hatched from"
- 5. St. Thomas More (England)
 - He liked education
 - Utopia (1516) - perfect ideal world
 - a. Education for life, peaceful
 - b. Showed that improvement of self comes from the reform of social institutions such as government
- 6. Rabelais
 - Gargantua and Pantagruel
 - a. An adventure that made of social institutions and the high middle ages
 - b. Serious topics such as government and society
- 7. Shakespeare (England)

B. Reformation (14th to 16th Centuries)

- The Protestant reformation was a logical outgrowth of the Renaissance

a. Decline of Church Prestige

1. Babylonian Captivity
 - 1300 - Church's strongest times
 - 1302 - Pope Boniface VIII wrote the Unam Sanctum, asserting extreme Papal power
 - a. Boniface died soon after Phillip the Fair of France attacked him
 - A new pope was elected who was subservient to Phillip
 - a. This new pope took residence in Avignon
 - Babylonian Captivity
 - a. The pope in Avignon was regarded by the rest of Europe as a tool of France
 - b. Avignon papacy had a reputation of corruption
2. Great Schism
 - 1378 (After the end of the Avignon papacy): College of Cardinals elected two popes: one in Rome (supported by English and Germans), one in Avignon (supported by French)
 - Conflict mainly due to political reasons
3. Complaints against the Church
 - The worldliness of the Church (all occurring during the Plague)
 - Simony - buying/selling of Church offices
 - Nepotism - giving lucrative church positions to family
 - Pluralism - holding more than one office at a time (e.g. Antoine du Prat)
 - Indulgences - paying church to shorten time in purgatory; abused by church for money (John Tetzel)
4. Opposing Religious Movements
 - John Huss (Bohemia - 1400)
 - John Wycliffe (England - 1390) - Lollards
5. Germans Desired to Break Away from HRE
 - Didn't want to be under Charles V
 - German princes wanted ius reformandi
6. Germans Didn't Like the Money Issue
 - Money from Germany flowed to Rome
6. Council of Constance (1414)
 - Replaced the three popes with Martin V, thus ending the Great Schism
 - Had John Huss (Bohemian nationalistic religious movement leader) burned at the stake

b. Martin Luther/Birth of Protestantism

1. Martin Luther (1483-1546) - Catholic monk
 - Translated New Testament into German
 - 2 Sacraments
 - a. Con-substantiation (no physical change)
 1. There's something spiritual and special
 - Believed man is justified by faith alone, not works (Romans 1:17)
 - Angered when he saw John Tetzel selling indulgences
 - a. Sold to pay back the Feugers (a banking family)
 - b. Money used to pay for St. Peter's Basilica

2. Luther wrote the 95 Theses (Oct. 31 1517)
 - In effect, questioned authority of pope to issue indulgences
 - Said Church council was not incapable of error (Council of Constance had John Huss burned)
 - Each Christian should interpret the Bible according to his/her own conscience
3. Pope Leo X
 - Exsurge Domine/Papal Bull (1520)
 - a. Orders Luther to recant his works
 - Charles V (HRE) was not to arrest and try Luther
 - a. Luther's doctrines threatened to break up the HRE
4. Diet of Worms (1521)
 - Luther summoned to the Diet of Worms (1521)
 - a. Ordered Luther recant; he refused, so Luther was excommunicated
 - Frederick of Saxony took Luther under his protection
 - He did this because he had to protect his own citizens
5. German Peasants Act (1524/1525)
 - German peasants interpreted Luther's words as a signal to revolt (1524/1525)
 - Luther condemns them
 - a. Calls them "filthy swine"
 - They are violently suppressed by the German princes
6. Conversion of states
 - States wanted *ius reformandi* (right to choose own religion for own region)
 - Converted to Lutheranism locally
 - Upon conversion, the states confiscated and secularized Church properties (political/economic incentive for conversion)
7. Diet of Augsburg (1530)
 - Presented confession of the Lutheran Doctrine
6. Schmalkaldic Wars
 - 1530 - League of Schmalkald formed by Protestant princes against Catholic HRE
 - France allied w/ the League, because it wanted to keep the HRE weak
 - a. Francis I supported them
 - German states fell into civil struggle between Catholic and Protestant states
 - 1546 - Went to war with Charles V (HRE)
 - a. Charles V was occupied in other areas
 - b. Had to fight Ottoman Turks in SE
 - c. Had to deal with Americas in SW
 - 1555 - Peace of Augsburg ends the wars
 - a. Gives states rights to religion (*cuius regio eius religio*)
 - b. Victory for Protestantism; HRE began falling apart

c. Calvinism/Zwingli/Anabaptists

1. Calvinism
 - John Calvin (1509-1564)
 - a. Knowledgeable in Latin, Greek, Hebrew (humanist knowledge)
 - b. *Institutes of the Christian Religion* (1536)
 - c. Wrote to world, not just Germany as with Luther
 - d. As with Luther, believed in consubstantiation and justification by faith
 - e. Refused to recognize subordination of church to state
 - f. Was militant and strict
 - Predestination
 - a. The Elect/Chosen
 - b. Person could feel if was part of Elect if he persisted in a saintly life (Protestant work ethic)
 - c. Showed how wretched life was
 - d. Rejected position of Bishop and Church hierarchical bureaucracy
 - e. Church was the state
 - Geneva, Switzerland (Protestant Rome)
 - a. Strict model Calvinist community
 - b. Michael Servetus burned
 - Spread of Calvinism
 - a. French Huguenots
 - b. Netherlands
 - c. John Knox brought Calvinism to Scotland (became Presbyterian)

2. Zwingli and the Anabaptists

- Ulrich Zwingli
 - a. Leader of the Protestant Reformation in Switzerland
 - b. Reformed city-state of Zurich, Switzerland
 - c. Emphasized the literal reading of the Scriptures as law
 - d. Nothing about bread and wine (no transubstantiation or consubstantiation)
 - Anabaptists
 - a. Emphasized "rebaptizing" -- baptizing again as an adult rather than as an infant, so that the person made a conscious decision of faith
 - b. Were prosecuted because they were usually lower class; not many intellectuals followed the Anabaptist movement
 - c. Were the least centralized
 - d. Supported separation of church and state, because they were being persecuted
 - e. Wanted no private property
 - f. Practiced polygamy
 - g. Led by Grebel, Mantz, and Blaurock
 - h. Took over Munster, Switzerland and were defeated by Calvinists and Lutherans there
 - i. Wanted to mix the religious revolution with a social revolution
- ## 3. Marburg Colloquy (1529)
- Tried to bring together Zwingli and Lutherans
 - Didn't want split groups
 - They couldn't agree on the Eucharist

d. English Reformation

1. Henry VIII (1491-1547)

- Was Catholic (Defense of the Seven Sacraments)
 - a. Given a title because of this (from the Pope)
 - Background
 - a. War of Roses - Civil war between York and Lancaster
 - b. Henry Tudor (VII) assumed leadership
 1. He looked to Spain for a marriage for his son, Arthur
 2. Catherine of Aragon was chosen
 3. Arthur soon died
 4. Henry VIII was next in line
 - c. After Henry VII died, Henry VIII came into power
 - d. Henry VIII married Catherine of Aragon after Arthur had died
 - Catherine of Aragon
 - a. Daughter of Ferdinand and Isabella, aunt of HRE Charles V, mother of Mary Tudor (Bloody Mary)
 - b. Produced no male heir; Henry requested Pope to annul marriage
 - c. Pope Clement VII refused
 - d. Henry VIII broke his connection with Rome
 - e. Married Anne Boleyn (mother of Elizabeth I)
 - Power of the Tudor Dynasty
 - a. Henry VIII was effectively able to use the Parliament
 - Later married Jane Seymour (had Edward)
 - Creation of English church
 - a. Broke away from Rome
 - b. Act of Supremacy (1534) - Declared English king to be the head of the English church
 - c. Oath of supremacy - Any holder of public or church office had to swear allegiance to the king as the leader of the English church
 1. Thomas More executed because he refused this
 - d. Henry closed monasteries and gave land to the nobility
 - e. New landed nobility thus firmly supported the Tudors and the English church
 - f. Did not modify church structure/doctrine; only replaced the pope with himself
 - g. Six Articles of Faith (1539) - reaffirmed normal Catholic beliefs in the English church
 1. i.e. required belief in transubstantiation, celibacy of clergy, need for confession, etc.
- ### 2. Edward VI (r. 1547-1553)
- Son of Henry and Jane Seymour (his 3rd wife)
 - 10 years old / Very young
 - Greatly influenced by Protestant doctrine

3. Mary Tudor (r. 1553-1558)
 - Was extremely harsh
 - Tried to reverse Edward VI's Protestant changes (tried to re-Catholicize England)
 - Married to Philip II
 - Burned 300 Protestants at the stake ("Bloody Mary")
4. Elizabeth I (r. 1558-1603)
 - Never married (Virgin Mary)
 - Led English church toward Protestantism
 - Elizabethan Settlement
 - Wrote *39 Articles of Faith* - A vague definition of the creed of the Anglican Church
 - Was moderate

e. Catholic Reformation and the Counter Crusade

1. Among the Roman Catholic Church it was agreed that the need for reform was too urgent
 - A council was called despite the risks
2. Inquisition (1542)
 - Gave permission to Spain to carry out the inquisition
 - a. Led by Philip II
3. Jesuits (The Society of Jesus)
 - Started by Ignatius Loyola
 - Authorized by Pope Paul III (first of reforming Popes) (1540)
 - Soldiers of Christ
 - Loyal to the Pope
 - *Spiritual Exercises* (by Loyola) - a set of meditations to be carried out in seclusion over about 30 days to enhance one's faith
3. Papal Index of Forbidden Books
 - List of books banned by the Roman Catholic Church
 - Calvin's Institute of the Christian Religion was one of these
4. Council of Trent was called by Pope Paul III (1545-1563)
 - Preserved the Papacy as center of unity of the Catholic church (ending the Conciliar Movement)
 - Helped prevent the dissolution into state churches
 - made no concessions to Protestant doctrine
 - Strengthened and purified the Church
 - Clarified Catholic doctrine (no changes; only got rid of abuses)
 - a. justification of both faith and works
 - b. reaffirmed 7 sacraments
 - c. priesthood is a distinct order
 - d. transubstantiation reaffirmed
 - d. scripture and tradition put on equal footing
 - e. Latin was the official language of services
 - f. Vulgate declared as the official Bible
 - g. celibacy of the clergy was maintained
 - h. theory and practice of indulgences was restated
5. The Counter Crusade
 - Goal: To stop the spread of Protestantism and win Protestants back to Roman Catholicism
 - Pope Paul III (1534-1549) - first of the reforming Popes to replace the Renaissance Popes

C. Wars of Religion (16th/17th Centuries)

a. French Wars of Religion

1. Valois (France) vs. Habsburgs (Spain)
 - They fought each other
 - Treaty of Cateau-Cambresis (1559)
 - a. Ended an era of dynastic wars and initiated a period of conflicts (of politics and religion)
2. Origins of Difficulties in France (1515-1559)
 - Valois
 - a. The French ruling family
 - b. Huguenot (Calvinist)
 - Francis I (1515-1547)
 - a. Concordat of Bologna
 - Henry II (1547-1559)

- a. Kept everything under control
- Three Sons (weak government)
 - a. Francis II (1559-1560)
 - b. Charles IX (1560-1574)
 - c. Henry III (1574-1589)
- Catherine de' Medici led them
- Were influenced by the Bourbon Family
 - a. They were the nobles
- 3. Guise (Catholic) vs. Bourbon (Huguenot)
 - Both are families fighting for control in France
 - Guise: Henry of Guise
 - Bourbon: Henry of Navarre
 - a. Admiral Coligny - Leader of Huguenots
- 4. Huguenots (1561)
 - French Calvinists
 - More than 2,000 Huguenot churches existed
 - a. More than 40% of French nobility had become Huguenots
 - b. Only 1/15 of population were Huguenots
- 5. January Edict (1562)
 - Catherine de' Medici granted Protestants the right to worship outside of towns
 - Duke of Guise massacres Protestant congregation at Vassy (March 1562)
 - a. Begins French Wars of Religion
- 6. Treaty of St. Germaine en Lay (1570)
 - Granted Huguenots religious freedom in their territories and the right to fortify their towns
- 7. Marguerite of Valois marries Henry of Navarre (arranged)
- 8. St. Bartholomew Day Massacre (Aug 24, 1572)
 - Coligny and 20,000 Huguenots killed in Paris
- 9. War of Three Henry's (1589)
 - Henry of Navarre has Henry of Guise assassinated
 - King Henry III (Valois) is assassinated
 - Henry of Navarre becomes King Henry IV
- 10. "Paris is worth a Mass" (1593)
 - Formerly Protestant Henry IV becomes Catholic
- 11. Edict of Nantes (1598)
 - Protestants received freedom of public worship, the right of assembly, admission to public office and universities and permission to fortify towns
- 12. Henry IV assassinated (1610)
 - The first Bourbon King is assassinated by a "Catholic fanatic"
 - Bourbon Dynasty begins
 - All were Louis' except for Henry VI and Charles

b. Exploration

1. Explorers
 - Prince Henry the Navigator (West Coast of Africa)
 - Bartholomew Dias (Africa)
 - Vasco de Gama (India)
 - Pizarro (South America - Conquered Incas)
 - Coumbus (Americas)
 - Magellan (World - Pacific)
 - Cortes (Mexico - Conquered Aztecs)
 - John/Sebastian Cabot (North America)
 - Drake - English "Pirate"
 - Jacques Courtier (North America)
2. Treaty of Tontesillas (1494)
 - Between Spain and Portugal
 - Split the New World and trade areas
 - a. Blessed by the Pope
3. Battle of Lepanto (1571)
 - Don Juan (Philip's half brother) defeated the Turks off the coast of Greece
 - Ended the spread of Islam
4. Spain Annexed Portugal (1580)

- Philip II became the ruler of Portugal

5. Philip II

- His Palace, Escorial was in the shape of a grill
- Was a devout Catholic
 - a. Philip II (Spain) ordered an invasion of England
- Had a large Spanish Armada

c. The Revolt of the Netherlands

1. Background

- 17 territories in Netherlands
- 7 northern territories were Protestant
- 10 southern territories were Catholic
- Charles V was ruler of Netherlands
 - a. People supported him (he was from the Netherlands)
- Ferdinand I (brother of Charles V) was given the throne
- Philip II inherited the throne (1556-1598)
 - a. People in the Netherlands resented him for he was a Spaniard
 - b. After 1560, Spanish troops were seen more in the Netherlands
 - c. Intended to rule Netherlands as a part of Spain
 1. Enforce Spanish government structure and Roman Catholicism
 - d. He was not a politique
 - e. He placed taxes

2. Philip II leaves the Netherlands (1559)

- Never to return
- 1/2 Sister Margaret becomes Regent

3. Cardinal Granvelle wanted to reduce Protestant gains (1561)

- He planned to break down local autonomy of 17 Netherlands provinces and establish a centralized Royal government (directed from Madrid)
- He wanted a politically docile and religiously uniform country
- This was the reason for the Revolt of the Netherlands

4. William of Orange "the Silent" (1533-1584)

- Calvinist
- He placed the Netherlands' political autonomy and well-being above religious creeds
- Politique

5. Philip II Wants Decrees of Council of Trent Enforced (1564)

- The "Compromise" pledge to resist the decrees of Trent and the Inquisition
- Margaret would not please protesters

6. Calvinists Rioted (1566)

- People petitioned Philip not to send the inquisition to the Netherlands
 - a. Philip II refused the petition
- People started a mass revolt as a result
 - a. Destroyed 400 Catholic churches
- Dutch leadership called French Huguenots and German Lutherans to send aid
- Dutch nobility did not support the rioting
 - a. They were disgusted with the violence

7. Duke of Alva/Council of Troubles (1567)

- In response to the revolts, the Duke of Alva sent Spanish soldiers to enforce laws in the Netherlands
- "Council of Blood" - Mass murdered many
 - a. Essentially punished both Huguenots and Catholics
 - b. Bad decision for Spain
 - c. Lasted 6 Years

8. "Spanish Fury" (1576)

- Spanish mercenaries killed 7,000 in Antwerp
- Antwerp was the commerce center of the Netherlands
- Led to Pacification of Ghent
 - a. The Union of the 7 Northern Provinces (Calvinist) and the 10 Southern Provinces (Catholic)
 - b. They were disgusted with the "Spanish Fury"
 - c. The Northern provinces drove out all the Spanish soldiers by 1593
 1. This is because of the Spanish preoccupation with France and England

9. Prince of Parma

- Spanish General of the Netherlands
 - a. Rallied 10 Southern Provinces to Spain
 - b. The 7 Northern - Union of Utrecht
 - c. When Parma moved to Antwerp, QEI went to war

10. Elizabeth I

- QUI was the only protector of the Protestants in France and Netherlands
- Secretly gave money to Netherlands
 - a. Secretly, so they would not go to war with Spain

11. Treaty of Nonsuch (1585)

- England declares war on Spain
- Provided English soldiers and cavalry to the Netherlands (openly)

12. Mary Queen of Scots

- Roman Catholic
- Was next in line after QEI
 - a. Wanted the execution of QEI
- Babington Plot (1586)
 - a. Anthony Babington was caught seeking Spanish support to kill QUI
 1. Mary QOS was in on it
- Mary Queen of Scots Executed (Feb 18, 1587)

13. Results

- England assured independence
- Netherlands made into the Spanish and Dutch Netherlands
- The Twelve Year Truce (1609)
 - a. Ends the fighting between Netherlands/England and Spain

14. Spain and the English Pirate "Drake"

- Philip II made a fleet at Cadiz, Spain
 1. Drake destroyed the fleet in "The Singing of the King's Beard"
- The Spanish Armada grows again with more merchant ships
- Drake manages to defeat them
- Protestant Wind (1588)
- This leads to a decline of Spanish power

c. 30 Years War

1. The war started because of political, religion, and international conflicts

- Peace of Augsburg (1555)
 - a. Gave each entity a significant degree of sovereignty
 1. Power to tariff and coin own money
- Imperial diet
 - a. Princes - Germanic Power
 - b. Wanted to keep power
 - c. Imposed will on HRE
- Peace of Augsburg stated permanent land boundaries
 - a. Loss of Territories to each other
 - b. Involvement of Calvinists
 - c. Protestant Union and Catholic League formed, preparing for war

2. Bohemian Phase (1st Phase)

- Cause: Bohemians wanted for religious freedom from the Habsburgs (Spain)
 - a. They wanted to break away from the HRE
 1. Current day Czechoslovakia
 2. They wanted to be Protestant
 - b. Away from Catholicism
 - b. Ferdinand of Styria closed some Protestant churches
 1. This led to the Defenestration of Prague
 2. This started the 30 Years War
- Players: Catholic League (Ferdinand) vs. Protestant Union (Frederick of Palatinate)
- Events:
 - a. Frederick defeated by Catholics
 1. Battle of the White Mountain (1620)
 - b. Ferdinand (HRE) wiped out Protestantism in Bohemia
 1. Through forcible conversions, Jesuit missionaries

- Outcome: Bohemia became Catholic (Protestants lost)
- 3. Danish Phase (2nd Phase)
 - Catholics continued to win
 - a. King Christian IV of Denmark failed to win for the Protestants
 - b. Albert of Wallenstein (Catholics) wanted the empire for himself
 1. He wanted to continue to advance and Catholicize Denmark and Sweden
 - Jesuits persuaded the Emperor (HRE) to issue the Edict of Restitution
 - a. Edict of Restitution
 1. Catholic and Lutheran were only faiths
 2. Properties returned back to normal (no Calvinist)
 - Outcome: Catholics win
- 4. Swedish Phase (3rd Phase)
 - Arrival of Swedish King Gustavus Adolphus (Lutheran)
 - a. He supported the oppressed Protestants
 - Cardinal Richelieu, chief minister of France subsidized the Swedes
 - a. Hopefully weaken Habsburg power
 - Gustavus Adolphus kept winning
 - Swedish victories ended Habsburg ambition of uniting Germany
 - Peace of Prague (1635)
 - a. Ended the fighting between Catholic and Protestant within HRE
 - b. However, international conflict continued to occur
 - c. Peace of Augsburg re-established
 - d. cuius region, eius religion established for good within HRE
 - e. Allowed Germans to choose
 - f. Richelieu continues to fight
 - Outcome: Protestants win
- 5. French-Swedish International Phase (4th Phase)
 - French entered the side of Protestants (opposition to Habsburgs)
 - Richelieu declared war on Spain (1635)
 - Destroyed German agriculture and commerce
 - Peace of Westphalia - Habsburgs power limited (1648)
 - Holy Roman Empire became federation (now with no power)
- 6. Peace of Westphalia (1648)
 - Ended the fighting in HRE
 - Took back Edict of Restitution and reaffirmed the Peace of Augsburg with Calvinism
 - Restates Peace of Prague
 - Switzerland and Holland became independent of HRE
 - German division and political weakness
 - German States defeated the centralized HRE
 - a. Decentralized the German States
 - b. Slowed down the development of Germany into a whole
 - c. Development back into Germany (over time)
 1. Development of Prussia (grew larger)
 2. Napoleon helped Germany centralize
 - Created the Confederation of the Rhine
 - This turns to the German Confederation
 3. Zollverein helped trade
 4. Bismarck put it all together

d. Baroque Art

1. Definition
 - A painting in which rules of proportion are not observed perfectly; naturalistic rather than ideal; emotional rather than rational; movement, vitality, and brilliant color
2. 16th century art was found criticized by both Protestants and Catholics
 - Protestants: did not agree with Catholic use of visual art in Church setting, found Italian painting pagan
 - Catholics: Renaissance art too intellectual/classical; no emotional appeal
3. Characteristics
 - Combined heightened sensuality w/ spirituality
 - Enlarged sense of space, wealth, exotic themes (due to expanded trade and colonization w/Africa, New World)

- Knowledge that Earth isn't the center of the universe also led to the enlarged sense of space
- 4. Artists
 - Peter Paul Rubens (1577-1640)
 - a. Known for voluptuousness of his female nudes
 - Bernini
 - a. "David"
 - b. "Ecstasy of St. Teresa"
 - Rubens
 - a. "The Elevation of the Cross"
 - b. "The Descent from the Cross"
 - c. "Daniel in the Lion's Den"
 - Rembrandt
 - a. "Abraham and Isaac"
 - b. "The Clothmakers Guild"
 - c. "The Blinding of Samson"
 - d. "The Prodigal Son"
 - Caravaggio
 - a. "Calling of St. Matthew"
 - b. "David with the Head of Goliath"
 - c. "Death of the Virgin"
 - d. "Sacrifice of Isaac"

D. Absolutism (16th to 18th Centuries)

a. Absolutism/Constitutionalism

1. Absolutism: Sovereignty resides in king alone
 - Absolutist kings created new state bureaucracies and standing armies, regulated all government institutions, and secured the cooperation of the nobility
 - Development of one ruler
 - The government wasn't divided (no separation of powers)
2. Constitutionalism: Balance between power of government and rights of the subjects
 - Government must respect a constitution (written or unwritten)
 - Can be either republic or monarchy
 - Evolved in England and the Netherlands

b. French Absolutism

1. Foundations
 - King Henry IV
 - a. known for caring for his people, achieving peace, and limiting the nobility's power
 - b. Sully, his minister, brought financial stability and economic growth
 1. Reformed finances
 - Louis XIII
 - a. Was a child; Mary de Medici headed government instead
 - b. Cardinal Richelieu (minister)
 1. Exercised strong influence over Louis XIII
 2. His policy was total subordination of all groups and institutions to the French monarchy
 - Changed royal council, crushed aristocratic conspiracies, leveled castles
 - *Intendants* (bureaucracy members who ensured king's orders were being followed)
 - a. This weakened local nobility and affirmed Louis XIII's absolute power
 - His policy was that of centralization of power
 - In effect, he set the grounds for absolutism in the monarchy. He also created strong resentment in the nobility toward the crown
 - a. As described in the "Three Musketeers"
 - Richelieu was a *politique*
 - c. Louis XIII violated the Edict of Nantes by Henry IV by defeating La Rochelle (1628)
 1. It had strong ties to Protestant states of Holland and England
 2. reinstated the Catholic Mass at La Rochelle
 3. Peace of Alais (1629): Huguenots could still worship, but couldn't fortify towns
 - Showed the absolute nature of Louis XIII
 - Wanted to prevent conflict
 - d. There were riots caused by complaints about high taxes and food shortages

- e. Other policies of Richelieu, such as the creation of the French Academy (which standardized the French language through the creation of a dictionary) and his anti-Habsburg policy
 - (he supported Lutheran Gustavus Adolphus in his war against the Catholic Habsburgs) led to shortage of funds.
 - f. Temporarily solved tax problems by agreeing to share portions of proceeds with local powers
 - 1. The French government could not tax at will.
 - g. Richelieu dies in 1632
 - 1. He is replaced by Mazarin
 - h. Louis XIV becomes ruler in 1643
2. Louis XIV
- The "Sun King" -- a devout Catholic
 - a. Believed in the divine right of kings
 - b. Believed that for a state to be absolute, it must have one king, one law, and one religion
 - The Fronde (1648-1653)
 - a. Mazarin, the successor of Richelieu, continued his predecessor's centralizing policies
 - b. however, his attempts to increase royal revenues led to civil war -- the Fronde
 - c. Fronde started by the Parlement of Paris
 - d. Showed that government would have to compromise with controllers of local institutions
 - 1. Could not force them like Richelieu had
 - e. Badly disrupted the French economy
 - f. Had a traumatic effect on the young Louis XIV, who became convinced that the only alternative to this anarchy was an absolute monarchy
 - g. Convinced most people that the rule of a strong king was preferred
 - Feared nobility
 - a. Established the court at Versailles in order to "domesticate" them ("golden cage")
 - Colbert - Louis XIV's finance minister
 - a. Implemented a mercantilist policy
 - b. Tried to make France self-sufficient, exporting more than importing
 - c. Created the economic base on which Louis XIV could fight his wars
 - Revocation of the Edict of Nantes (1685)
 - a. revoked the Edict, then destroyed Protestant churches and schools; many Protestants fled France
 - b. did so because he hated division within France, and most people supported the policy anyway
3. Wars of Louis XIV - Louis was trying to extend France's borders to the "natural frontiers"
- The Pyrenees, the Alps, and the Rhine River; each time, he was opposed by different coalitions that wanted to preserve the balance of power in Europe
 - a. He would have to get the Netherlands, Holland and the HRE if he were to do so
 - War of Devolution (1667-1668)
 - a. Louis contended that the Spanish Netherlands belonged to his wife by the custom of devolution
 - 1. If this were to happen, the balance of powers would be disturbed
 - b. French armies invaded Flanders and Franche-Comte
 - c. England, United Provinces, and Sweden formed an alliance against France
 - d. Louis signed the Peace of Aix La Chapelle in order to avoid a prolonged war
 - e. France received eleven border towns from the Spanish Netherlands, but abandoned Franche-Comte
 - Dutch War (1672-1678)
 - a. Louis angered at Dutch boasting that they had defeated Louis in the War of Devolution
 - b. Isolated the Dutch diplomatically by bribing England (in the Treaty of Dover in 1670) and Sweden
 - 1. Treaty of Dover (1670)
 - England would stay out of the war and convert to Catholicism
 - France would give money to England
 - Charles II (ruler at that time) was a Louis XIV wannabe
 - c. Dutch were divided over whether the United Provinces should be a republic or a monarchy ruled by William of Orange

- d. As Dutch were debating, Louis invaded Franche-Comte and Flanders
- e. Dutch murdered a proponent of the republic and instated William of Orange to protect Holland
- f. New alliance against France: HRE, Denmark, Spain, Electorate of Brandenburg
- g. 1677: William of Orange married Mary, and thus could draw England into the fight
- h. Louis, frightened by this, began peace negotiations: the Treaty of Nimwegen gave France all of Franche-Comte and more border towns in the Spanish Netherlands
- War of the League of Augsburg (1688-1697)
 - a. The inexact terminology of earlier treaties left the control of territories near the Rhine in doubt
 - b. Thus, Louis took possession of Alsace and Luxembourg
 - c. The League of Augsburg formed against him: HRE, Spain, Sweden, and several of the German states; joined by England and the United Provinces after the English Glorious Revolution put William of Orange on the English throne
 - d. Ended in a stalemate -- the Peace of Ryswick (1697)
- War of Spanish Succession (1702-1713)
 - a. Fought over who would inherit the Spanish throne
 - b. Charles II would die without an heir, so in his will, he left the throne to Louis XIV's grandson, who was to become Phillip V of Spain
 - c. If Louis accepted the crown, war would follow. If he refused, he would be surrounded again by Habsburg power.
 - d. Thus, he accepted the will and assimilated Spain into France ("The Pyrenees exist no longer")
 - e. Grand Alliance formed by William of Orange against France: England, United Provinces, HRE, Electorate of Brandenburg, and Portugal
 - f. France suffered defeat after defeat; when Louis asked for peace terms, the allies refused
 - g. 1711: When Archduke Charles became HRE Charles VI, English and French did not want one man to be both HRE and Spanish king
 - h. Allied disunity allowed Louis XIV to negotiate peace -- the Treaty of Utrecht (1713)
 - 1. England gained most territory (Gibraltar, Minorca, Newfoundland, Nova Scotia, the Hudson Bay territory, Asiento)
 - 2. Austria received the Spanish Netherlands (became the Austrian Netherlands), the Kingdom of Naples, the Duchy of Milan, and the island of Sardinia
 - 3. Electorate of Brandenburg recognized as the King in Prussia
 - 4. Duke of Savoy recognized as King of Savoy; given Sicily, which he exchanged for Sardinia
 - 5. Forbade the union of France and Spain (they could never be ruled by one king)
 - i. This war ended French expansionism and left France on the brink of bankruptcy, with widespread misery and revolts

c. English Absolutism/Restoration/Glorious Revolution

1. Background
 - Elizabeth I dies
 - a. The last of the Tudor Dynasty
 - b. She had a good working relationship with Parliament
 - c. Acknowledged the need of Parliament
 - Mary QOS had a child (James I of Scotland)
2. James I (1603-1625)
 - Believed in the Divine Right of the Kings
 - Was Presbyterian but ruled as an Anglican (church of England)
 - Clashed with Puritans (a powerful group in Parliament) who wanted to "purify" the Anglican church
 - Wanted to rule absolutely
 - Parliament resented James' divine right philosophy
 - Parliament was the body that controlled legitimate means to raise taxes
 - a. They controlled the money
 - James I wrote the King James I Bible
3. Charles I (son of James I)
 - Also believed in Divine Right and argued with Parliament and Puritans
 - Financial problems
 - a. Demanded forced loans from subjects

- b. Quartered troops in private homes at owner's expense
- He needed get money from the Parliament
- Petition of Right (1628)
 - a. Parliament forced Charles I to accept this before he would be given new funds
 - b. The quartering of troops, forced loans, imprisonment w/o specific charge, and declaration of martial law during peacetime were declared illegal
 - c. Charles agrees yet gives up a year later
- Charles ruled without Parliament from 1629-1640 ("personal rule")
- He tried to raise money without parliament
 - a. Ship money tax - tax that many considered illegal
- Unpopular religious policies
 - a. Forced Puritans to conform to English church
 - b. Relaxed restrictions against Roman Catholics
- Archbishop of Canterbury (William Laud) tried to force Anglicanism on Scotland (1637)
- Money had to be raised for war with Scots
- Charles called parliament (Short Parliament)
 - a. Led by John Pym
 - b. Parliament refused to raise funds unless King responded to a list of grievances
 - c. Charles I angered again
 - d. Charles I dissolved Parliament in 3 weeks
- The Scots attacked Charles' inadequate army
 - a. Charles paid the Scots to withdraw and called Parliament
- Led to the Long Parliament (1640-1660)
 - a. Forced king to accept measures that limited his power
 - b. Tried and executed Laud
 - c. No new taxes without Parliament's consent
 - d. Triennial act - Parliament must be called at least once every three years
 - e. Parliament presents Charles I with the Grand Remonstrance (1641)
 - 1. A list of grievances against the crown
 - f. Charles tried to prevent further Parliamentary action by arresting five leaders of Parliament opposing him (1642)
 - g. Pym and other leaders had been warned; they escaped
- English Civil War (1642-1649)
 - a. Between the king (cavaliers) and Parliament (roundheads)
 - b. Pym made Scotland an ally of Parliament by persuading Parliament to accept the Solemn League and Covenant, committing Parliament to a Presbyterian system of Church government
 - c. Oliver Cromwell (an Independent) reorganized the Parliamentary army into the New Model Army
 - d. Cromwell's army won a decisive victory over the King at the Battle of Naesby (1645)
 - e. Parliament wins
- 2nd English Civil War
 - a. Parliament was split into the Independents (radical Puritans) and Presbyterians (conservative)
 - b. Pride's Purge - Colonel Thomas Pride of the New Model Army barred Presbyterians from Parliament (Dec. 1648)
 - c. A rump of 50 Independents remained (Rump Parliament)
 - d. The Rump Parliament abolished MAP
 - 1. Monarchy (also executed Charles I)
 - 2. House of Lords (Parliament)
 - 3. Anglican Church
- 3. Oliver Cromwell
 - The Period of time in which he rules (both Commonwealth and Protectorate) is called the Interregnum
 - Established the Commonwealth (1649-1653)
 - a. Cromwell ruled a Puritan republic
 - b. Conquered Ireland and Scotland
 - c. Passed the first Navigation Acts
 - 1. Mercantilist policy

2. All goods shipped to England must be shipped by an English ship or by a ship coming from the goods' origin
3. Targeted the Dutch shipping enterprise
- d. House of Commons considered disbanding Cromwell's expensive army (1653)
- e. Cromwell responded by marching into Parliament and disbanding it
- Established the Protectorate
 - a. He now ruled as Lord Protector (military dictator)
 - b. Instrument of Government - A new constitution written by Cromwell that allowed him to rule as Lord Protector
 - c. Tolerant of all except Catholics
 1. He savagely crushed a revolt in Ireland
 - d. Censored press, closed theaters
 - e. Mercantilistic principles
 - f. The English resented his Puritanical laws
 1. Cromwell was hardcore
 - g. English was ready to end their Puritan/republican experiment and bring back the monarchy (1658)
4. Charles II (The Restoration of 1660)
 - Declaration of Breda (1660) - Charles II agreed to work with Parliament
 - MAP restored
 - a. Anglican Church became official again
 - b. Parliament restored (Charles II was the king)
 - c. Clarendon Code (1660-1665) - Laws benefiting Anglicans and abusing Independents and Presbyterians
 1. Anglicans were the only ones with full rights
 - CABAL - Council of 5 men appointed by Charles II to serve as both his major advisers and as members of Parliament (forerunner of Cabinet system)
 - Charles II eventually began disputing w/ Parliament
 - a. He was personally inclined to Catholicism
 - b. English current national sentiment was very anti-Catholic
 - c. He was not getting amount of funds he needed from Parliament
 - Treaty of Dover (1670)
 - a. Charles II would join Louis XIV in his expected war with the Dutch
 - b. He would gradually re-Catholicize England, and eventually convert himself
 - c. In return, he would get 3 million pounds per year from Louis
 - d. He did this to try to get money
 - Declaration of Indulgence - Charles counters the Clarendon code with this
 - a. Announced his non-enforcement of laws against dissenters (benefits Catholics)
 - Test Act of 1673 - All English office holders must take communion (the Test) in the Anglican

Church

- a. This hurt the Catholics
- b. Thomas More refused to take an oath and was executed
5. James II (1685-1688)
 - He lacked the "political charm" of his predecessor and brother, Charles II
 - He was Catholic
 - a. He tried to force Catholicism on England
 - Violated Test Act by giving government and university jobs to Catholics
 - Fear of and disgust toward a Catholic monarchy led Parliament to invite William of Orange and Mary (James's daughter) to take over the throne
6. William of Orange (William III) and Mary II (Glorious Revolution 1688)
 - Invited by Protestants in Parliament to take over James II
 - William's only interest was to use England's power against Louis XIV in Louis' wars
 - William invaded England with an army
 - James II fled to France
 - William and Mary proclaimed co-rulers over England and Scotland
 - William accepted the Bill of Rights (1689); thus, his rule was constitutional, not absolutist
 - a. no law could be suspended by the king
 - b. taxes can be raised only w/parliamentary consent
 - c. no person could be arrested and detained without legal process
 - Mary dies in 1694

- Act of Settlement (1701)
 - a. England can never have a Roman Catholic king
- William rules and lives to 1702
- After William, Ann (James 2nd daughter) takes the throne
- After Ann, the Protestant Georges take the throne

d. Eastern Absolutism

1. HOP (Old) ----> RAP (New)

- Holy Roman Empire / Ottoman Empire / Poland
 - a. "Jellyfish"
 1. Just Float Along
 2. No centralized Structure
 3. No taxation/army
 4. Multilingual/multinational/multi-religious
- Russia / Austria / Prussia
 - a. "Shark"
 1. Centralized focused
 2. Killing machine
 3. Army
 4. Control people

2. HOP

- Holy Roman Empire
 - a. Voltaire: Neither Holy, Roman nor an Empire
 - b. It is a figurative title (no power behind it)
 - c. HRE was no longer Roman
 1. Protestantism had appeared
 2. Empires split into pieces (based on religion)
 3. It was a weak empire
 4. It started to decay and crumble
- Poland
 - a. Meetings (diet) - Wealthy owners could go to these meetings
 - b. They elected new kings at these meetings
 - c. Every meeting of the diet had a free veto
 - d. Anyone could deny something
 - e. High intervention by other countries
- Ottoman Empire
 - a. Sick, old, dying man of Europe
 - b. A very large land
 - c. Was peaceful with the French
 1. French had extraterritoriality
 - The ability to travel to another countries and still follow your own rules

3. Russia

- Third Rome
 - a. Religion - Third Seat of Christianity (Unorthodox)
- Boyars (Nobility)
 - a. Owned Serfs (slaves)
- Times of Trouble (1584-1613)
- Michael Romanov
 - a. Beginning of the Romanov Dynasty
 - b. Elected at the age of 17
 - c. Legalized the owning of Serfs
 - d. Duma (legislature)
- Peter I "The Great" (1689-1725)
 - a. Expansion/Westernization
 1. Traveled to Western Europe (1690s)
 2. Learned about great advancements
 3. Hired people in the West to modernize
 4. The Streltsy protested against modernization (1698)
 5. Peter now enforces modernization through laws
 6. Peter modernized his army and taxed heavily
 - b. Barber King

- c. Nobles - Officers
- d. Soldiers - Serfs
- Great Northern War (1701-1720)
 - a. Sweden vs. Russia
 - 1. For "Warm Water Ports" on the Baltic Sea
 - 2. Russia Won
 - b. Initially, Russia lost a few battles
 - c. Russia proceeded with the scorched Earth policy
 - 1. Burn all the land while retreating
 - d. This prolonged the war to winter
 - e. Treaty of Nystad
 - 1. Russia gained the Baltic States of Estonia, Lithuania and Latvia
 - 2. Peter I created a window to the west
- 4. Austria
 - HABSburgs - Hungary, Austria, Bohemia
 - The Habsburgs emerged in the 1600s by building their own empire
 - a. Owned Bohemia as a result of the 30 Years War
 - Battle of Zenta (1697)
 - a. Louis XIV funded Ottoman Empire to attack Austria
 - b. Ottoman Empire sieged Vienna
 - c. Poland realized that the area could become Islamic
 - d. Poland intervened and stopped the siege
 - 1. To save themselves
 - 2. Prince Eugene of Savoy defeated the Ottoman Turks
 - b. Treaty of Karlowitz (1699)
 - 1. The Ottomans were kicked out
 - 2. Eugene gained Hungary, Transylvania and Croatia
 - 3. Eugene gave the Habsburgs Austria to avoid conflict
 - War of Spanish Succession (1703-1711)
 - a. Louis XIV helped Hungary against Austria
 - b. Louis XIV gives money yet he fails
 - Pragmatic Sanctions (1713)
 - a. Charles VI
 - 1. Had only a daughter as heir (Maria Teresa)
 - b. He wanted Europe to leave her alone
 - c. Made the Pragmatic Sanctions through Compromises
 - Charles Dies (1740)
 - a. Silesia is taken from Maria Teresa
 - 1. Prussia violates Pragmatic Sanctions and invades Austria
 - 2. Frederick William II did not sign it
 - Frederick II signed it and had died afterwards
- 5. Prussia
 - Extremely Disciplined
 - Hohenzollern (Ruling Class)
 - a. Had controlled Brandenburg (since 1414)
 - 1. The largest city of which was Berlin
 - b. They owned land inside the HRE (Brandenburg)
 - c. They owned land outside the HRE (Prussia)
 - 1. There was nothing truly worth anything in Prussia
 - d. Built up military to protect Prussia
 - Junker (Nobility)
 - Prussia revolves around the military
 - Frederick William "Great Elector (of the HRE)" (1640-1688)
 - a. Nephew of Gustavus Adolphus (Sweden)
 - b. Militaristic/Army
 - c. He had heavy taxes to support the army
 - d. Started/Formed Prussia
 - Frederick I (Elector of Brandenburg, Landowner of Prussia) (1698-1713)
 - a. War of Spanish Succession (1701)
 - 1. Prussia got involved

- They wanted to see what they could get later on
- 2. Truty of Utrecht (1713)
 - Frederick I became king
 - He died the same year
- Frederick William I (1713-1740)
 - a. Loved his soldiers
 - b. He supported the military
 1. Nation was built upon the army
 2. However he never wanted to use the army
 - Use it as a threat
 - Nation had peace
- Frederick II "The Great"
 - a. Stole "Silesia" from Maria Teresa
 - b. Invades Austria and violates the Pragmatic Sanctions
 1. He never actually did sign the Pragmatic Sanctions
 - c. Ruler is the first servant of the state
 - d. Was militaristic
 1. Life revolves around the military
- 6. Ruling Classes:
 - Romanov (Russia), Habsburgs (Austria), Hohenzollern (Prussia), Bourbons (France)
- 7. Nobility:
 - Boyars (Russia), Junker (Prussia)

e. Wars of the Mid 18th Century

1. War of Austrian Succession (1740 - 1748)
 - Frederick II (Prussia) took Silesia from Austria
 - Doubled the population and size of Prussia
 - Austria/England vs. Prussia/France
 - England dominated colonially
 - France dominated internationally
 - Treaty of Aix-la-Chapelle (1748)
 - a. All land returned to state before the war except for Silesia
 1. Silesia stayed with Prussia
2. Diplomatic Revolution (1756)
 - Count Kaunitz - Austrian Minister
 - a. Let France have Austrian Netherlands if France helps Austria get Silesia
 - Alliances of Europe Changed
3. 7 Years War (1756 - 1763)
 - Marie Antoniette (Austria) married Louis XVI (France)
 - England/Prussia vs. France/Austria
 - Treaty of Paris (1763)
 - France cedes most of North America
 - France loses India
 - Britian becomes imperial world leader
 - France is crippled economically

E. Scientific Revolution and the Enlightenment (15th-18th Centuries)

a. The Scientific Revolution (15th-17th Centuries)

1. Scientific revolution - questioning of established beliefs and practices
2. Science became fully developed
 - A world of mathematical and observable laws
 - a. Rational Principles
3. Michael de Montaigne (1553-1592)
 - Skepticism (16th century)
 - What do we know?
 - Human beings can't know anything absolutely
 - a. b/c of this -> people should be tolerant
4. Prophets of a scientific civilization (Bacon/Descartes)
 - Both...
 - a. asked how anything could be known for certain
 - b. thought that all beliefs before their time (besides religion) were worthless

- c. rejected the methods of the scholastics
- d. believed that there was a true and reliable method of knowledge
- Sir Francis Bacon
 - a. Novum Organum (1620)
 - 1. New method of acquiring knowledge
 - 2. Use of inductive method
 - Discovers truth by moving from the particular to general
 - a. Concrete to abstract
 - b. Inductive Reasoning
 - 1. Observations to make a general statement
 - 2. He did not use math
 - c. Empiricism
 - 1. He became a leading philosopher of empiricism
 - 2. Information you can experience with your sense
 - Note: Not simplest form
 - 3. Science deals with empirical objects
 - 4. Social science is a pseudoscience
 - One cannot predict human behavior
 - d. He did NOT use mathematics
 - 1. Math often uses deductive reasoning
 - It deals with the abstract
 - It is not empirical enough
- Rene Descartes
 - a. The inventor of coordinate geometry
 - b. World is made mathematical laws
 - 1. It can be reduced to math
 - c. Discourse on Method (1637)
 - 1. Advanced the principle of systematic doubt
 - d. Systematic Doubt
 - e. Cogito ergo sum
 - 1. "I think therefore I am"
 - 2. Descartes killed skepticism
 - 3. How can we know anything?
 - f. Cartesian dualism
 - 1. World is made of 2 things
 - Thinking Substance (deductive)
 - a. Dreams, thought
 - 1. Not empirical
 - Extended substance (inductive)
 - a. Everything else
 - b. Something you can study
 - g. Deductive Reasoning
- 5. Astronomy
 - 1st developed science to use the scientific method
 - a. Astrology is a pseudoscience
- 6. Aristotle
 - Earth is a center of the universe
 - a. It is geocentric
 - b. Everything falls to the center (Earth)
 - Earth is composed of 4 elements:
 - a. Fire, Water, Air, Earth
 - Planets move in circles
- 7. Ptolomy
 - Added Mathematics to Aristotle's ideas
 - A finite universe
 - The planets moved in a perfect circle (a geometric shape)
 - Planets were enclosed by spheres
 - a. These spheres were moved by God
 - 80 "Fudges" were needed to make his idea work
 - The Church supported this idea

8. Copernicus (Polish)

- "On the Revolution of Heavenly Spheres" (1543 - His Year of Death)
 - a. All he changed was that the sun was in the center of the universe
 1. This was heliocentric
 - b. He had 34 Fudges (compared to 80!)
 - c. Questioned Ptolemaic system
 1. Heliocentric is easier to explain than geocentric
- Was very Catholic
 - a. Published after he died to not offend the Church

9. Tycho Brahe (Danish)

- The Master of Kepler
- The guy who died because he didn't go to the bathroom
- Provided most reliable data (of his time)
 - a. Provided very accurate charts
- "He lived like a sage, died like a fool"

10. Johannes Kepler (German)

- Discovered elliptical orbit
 - a. No epicycles were needed (fudges)
- Three Laws of Planetary Motion
 - a. Planets orbit the sun in an ellipse
 - b. Sun sweeps out equal areas in equal intervals of time
 - c. Some random math crap
- Used Brahe's charts

11. Galileo (Italy)

- Sunspots, moons of Jupiter, rings of Saturn, surface of Moon (1609)
- Planets were made of same substance as Earth
- Galileo found laws describing the movement of bodies on Earth
- Proves Copernicus Theory to be true
 - a. Uses Mathematics
- Brought in front of Pope to deny the Copernicus Theory
 - a. Galileo was excommunicated (1642)

12. Isaac Newton

- Discovered Gravity!
 - a. Universal Law of Gravitation
- He loved Math
 - a. He developed Calculus
- His ideas were based upon observation
- Color - a property of light (not an object)
- "A rational god made a rational universe"
- Principia Mathematica (1687)
 - a. Reasoning Revelation
 - b. Geometry!
 - c. Most important book ever written
 - d. A correct study
- 3 Laws of Motion
 - a. Basis of Modern Science
- Time is an absolute quantity
- A devout christian (although he questioned the Trinity at times...)
- He liked Alchemy early in his life

b. The Enlightenment (18th Century)

1. Philosophes

- Leaders of the Enlightenment were French
- They were critics of the old regime
 - a. They wanted to make society better
- Things should be based upon reason
 - a. Things that are unjust/fair (These should be abolished)
 - b. Reason could be used to reveal the natural laws that regulated human affairs
 - c. Education and Reason should make free ignorance and superstition
- They believed in the progress of human beings toward a more perfect condition

2. John Locke (1632-1704)

- "Essay Concerning Human Understanding 1690"
 - "Second Treatise on Government 1690"
 - a. Social-contract theory
 1. The governed give consent to be governed
 2. Humans have natural rights of
 - Life, Liberty and Property
 3. Humans can revolt against tyranny if the government fails to protect these natural rights
 - Tabula Rasa
 - a. Humans beings start as a blank slate. Knowledge comes from experience.
 - Humans beings were born with a tendency to submit
 - a. They are capable of reason
 - b. Man are free and equal
3. Voltaire (1694-1778)
- He was the "peak" of the Enlightenment
 - Critic of the Old Regime
 - Reformer not a revolutionary
 - "Age of Louis XIV"
 - a. Written in 1743
 - b. History of Louis XIV
 1. He made enlightenment progress
 - "Candide"
 - a. Written in 1759
 - b. Satirical tale that attacked the current society
 1. A story
 - c. Represented the idea of the freedom of speech for the smart
 - "Letters on the English"
 - a. Written in 1733
 - b. Included aspects of...
 1. the philosophy of John Locke
 2. the ideas of Isaac Newton
 3. the constitutional monarchy, religious tolerance, freedom of speech, rationalism
 - c. "He saw England as a useful model for what he considered to be a backward France"
 1. France's church had control
 2. France involved censorship
 - "Ecreasez L'infame"
 - a. Crush the Infamous Thing"
 1. Crush the superstition and ignorance (from the organized church)
 - Deism
 - a. Voltaire believed in Deism
 - b. Deism involved a distant God
 1. God was "a great clock maker who built an orderly universe and then stepped aside to let it run"
 - c. Philosophes: It is a more natural/rational approach to religion
 - d. God was the first cause: not involved in daily lives of humans
 1. Did not respond to prayer
4. Jean Jacques Rousseau (1712 - 1778)
- Emile 1762
 - a. Ideas of Education
 - b. Two heroes: Rousseau and Emile (pupil)
 1. Emile learned from direct experience rather than from books
 - c. Teach pupils what they want to learn
 - Social Contract 1762
 - a. "All men are born free, but everywhere they are in chains".
 1. These chains are inequality and superstitions
 - b. Government is needed to restrict individual freedom
 1. A necessary evil
 - c. The General Will

1. The common sovereign interests of all the people
2. This can be interpreted to mean various things. (Good/Bad)
 - He had foot in the enlightenment and one in the romantic
 - He wanted to make people and society better
 - State of Nature = People good
 - Civilization = People corrupt/bad
 - A natural education, free of corruption and artificiality of society was best
 - a. The noble savage
 - b. Things are best in a absolute state
5. Baron de Montesquieu (1689 - 1755)
 - He was a noble
 - The Persian Letters (1721)
 - a. Social satire criticizing practices and beliefs in France
 - b. Done through the view of Persian travelers (disguising his ideas)
 - The Spirit of the Laws (1748)
 - a. Separation of Powers
 - b. Montesquieu was dismayed of the affect of the royal absolutism had on France
 - c. Despotism could be avoided if political power was divided and shared by various classes
 - d. He admired English model of balance of power
 - e. These ideas led to Checks and Balances
 1. No one had full power
6. Denis Diderot (1713-1784)
 - Encyclopedia
 - a. Full of articles that were true about EVERY topic
 - Edited by Diderot and Jean d'Alembert
 - He wanted the encyclopedia to change the general way of thinking
7. Francois Quesnay (1694 - 1774)
 - He was an economist
 - Founded and led the Physiocrats
 - Laissez-Faire
 - a. Government, keep your hands off of trade.
 - b. Rejected Mercantilism
 1. Trade should NOT be limited
 - Land is value rather than gold
8. Adam Smith (1723 - 1790)
 - Scottish Economist
 - Wealth of Nations (1776)
 - Attacked Mercantilism
 - a. People should pursue own economic interest without government interference
9. Baron d'Holbach
 - System of Nature (1770)
 - He (and David Hume) applied John Locke's Tabula Rasa to the extremes
 - Human beings are machines completely determined by outside forces
 - a. Free will, God and immortality of the soul were fallacies
 - Believed in aggressive atheism
 - a. Deists did not like (Voltaire)
 - b. This is b/c then humans can't reason
10. David Hume
 - The human is nothing but a bundle of impressions
 - Ideas reflect our sense experiences
 - No experience can tell us anything

c. Enlightened Despots

1. Characteristics
 - They did not claim divine right
 - Ruled based upon the law of reason
 - a. In this way, they made society and government better
2. Frederick II the Great
 - He justified his monarchy through reason
 - a. No divine right
 - Tolerant of everyone except for Jewish

- a. Kicked Jewish out (by heaving taxation)
 - He promoted education and freedom of press
 - He did not abolish serfdom
 - Made Prussia's legal system better
 - a. Abolished Torture
 - b. No capital punishment
 - He did not change the social structure
- 3. Joseph II (1765-1790)
 - Son of Maria Theresa
 - Wanted to increase his power and use it
 - Hungary became a part of the Austrian Empire
 - He wanted to put the Catholic church under his control
 - a. Ended Catholic influence on Austrian People
 - Abolished serfdom and granted liberties to the people
 - a. To get people working harder for their own selfish reasons
 - He was religiously tolerant
 - a. Toleration Patent (1781)
 - 1. All Lutherans, Greek Orthodox and Calvinist free to practice publicly
 - 2. Jewish given some freedom
- 4. Catherine "The Great"
 - Three Goals:
 - a. Modernize Russia
 - 1. Russia published the Encyclopedia
 - 2. Called Voltaire the "Champion of the Humans"
 - b. Domestic Reform
 - 1. Better laws -> abolition of torture
 - 2. New legislature
 - Improved education
 - c. Expanded Russia
 - Westernized all of Russia
 - Serfs rose up and Catherine did not abolish the Serfs
 - a. She was going to set them free

d. Neo-classicism/Music

1. Neo-classicism
 - Leave the Baroque Behind
 - Soften the Baroque up
 - a. Doesn't overwhelm
 - Rococo (17th Century)
 - a. More delicate, intimate version of Baroque
 - Return to Greco-Roman Classicism
 - a. 18th/19th Centuries
2. Baroque Music (1600-1750)
 - J.S. Bach (1685-1750)
 - Handel (1685-1759)
 - Vivaldi
3. Classical Music (1750-1825)
 - Haydn (1732-1809)
 - Mozart (1756-1791)
4. Romantic Music (1825-1915)
 - Beethoven

F. The Expansion of Europe in the Eighteenth Century (18th Century)

a. Agricultural Revolution

1. Open-field System (Middle Ages)
 - Divided land into multiple long, narrow strips
 - Fields used jointly by community
 - Fallow (inactive periods of non-use)
2. Serfs
 - Eastern Europe
 - Few limitations of the amount of forced labor

- Serfs could be sold

3. Agricultural Revolution

- The use of idle fallow land through crop rotation
 - Alternating grain crops with nitrogen-storing crops (peas, beans, etc.)
 - Increased cultivation
 - More food
 - Enclosure of Fields
 - Ended open-field system
 - Disappearance of common lands
 - Hurt the small landholders and village poor
 - Many peasants and some nobles opposed these changes
 - Enclosure process was slow
 - Only widespread in Low Countries/England

4. Low Countries / England

- Low Countries led in intensive farming
 - Dutch were ahead of everyone else
 - They needed to feed their growing urban population
 - Bigger markets for food
 - Dutch engineers (Vermuyden) drained marshes to create arable land
 - They did this for England
 - Vermuyden - Helped English Drainage Project
 - Townsend - Pioneer of English agricultural improvement (turnips) (1710)
 - Tull - Advocated the use of horse for plowing and drilling equipment for sowing seeds

(1740)

- Enclosure (1760)
 - English landowners were efficient
 - Forced small peasants and landless cottagers off the land
 - Tenant farmers benefited from enclosure
 - These tenants hired laborers
 - "The enclosure movement marked the rise of market oriented estate agriculture and the emergence of a landless rural proletariat"
 - Took away common land and strip systems
 - Led to the rise of the landless rural proletariat

b. Population Explosion

- Limitations on Population Growth
 - Famine, disease, war
 - Kept Europe's population low
- Population growth resulted from fewer deaths
 - Disappearance of the Plague
- Advances in medicine did not reduce the death rate in Europe
- Improvements in sanitation promoted better public health
- Growing population lead to overpopulation and increased rural poverty

c. Cottage Industry

- Rural poverty and population growth led to peasants undertaking manufacturing at home
 - This challenged the monopoly of the urban craft industry
- Putting-out System
 - Rural workers producing cloth in their homes for merchant capitalists
 - These merchants supplied raw materials and paid for finished goods
 - This system reduced the problem of rural unemployment and provided cheap goods
 - England led the way in conversion from urban to rural textile production
 - The textile industry was a family industry
 - In the family's cottage
 - Family stayed together
 - People worked whenever they wanted to work
 - There were often strained relations between workers and capitalist employers (couldn't control worker)

d. The Atlantic Economy

- Great Britain
 - English mercantilism was the use of government regulations to serve the interests of private individuals

- Navigation Acts
 - a. Required that most goods exported to England be carried on British ships
 - b. Gave England a trade monopoly with its colonies
- 2. Colonial Wars
 - International powers wanted power in Europe and North America
 - a. War of Spanish Succession
 - b. Seven Years' War
- 3. Land and Labor in America
 - Colonies helped relieve European poverty and surplus population
 - a. Availability of land made labor expensive in colonies
 - Spain / Portugal / Netherlands introduced slavery in Americas
 - British adoption of slavery created a class of rich plantation owners
 - English mercantilism benefited American colonists
 - a. Trade with English colonists compensated for a decline in British trade on continent
 - b. Encouraged industrial growth in Britain
- 4. Latin America
 - Spain (Philip V)
 - a. Spain acquired Louisiana
 - b. Silver mining in Mexico and Peru
 - c. Trade grew for Spain (although industry was weak)

e. Adam Smith/Mercantilism

1. Economic Liberalism
 - Mercantilism stifled economic growth
 - Advocated free competition
 - Laissez-Faire
2. Mercantilism
 - System of economic regulations aimed at increasing the power of the state, particularly by creating a favorable balance of trade

G. The Changing Life of the People

a. Marriage and Family

1. Nuclear Family
 - The nuclear family was most common in preindustrial Europe
 - People did marry early before 1750
 - a. Marriage was commonly delayed
2. Work Away From Home
 - Boys left home to work as craftsmen or laborers
 - Girls left to work as servants
3. Premarital Sex
 - Premarital Sex was common
 - Birth control was not dependable
 - Village controls prevented illegitimacy
4. New Patterns
 - Between 1750 and 1850, the number of illegitimate births soared
 - Village controls no longer prevented
 - a. People moved to the cities
 - b. The growth of cottage industry

b. Children and Education

1. Childhood was dangerous
2. Infant mortality was high
 - Because of this, parents were indifferent to children
 - Were often neglected or treated brutally
3. Enlightenment brought more human treatment of children
4. Formal education outside the home became more important for upper classes in the 16th century
5. Education for common people did not begin until the 17th and 18th centuries
6. Prussia led the way in universal education
7. Education was important in Presbyterian Scotland and elsewhere
8. Literary increased, especially in France and Scotland, between 1700 and 1800

c. Food and Medical Practice

1. Lifespan of Europeans increased from 25 to 35 between 1700 and 1800
 - Diet had improved
 - Plagues had disappeared
2. Diet and nutrition had deteriorated by 1700
3. The Enlightenment led to research and experimentation in medicine
 - Rise in the number of practitioners

H. French Revolution (18th Century) - (NA-LA-NC-D-C)

a. Ancient Regime/Causes

1. Ancient Regime (Pre-1789)
 - Absolute Monarchy
 - Poor and corrupt tax system
 - a. Taille (Peasants had to pay - land tax)
 - b. Gebelle (salt tax)
 - c. Corvee (Peasants had to do physical labor)
 - Taxes hurt the lower classes
 - 3 Estates
 - a. 1st Estate - Church - 1% of population
 1. Paid no taxes
 2. Owned large population of land
 - b. 2nd Estate - Nobles - 2% of population
 1. Did not pay certain taxes
 2. Received feudal dues
 3. Act as if better than 3rd estate
 - c. 3rd Estate - The rest - 97% of population
 1. Included the bourgeoisie (intellectuals)
 2. Paid taxes
 - Privilege - not equal before the law
2. Causes
 - Resent of Absolutism
 - Rise of Enlightenment ideals
 - a. Base things on reason
 - A high debt
 - a. Bad economic conditions
 - b. From Louis XIV's wars and War of Austrian Succession
 - c. France could not tax well
 1. So they borrowed money
 2. Financial ministers
 - Colbert (Louis XIV)
 - a. Had the 3rd estate collect taxes
 - Louis XV trends
 - a. After Colbert, the nobility gained back power
 1. They embezzled money
 - b. Parlements were formed
 1. They were held by the local state (by the nobility)
 2. The government was no longer centralized
 - c. Increased taxes
 - Jacques Necker (1776-1781)
 - a. A swiss banker
 - b. Had to make it look like France was under control
 - c. Borrowed a lot of money
 - d. Fired in 1781 because of conflict with Marie Antoinette
 - Charles Calonne (1783-1787)
 - a. Spent a lot of money to make it look as if France was stable
 - b. Government could no longer borrow money (1786)
 - c. Tax reform
 1. Assembly of Notables - to get support for this
 - d. Supported the American colonists against the Britain
 - Food scarcity (bad harvests)
 - Resentment of dominance of nobles

3. Estates General
 - Louis XVI calls the Assembly of Notables
 - He need to raise taxes
 - He then calls the Esates General

b. Estates General

1. Estates
 - 1st and 2nd had 300 members each
 - 3rd Estate had 600 members
2. Parliament of Paris
 - 1 vote per estate
 - The 3rd Estate wanted to vote by head (for nobles had all the power)
3. Abbe Sieyes
 - "What is the 3rd estate?"
 - a. The third estate is everything
 1. The workers, educated, etc.
 2. They have no rights
4. Estate General
 - Each estate is to give a list of grievances (Cahiers)
 - a. Clergy
 1. No pluralism and non-nobles able to be bishops
 2. Would not give up dominant position of church
 - b. Nobles
 1. 89% to give up financial privileges
 2. 39% supported voting by head
 3. Surprisingly liberal
 - c. Middle Class (Bourgeoisie)
 1. Wanted constitutional democracy
 2. End of mercantilistic policies
 - First met May 5, 1789
 - Third estate boycotted for 6 weeks
 - a. The third estate makes the National Assembly
 1. They invite other estates to join
 2. Tennis Court Oath - make a constitution for the National Assembly
 - b. Louis XVI makes reforms too late
 - c. 151 Clergy and 47 Nobles join NA (6/24)
 - d. King gives in (6/27)
 1. Ordered the 1st and 2nd estates to join the National Assembly
5. Sans-Culottes
 - 1788 Poor Harvest
 - a. Price of food went up
 1. 50% to 88% of total income

c. National Assembly

1. The People's Action
 - Louis had 30,000 troops near Paris
 - Louis then dismissed Necker (people trusted him)
 - Parisians were encouraged to take up arms
 - Parisians got 28,000 guns and 20 cannons from Invalides
 - They then went to Bastille looking for gunpowder
 - a. "Fall of Bastille" (July 14th, 1789)
 1. Bastille opened up
 2. Soldiers shot upon populace accidentally
 3. Parisians stormed the castle
 4. Some soldiers joined the people
2. Great Fear
 - Rumors of impending famine, bandits attacking peasants
 - Swept the provinces
 - a. All rumors (no real sources)
 - People started to burn feudal obligations (terriers)
 - People started to riot
3. Night of August 4th

- National Assembly ends Great Fear
- Ended feudalism
- All forms of the tithe were abolished
- All French citizens were equal before the law
- 4. Declaration of the Rights of Man and Citizen (Aug. 26, 1789)
 - A statement of values
 - Right to do anything that does not harm anyone
 - All men born free and equal in rights (Rousseau)
 - a. General will - sources of sovereignty is essentially in the nation
 - Right to change government (Locke)
- 5. Women's March on Versailles
 - Louis XVI had not approved of either August 4th decrees of Declaration of Rights of man
 - Women were angry about the rise in bread prices
 - They forced the Royal family to return to Paris (the Tuileries)
 - Paris is radical
 - King agreed to provide Paris with grain and to approve of everything
- 6. National Assembly and the Church
 - Money started the Revolution
 - In order to deal with the financial crisis, the National Assembly confiscated land owned by the Church
 - a. They sold these lands and issued Assignats based on this land
 - b. Assignats - Worth land then lost a lot of value as more was released
 - National Assembly adopted the Civil Constitution of the Clergy
 - a. Bishops and Priests would now be elected by the people
 - b. The clergy were required to swear an oath to the new arrangement
 - 1. 1/2 did, 1/2 didn't
 - c. This caused the Pope to condemn the Revolution
 - d. This splits France from the Clergy
- 7. Flight to Varennes (June 20, 1791)
 - The King and his family fled from Paris intending to leave France
 - The King and his family were caught in Varennes and returned to Paris
 - The King lost his remaining popularity
- 8. Champ de Mars (July 17, 1791)
 - 50,000 people went there
 - A political demonstration
 - a. Called for a republic
 - National Assembly sent National Guard to break up meeting
 - a. Turned to violence
- 9. Constitution of 1791 (September 14, 1791)
 - Louis XVI accepted the new Constitution
 - Established a limited monarchy with separation of powers between the executive, legislative and judicial branches
 - Unicameral legislative body (to prevent estates)
 - Active vs. Passive Citizens
 - a. Active - ability to vote by paying taxes
 - National Assembly created the Legislative Assembly
 - Self Denying ordinance - makers of the Constitution cannot take office
- 10. People
 - Edmund Burke
 - a. Against the revolution (conservative)
 - b. "Reflections on the Revolution in France"
 - Mary Wollstonecraft
 - a. For the revolution
 - b. "A Vindication of the Rights of Men" and "A Vindication of the Rights of Women"

d. Legislative Assembly

1. Legislative Assembly Reforms
 - Abolished titles of nobility
 - Use of torture ended

- Juries introduced for trials
- Laissez-faire economic policies

2. Political Clubs

- People who did "self denial ordinance" often joined these clubs
- They split into 3 main groups
 - a. The Right (Constitutionalists)
 - b. The Center (Plain)
 - c. The Left (Sans-Culottes - Working Class)
 1. Jacobins - Radical urbans calling for sudden change
 - Leaders were Marat, Danton, Robespierre
 1. Girondins - Moderate republicans within mountain group

3. Declaration of Pilnitz (August 27, 1791)

- Austria and Prussia declared their readiness to protect French royalty
- Legislative Assembly declared war on Austria (April 20, 1792)
- The LA gets destroyed - ineffectiveness to win the war
- Louis and Marie were considered traitors

4. Brunswick Manifesto

- If you attack Louis XVI, Prussia will attack you
- Louis XVI is a traitor
 - a. Danton - organize of revolution

5. Second Revolution

- Legislative Assembly replaced by Constitutional Convention
 - a. Elected by universal male suffrage
 - b. Did what all Parisians wanted
 - c. King was suspended from office
 - d. Paris commune was established

e. National Convention

1. Revolutionary Changes

- Calendar/Time System
 - 12 Months, 3 Weeks, 10 Days, 10 Hours, 100 Minutes, 100 Seconds
- Metric System
- Hebertists - Wanted to get rid of Christianity in government

2. September Massacres

- Radical elements started to take form
- Killed prisoners (counter-revolutionary)
- Danton - started to rise
- Louis XVI executed (Jan 21, 1793)
 - a. Convention voted him to be executed
 - b. Girondins didn't want him executed
- Marie Antoinette was executed in August 1793
- Mountain threw out Girondins
 - a. National Convention became more radical

3. National Convention

- No executive
- Established price controls (Law of Maximum)
- Counter-revolutionary/war
- Robespierre became President of National Convention
- Marat - Radical revolutionary
 - a. Eventually murdered by Corday
- Mobilized all citizens to serve as soldiers or supplies in the war effort
 - a. Draft because of war with Prussia and Austria
 - b. Levee en Masse (August 23, 1793)
 - c. War of First Coalition
 1. Against Austria, British, Prussia, Dutch
 2. They were partitioning Poland

4. Committee of Public Safety (Reign of Terror)

- National Convention had to deal with internal counter-revolutionaries
- Committee of Public Safety (April 1793)
 - a. Exercised dictatorial authority

- b. Members of the committee included Danton, Robespierre, Marat
- c. Moderate Danton was eventually removed from the Committee
- Execution of Hebert (March 24, 1794)
- The Reign of Terror (June 1793-July 1794)
 - a. Period in the French Revolution characterized by brutal repression
 - b. Suspended most democratic achievements of the Revolution
 - c. Intended to pursue the Revolution on social matters
 - d. To destroy internal enemies and conspirators and to chase the external enemies from French territory
 - e. Took the lives of anywhere between 18,000 and 40,000 people
- Danton was accused of plotting against the Republic (was killed)
- This allowed Robespierre to become dictator
- 5. Robespierre
 - Cult of the Supreme Being (May 7, 1794)
 - a. Lost Support with the Sans Culottes (Hebert)
 - 1. He was executed (close with the Sans Culottes)
 - b. Speech (July 26, 1794)
 - 1. Attacked his colleagues
 - 2. All elements of the National Convention felt threatened
 - c. Robespierre arrested and executed (July 27/28, 1794)
- 6. Thermidorian Reaction
 - Jacobin club closed
 - Abandoned price controls
 - White Terror
 - Dramatic Shift to the Right
 - Prairial Uprising (May 20, 1795)
 - a. Women and National Guard invaded National Convention
 - b. Put down by National Convention
 - 1. End of Sans-Culottes political and military influence
 - Constitution of the Year 3
 - a. Council of 500 - men over 30
 - b. Council of Ancients (250) - men over 40
 - c. Directory of 5 (Executive)
 - 1. Separation of executive and legislature
 - San-culottes revolted again

f. Directory

1. Directory established after Thermidorian Reaction
 - Separation of executive and legislature
 - Napoleon "Whiff of Grapeshot" (Oct. 5 1795)
 - Babeuf - Conspiracy of Equals
 - a. Beginnings of socialism
2. Coup d'etat de Fructidor (September 1797)
3. Coup d'etat de Brumaire (November 1799)

I. Revolutions of 1848/Napoleon (19th Century)

a. Directory/Consulate

1. Thermidorian Reaction
 - Early 1794 - opposition mounted to Robespierre
 - 9 Thermidor - arrested; beheaded the next day
 - The wealthy middle class took control of the National Convention and the Committee of Public Safety
 - The NC wrote the Constitution of the Year III, which created the Directory
2. The Directory (1795-1799)
 - Was a bicameral parliament -- Council of Ancients, Council of 500
 - Executive authority exercised by 5 Directors
 - Had great difficulty dealing w/French financial crisis
 - a. Laissez-faire policy meant that there were no price ceilings, leading to rapid inflation
 - The Prairial Uprising (1795)
 - a. Common Parisians revolted
 - b. Put down by army

- Oct. 5, 1795 - royalists rose up against Convention; put down by Napoleon with a "whiff of grapeshot"
- Coup d'etat of Fructidor (1797) - Directory overrode election results in order to get rid of monarchists
- Coup d'etat of Brumaire (1799)
 - a. Napoleon, returning from Egypt, overthrew the Directory
 - b. Power was approved by Abbe Sieyes
 - c. Issued the Constitution of the Year VIII, establishing the Consulate

3. The Consulate

- Ruled by Napoleon, the First Consul (originally for 10 years only; in 1802 made First Consul for life)
- Was essentially the rule of only one man (Napoleon) despite appearance
- The old system was destroyed
- A secular democracy
- Laid the foundation for modern nation-states
- A screen of universal male suffrage and a complicated checks-and-balances system pleased the the republicans
- A council of State that brought back memories of Louis XIV pleased the loyalists
- The Napoleonic Administration
 - a. took away political liberty and freedom of expression (believed this encourages anarchy)
 - b. established highly centralized and efficient administration
 - c. established the Bank of France (1800), sound currency and balanced budget, removed tax exemptions
- The Napoleonic Code
 - a. Commissioned by Napoleon in 1800; went into effect in 1804
 - b. All citizens equal; no birthright
 - c. Meritocracy
 - d. Male heads of households had complete rule over wife and children
 - e. Women lost most of their rights
 - f. This code would be introduced into lands conquered by Napoleon
- Concordat of 1801
 - a. Made peace w/ Roman Catholic Church, repairing damages done by the Civil Constitution of the Clergy
 - b. Pope Pius VII renounced claims to church property confiscated during the Revolution
 - c. The French gov. could nominate bishops, but the Pope could confirm/remove them
 - d. Napoleon acknowledged that Catholicism was the religion of the majority of the French people but affirmed religious toleration for all
 - e. Thus, Napoleon protected owners of former Church land and pleased the large Catholic French population
- He held plebiscites which allowed Napoleon to make himself emperor
- Peace of Amiens (1802) - Napoleon brought peace to Europe with Britain
- France and Britain were at war again by 1803

4. The Empire (1804)

- In 1804, Napoleon used a bomb threat on his life to declare the Empire
- Established a dynasty, arguing it would make the regime secure
- He crowned himself

b. Napoleon's Wars

1. (After Coup d'Etat of Fructidor) defeated Austria
 - Napoleon won
 - Treaty of Campo Formio (1797)
 - France gained Cisalpine republic and Belgium
 - Austria gained Venice
2. Tried to invade England (1797)
 - Attacked through Egypt, hoping to drive off British fleet from the Mediterranean and damage British trade
 - Admiral Horatio Nelson defeated the French fleet
 - a. Battle of the Pyramids vs. Turks (July 1798)
 - b. Battle of Abukir vs. Turks and British (July 25, 1798)
 - c. Battle of the Nile vs. Horatio Nelson (Aug. 1, 1798)
 - d. N.B. left Egypt to overthrow Directory (Aug. 24, 1798)

- Invasion of Egypt alarmed Russia, which joined Austria and England in the Second Coalition
 - The Coalition defeated French armies in Italy and Switzerland and threatened to invade France
 - These threats and defeats further weakened the Director
3. Battle of Marengo (1800)
 - Napoleon now the First Consul
 - defeats the Austrians
 - Treaty of Luneville (1801) - Austria lost almost all of its Italian possessions, and France received German territory on the west bank of the Rhine
 4. Britain now alone against France; resigned with the Treaty of Amiens (1802)
 - France and Britain were at war again by 1803
 5. Battle of Ulm
 - Napoleon captured Vienna and Austria
 6. Battle of Trafalgar (Oct. 21, 1805)
 - Nelson crushed French (and Spanish) fleets
 - put an end to all hope of French invading England
 7. Battle of Austerlitz (Dec. 2, 1805)
 - Napoleon defeated combined Russian and Austrian forces
 - Treaty of Pressburg
 - a. Austria gave up Venetia (which it gained in the Treaty of Campo Formio)
 - b. Napoleon created the Kingdom of Italy
 8. Napoleon formed the Confederation of the Rhine (1806)
 - HRE gone at last
 9. Battle of Jena (Oct. 14, 1806)
 - Defeats Prussia
 10. The Continental System
 - A system to crush Great Britain economically
 - Berlin Decrees (Nov. 21, 1806): Napoleon's allies forbidden to import British goods (continental system)
 - Milan Decree (1807): Extends Berlin Decree (continental system) to neutral nations
 - It failed
 - a. Antagonism spread
 - b. British expanded colonially
 - c. Industrial Revolution aided the economy
 11. Battle of Friedland (June 13, 1807)
 - Defeats Russians
 - Treaty of Tilsit: Russia, under Czar Alexander I, joins the Continental system
 12. War of Liberation - Peninsular War (1808-1813)
 - French army came into Spain to force Portugal to abide by the continental system
 - Meanwhile, Napoleon used a revolt in Madrid to depose the Bourbon king and make his brother Joseph the Spanish king
 - Spanish peasants revolted against French using guerilla tactics, and the British intervened w/ the Duke of Wellington
 - Napoleon, in the end, lost
 13. War of Liberation - Austria (1809)
 - Austria, seeing France's trouble in Spain, renewed its war with France
 - French army nevertheless defeated them at the Battle of Wagram (July 5-6, 1809)
 - Peace of Schonbrunn - Austria lost its Polish territory, which Napoleon added to the Grand Duchy of Warsaw
 14. War of Liberation - Russia (1810)
 - Czar Alexander I grew tired of his tie to Napoleon
 - a. Wasn't getting help against the Ottomans
 - b. Bothered by the Duchy of Warsaw
 - Dec 31, 1810: withdrew from the Continental system
 - Napoleon invades Russia; Russian army retreats, destroying all food and supplies as they went (scorched earth policy)
 - Sept. 1812: Russians finally fight at the Battle of Borodino
 - Russians set Moscow on fire as Napoleon enters; Alexander I would not negotiate peace
 - Oct. 1812: French army retreats; devastated by the Russian winter (100k out of 600k survived)
 15. 1813: PEAR (Prussia - Hardenburg, Austria - Metternich, Russia - Czar Alexander I, England - Castlereagh) forms a coalition against Napoleon

- Oct. 1813: Battle of Nations - Napoleon defeated
 - Mar. 1814: Allied army marches into Paris
 - Treaty of Chaumont (Mar. 9, 1814) - PEAR forms the Quadruple Alliance; would maintain the to-be-made peace settlement for 20 years
16. Napoleon's last days
- First Treaty of Paris (May 30, 1814)
 - a. Napoleon exiled to Elba
 - b. Bourbon monarchy returns
 - c. France given lenient terms; allowed to keep expanded boundaries of 1792
 - d. Belgium and Holland combined into the Kingdom of the Netherlands as a buffer state against France
 - e. Confederation of the Rhine replaced with the Germanic Confederation
 - Congress of Vienna (Sept. 1814)
 - a. Conference among PEAR and France to restore original boundaries in Europe
 - 1. legitimacy, compensation, anti-nationalistic, anti-liberal
 - Hundred Days
 - a. As the Congress of Vienna was progressing, Napoleon returned to Paris from exile
 - b. The Congress declared him an outlaw; PEAR each dedicated 150k men to end his rule
 - c. Defeats him at the Battle of Waterloo (June 18, 1815); Napoleon exiled again to Saint Helena
 - Second Treaty of Paris (Nov. 20, 1815)
 - a. Harsher than First Treaty of Paris
 - b. France must return to its borders of 1790
 - c. France stripped of Saar and Savoy regions
 - d. Must pay 700 million francs and support a 150k-man occupation army for 3-5 yrs.
 - e. Set up the Concert of Europe
17. P. Nut Apple Juice Fried. Pens WB Nations Waterloo
18. CLAPT SC PI II

c. Congress System

1. Monarchies devastated by the French Revolution and Napoleon would be restored
2. Carlsbad Decrees (1819) - issued by Metternich; press censorship and supervision of universities in German states in order to suppress liberal movements
3. Congress of Aix La Chapelle (1818) - Major powers removed their occupation troops from France
4. Spanish Revolution of 1820 - Bourbon king Ferdinand VII reinstated; broke his promise that he would rule with a parliament and a written constitution; was forced to comply by a group of army officers in 1820
5. Kingdom of the Two Sicilies - 1820 - the frightened king accepted a constitution when revolutions erupted in Naples
6. Congress of Troppau (Oct. 1820)
 - Holy Alliance (Prussia, Russia, Austria) issued Troppau Protocol - stable governments could intervene to restore order in countries experiencing revolution
7. Congress of Laibach (Jan. 1821)
 - Austria allowed to intervene in revolution in the Kingdom of the Two Sicilies
 - King there was restored as a monarch uninhibited by a constitution
8. Congress of Verona (Oct. 1822) - The French Army was to suppress the Spanish Revolution against Ferdinand VII; they succeeded
9. Monroe Doctrine (1823) - U.S. stated that Europeans cannot colonize America or interfere with new independent nations of the Americas

d. French Utopian Socialism

1. Government should rationally organize the economy and not depend on destructive competition (not laissez-faire)
2. Count Henri de Saint-Simon
 - social organization was the key to progress
 - parasites - court, aristocracy, etc. (those who don't produce) give way to the doers - leading scientists, engineers, industrialists who would plan the economy
3. Charles Fourier
 - socialist utopia of exactly 1620 people
 - called for emancipation of women and abolition of marriage, which he saw as just another type of prostitution
4. Louis Blanc

- Organization of Work (1839)
 - a. urged workers to fight for universal suffrage and take control of state peacefully
 - b. state-run workshops - workers had right to jobs

5. Pierre Joseph Proudhon

- What is Property? (1840) - saw property as nothing as theft; it was profit stolen from the worker (similar views as Marx)

e. Revolutions in France - 1830/1848

1. Louis XVIII (r. 1814-1824) (instated after Napoleon's fall) sought to balance interests of old aristocracy and liberal bourgeoisie

2. His successor, King Charles X (r. 1824-1830), angered the bourgeoisie

- Reduced interest of government bonds, which were held mainly by the bourgeoisie to get money to compensate aristocracy for land they lost during the revolution (in effect, was taking money away from bourgeoisie to give to the aristocracy)
- Disbanded the National Guard (consisted mainly of bourgeoisie)
- Four Ordinances enacted without parliamentary approval
 - a. Imposed further press freedom limitations
 - b. Dissolved liberal Chamber of Deputies
 - c. Scheduled new elections and restricted the electorate to weaken the opposition
- July Revolution Parisian artisans and tradespeople, spurred by the bourgeoisie, revolted against Charles X (July 1830)
 - a. He abdicated and fled to England
 - b. Louis Philippe proclaimed as king

3. Louis Philippe (r. 1830-1848)

- Orleanist King
- Radicals demanded universal suffrage and a republic
- Liberals only wanted broader suffrage within existing constitutional monarchy
- Louis Philippe and Guizot (his prime minister) refused any change
- February Revolution (1848)
 - a. Government forbade public meetings
 - b. Barricades were erected throughout Paris
 - b. King now promised electoral reform but was too late
 - c. Louis Philippe abdicated to England, leaving the liberal reformers and the radical republicans (Feb. 24)

4. Provisional Government

- Republicans storm the Chamber of Deputies, destroying liberals' hope of carrying on with Louis Philippe's son
- A provisional government is created, with 7 political republicans and 3 social republicans (including Blanc)
- Instatiates national workshops

5. The Constituent Assembly is elected in April 1848 by universal male suffrage across France

- Replaced provisional government with its own temporary executive board that contained no

socialists

- June Days (1848) - Constituent Assembly vs. Provisional Government
 - a. CA declares martial law, giving power to General Cavaignac (the Butcher)
 - b. Class war rages in Paris; CA wins

6. After June Days, the Constituent Assembly sought to create a republican constitution and elect a new president

- Louis Napoleon Bonaparte won the election against Lamartine, Blanc, Cavaignac, etc.
- Thus the Second French Republic was established
- The Nobles gained power
- Legislative Assembly - Blamed that they took away suffrage from middle class rights

7. Fallow Law (1850)

- Catholic Church now is in charge of public education

8. Louis Napoleon broke away from Legislative Assembly

- Held plebiscites
- Louis Napoleon Bonaparte became president then eventually emperor
- Became Napoleon III

9. "The Empire Means Peace"

f. Reform in England - 1830

1. England was on the verge of revolution

- Aristocracy was dominant
- Parliament controlled by king, undemocratic (~8% could vote)
- There was a growing desire for political reform
- Corn Laws (1815)
 - a. Disallowed import of grain despite the fall of the continental system
 - b. Benefited the aristocracy (who could make more money off of high grain prices)
 - c. Hurt middle class manufacturers, who had to pay their workers more
 - d. Hurt workers due to high bread prices
- Battle of Peterloo (1819) - Peaceful demonstration against Corn Laws that was savagely broken up by cavalry
- Six Acts (1819) - Placed controls on an already heavily-taxed press and eliminated practically all mass meetings
- 2. Reforms (No Revolution)
 - Reform Bill of 1832
 - a. House of Commons emerges as the dominant legislative body
 - b. New English industrial areas gained representation in the House of Commons
 - c. Many "rotten boroughs" eliminated
 - d. 12% men could vote
 - e. Thus, potentially revolutionary pressures were released (pine tree, unlike France, the oak tree)
 - People's Charter (1838) of the Chartist Movement
 - a. Key demand: universal male suffrage
 - b. Wanted complete democracy and rule by common people
 - c. Parliament refused this even though this petition had hundreds of thousands of signatures
 - d. . Suffrage, Annual Elections of House of Commons, Secret Ballot, Equal Electoral Districts, Salaries for Parliament Members
 - Repeal of the Corn Laws (1845)
 - a. The failure of the Irish potato crop might have led to famine in England
 - b. Tory prime minister Robert Peel gave in
 - 1. Joined with minority Whigs to repeal the Corn Laws
 - c. Chartists form Labor Unions
 - Reform Bills
 - a. England became more and more democratic
 - b. 1867
 - c. 1884
 - Robert Peel was Prime Minister who reformed

g. Revolution in Austria - 1848

1. Began in Hungary - Louis Kossuth demanded Hungarian autonomy from Austria, full civil liberties and universal male suffrage
2. Austrian government hesitated; Viennese students and workers protested with own demands
3. Austrian emperor Ferdinand I gave in; promised reforms and a liberal constitution
4. Metternich fled to London
5. The Austrian revolutionary coalition was weak
 - The peasant army supported Austria (they had abolished serfdom)
 - Hungarian revolutionaries wanted to unify other ethnic groups; all were soon fighting each other
 - Middle class wanted liberal reform; urban poor wanted socialist workshops and universal voting rights; both soon opposed each other
6. Ferdinand I abdicates in place of his nephew Francis Joseph
7. Conservative forces reassert themselves
 - Windishgratz smashes Czechoslovakia
 - Italian revolutionaries defeated
 - Peasant army attacks Viennese student workers
 - Russia brings Hungary back with 130k troops
8. Austrian revolution unsuccessful

h. Revolution in Prussia - 1848

1. Prussian middle class wanted a liberal constitutional monarchy that would unite Germany into a united and liberal German nation
2. Began pushing demands after 1848 French revolution; demands not granted
3. Berlin workers protested; Frederick William IV thus gave in to their demands
4. Frederick William IV promised a liberal constitution and a merge into a unified German state

5. However, workers still wanted more
 - March 26 - workers demanded universal suffrage, minimum wage, and 10-hr. workday
6. Prussian middle class disagreed w/workers' demands; tensions escalated
7. As they dissented, an elected Prussian Constituent Assembly met in Berlin to write a constitution for a Prussian state
8. At the same time, a self-appointed committee of liberals (the National Assembly) from various German states met in Frankfurt to write a constitution for a unified German state
9. The National Assembly, in the name of the German nation, called upon the Prussian army to oppose Denmark, which claimed Schleswig-Holstein was theirs even though it was primarily inhabited by Germans.
10. March 1849: the Frankfurt (National) Assembly offered throne back to Frederick William IV
11. By then, however, reaction had been successful; Prussian Constituent Assembly had already been dissolved
12. Frederick William IV refused the "crown from the gutter"; granted a limited conservative constitution and reasserted that he ruled by divine right

J. Industrial Revolution/Romanticism (19th Century)

a. Industrial Revolution

1. The shift from manufacturing with human/animal labor to machine power
 - England 1780 / Continent 1815 (late because of chaos and wars on the continent - Napoleon)
 - a. England was ahead of the continent
 - b. Industrial Revolution started with textiles and cloth
 - c. Continent set up tariffs against England (not Laissez-faire)
2. The standard of living did not increase proportionally
3. 1850 was a turning point.
 - Before 1850: Limited Standard of Living
 - a. Because population went up and there was a lack of total industrialization
 - After 1850: Increased Standard of Living

b. England's Industrial Revolution

1. Why England Industrialized First
 - The expanded Atlantic economy served the mercantilist England well
 - a. Colonies would trade only with England
 - b. Very large markets (and demand for products)
 - Had many rivers and canals which made it easier to trade and ship products
 - Had large deposits of iron and coal
 - Had no internal tariff barriers
 - a. Markets made larger
 - Agricultural Revolution
 - a. Able to grow more food for more money
 - b. Enclosure
 - c. Lowered food costs
 1. People are able to buy more manufactured goods
 2. Increased the size of the market
 - Big Markets = Good
 - Had a strong central bank and great credit market (to borrow money)
 - Had a stable predictable government
 - Had a mobile labor force
 - a. Enough workers for the Industrial Revolution
2. Notable Inventions of the Industrial Revolution
 - Flying Shuttle - John Kay - Reduced number of workers on looms
 - Spinning Jenny - James Hargreaves - A mechanical spinning wheel
 - a. Made to meet the demands of the weavers
 - Water Frame - James Arkwright - Improved thread spinning (using water power)
 - Factories - Poor Conditions
 - Power Loom - Cartwright
 - Locomotive "Rocket" - George Stephenson
 - a. First workers were children; Parishes cleaned out children into factories
 - Steam Engine - Savery/Newcomen - A new source of energy
 - a. James Watt - Improved the steam engine
 - Power: Water -> Charcoal (Wood) -> Coal/Steam

3. Chartist movement - democracy / getting votes
4. Political Action
 - Ashley Commission - Mines
 - Sadler Committee - Factories
 - Pauper Act - "Paupers" from orphanages can no longer be taken to factories to work (in harsh conditions)
 - Combination Acts (1799)- Banned workers' unions
 - Factory Act of 1833 - Children given better hours / Factory schools established (public education)
 - a. This split apart the family
 - Mines Act (1842) - Children under 12 and women could no longer work in mines
 - a. This split apart the family
4. Crystal Palace - World fair / showcase in England

c. The Continent's Industrial Revolution

1. Belgium - First continental country industrialized
2. Frederick List (German)
 - Zollverein - A tariff union that would protect the nation's economy from outside countries. Allows developing companies a chance
 - Government should be involved in economy
 - Economic nationalism
 - No internal tariffs within Germany
 - Guarantee of company loans to help the country/people/economy
3. Cockerhill - Belgium industrial empire (secrets from Britain)
4. Harkort - Watt of Germany

d. Dismal Scientists

1. They were from Manchester School of Economics
 - They opposed communism and were like Adam Smith (Laissez-faire)
2. David Ricardo - "Iron Law of Wages"
 - People would be always paid at a subsistence level
 - a. Just enough to live
3. Thomas Malthus - "Essay on the Principle of Population" (1798)
 - Food does not grow with population
 - a. There must be some way to limit the population
 1. Positive Checks (to keep the population down)
 - War
 - Famine and Disease
 2. Prudential Restraints
 - Wait longer to get married
 - Limit the amount of children
 - b. Population has to be kept in check
 - Population grows geometrically (1, 2, 4, 8, 16...)
 - Food grows arithmetically (1, 2, 3, 4, 5...)

e. Romanticism/Classicism

1. Classical
 - Mozart
 - David (Neoclassical)
 - Very Structured / Rational
 - a. Representative of Enlightenment Ideas
 - b. Mental / Cerebral
2. Romanticism
 - Early 19th Century
 - Supreme Purpose in Life - The full development of one's unique human potential
 - a. Suicide is irrational (loss of perspective)
 - A revolt against classicism (there were too many rules, structure, thinking, no emotions)
 - a. New forms of feeling and thought
 - b. Were Counter-cultural (Hippies???)
 1. Build something new or perish
 - Unrestrained imagination and spontaneity
 - Tremendous emotional intensity
 - a. People dueled to the death (suicides)
 - Yearning for the unattained, the unknown, the unknowable

- People didn't try to impress
- Idealized middle ages (not rational)
- Very Emotional

f. People/Works/Art

1. Romantics

- Rousseau - Pre-cursor to Romanticism
 - a. "...a passionate advocate of feeling, freedom and natural goodness"
- John Martin - Industrial revolution is dehumanizing and destroying nature
- Victor Hugo (Hunchback of Notre Dame)
 - a. Had to do with feelings (not fitting into society)

2. People of Industrial Revolution

- Richard Owen - Thought that children working is horrible / Age required should be 12
- Luddites - Broke machines / factories
- Chadwick / Ure - Supported industrial revolution

3. Poets

- William Wordsworth
 - a. Defied classical rules
 - b. A form of which anyone could appreciate
 - c. Poetry was the "spontaneous overflow of powerful feeling recollected in tranquility"
- Percy Bysshe Shelley
 - a. Desire for art to be more natural
- Lord George Gordon Byron
 - a. Byron took chances
 - 1. Restless and aimless hero (always on edge)
 - 2. Byronic hero
 - b. Prometheus Unbound
 - 1. Prometheus is free of crime
 - c. Frankenstein - Modern Prometheus
 - d. Joined in Greeks' attempt for independence
- John Keats
 - a. Ode on a Grecian Urn
 - b. Beauty is truth and truth is beauty - that is all we know on Earth, and all you need to know

4. Painters

- Gericault - Paintings in which nature was violent
 - a. Raft of the Medusa
- John Constable - Embraced nature
 - a. Hated the Industrial Revolution
 - b. White Horse
- William Blake
 - a. He critiqued the Industrial Revolution
 - b. He didn't like the satanic mills and the hard life of the poor
 - c. Chimney Sweeper
- Eugene Delacroix - Exotic Ideas
 - a. Liberty Leading the People
 - 1. Revolution of 1830
 - 2. Very idealized
 - b. Massacre of Chios
- Goya
 - a. Third of May
 - b. Pictured Spanish Civil War
- Joseph M.W. Turner
 - a. Snow Storm
 - b. Rainstorm
 - c. Rain, Steam, Speed

5. Composers: Beethoven, Chopin, Liszt, Schuman, Schubert

6. Marxists

- Engels - The Condition of the Working Class in England
 - a. Thought the middle class was responsible for increasing worker poverty.
 - b. Poverty was horrible.
- Marx - Profit is Theft (from Workers)

- a. Didn't like real wages because they are still stolen from the workers
- b. He is opposed to unions because they raise wages
 - 1. Combination Acts
- c. He wants to overthrow!
- d. History of humans is class struggle
- Labor Theory of Value
 - a. Value of product is amount of work put into it
 - b. People should divide amongst workers

K. Life in the Emerging Urban Society (19th Century)

a. Growth of Cities/Industry

1. The growth of industry caused changes for all groups
 - Factory Workers
 - a. The workers lives improved after 1850 as real wages went up
 - b. This proves wrong "Ricardo's Iron Law of Wages"
 - Aristocratic Elites
 - a. They lost political power for they no longer had full control of the parliament/government (Reform Bill of 1832)
2. Cities
 - People were more likely to die in cities as opposed to the country
 - Cities were congested, dirty and health to live in
 - Walking cities
 - a. Walking was often the only way of transportation in cities
 - Great Britain, France, Netherlands, and NW Europe in general had the greatest number of cities over 100,000 in Europe
 - There were "awful conditions" in the city
 - a. This is because of overcrowding and absence of public transportation
 - Hausmann
 - a. He rebuilt Paris
 - b. Urban Planning
 - Public transportation eased the crowding of cities
 - a. Electric Street Car

b. Disease/Health

1. Cholera - A disease that spreads through water (causes Diarrhea)
2. Miasmatic Theory - Things spread from smelling ("bad air")
3. Edwin Chadwick
 - A reformer who realized unclean conditions
 - He developed the Sanitary Idea
 - a. Disease and death caused poverty
 - This opposed the miasmatic theory in that things spread through filth rather than from smelling it
4. Jeremy Bentham
 - Utilitarianism
 - a. Most good for the most people
5. Pasteur
 - Germ Theory
 - a. Specific diseases were caused by specific germs
6. Robert Koch
 - He linked diseases to certain organisms
 - Also developed immunization
7. Joseph Lister
 - Antiseptic Principle
 - To keep things sanitary and clean

c. Society/Family

1. The Industrial Revolution caused the "disruption of the family of the early 19th century"
2. The rate of "illegitimacy" declined in the late 19th century
 - The man could now economically support the family
 - Marrying became more frequent
3. Women

- Feminist organizations were founded
 - a. They were to fight discrimination in education/employment
 - b. Women ruled in home, money matters and children
- 4. Gustave Droz
 - Love with marriage was the key to human happiness
- 5. Reduction in family size
 - This was because of the increase in care for children
 - People lived longer lives
- 6. Feodor Dostoevski
 - Brothers Karamazov
 - a. Four sons had a desire to kill their father
 - b. They were treated too harshly
- 7. Sigmund Freud
 - Psychoanalysis
 - a. Try to find the id
 - The totality of who you are is made into 3 parts
 - a. Id (raw person) - subconscious - what drives you
 - b. Ego - personality - who you think you are
 - c. Super Ego - conscience - told by society
 - Unconscious emotional needs drive human behavior
 - Defensive mechanisms control these needs
- 8. Working class youths differed from middle class youths
 - in they were often independent and could get more freedom

d. Intellectual Developments

1. Scientific knowledge expanded rapidly
2. Literature went from romanticism to realism
3. Law of Conservation of Energy
 - Different forms of energy could be converted but neither created nor destroyed
 - This showed that the physical world was governed by firm, unchanging laws
4. Dmitri Mendeleev
 - Codified the rules of chemistry in the periodic law and the periodic table
5. Michael Faraday
 - Discovered electromagnetism
6. Three significant consequences of triumph of science and technology
 - Everyday experience and innumerable popularizers impressed the importance of science on the popular mind
 - The philosophical implications of science formulated in the Enlightenment spread to broad sections of the population
 - Methods of science acquired unrivaled prestige after 1850

e. Social Scientific Ideas

1. Auguste Comte
 - "System of Positive Philosophy"
 - a. All intellectual activity progressed through predictable stages
 - b. Using positivist method, one can find the eternal laws
2. Charles Lyell
 - Evolution
 - Uniformitarianism
 - a. The same geological processes that are at work today slowly formed the earth's surface over an immensely long period of time
3. Jean Baptiste Lamarck
 - All forms of life had arisen through a long process of continuous adjustment to the environment
 - "Acquired characteristics"
4. Charles Darwin
 - "On the Origin of Species by the Means of Natural Selection"
 - Common ancestor - struggle for survival

5. Herbert Spencer
 - Social Darwinism
 - Human race is driven forward to ever-greater specialization and progress by the brutal economic struggle

f. Realism

1. Realism vs. Romanticism
 - Realism depicts life exactly as it is
 - a. Realists were strict determinists
 - b. Mid 1800s+
 - Romanticism glorified human actions and individuals
 - a. Romanticists were idealistic
 - b. Early 1800s
2. Honore de Balzac
 - "The Human Comedy"
 - a. Urban society as gossipers, amoral and brutal characterized by Darwinian struggle
3. Gustave Flaubert
 - "Madame Bovary"
 - a. Portrays the provincial middle class as petty, smug and hypocritical
4. George Eliot (Mary Ann Evans)
 - "Middlemarch: A study of provincial life"
 - a. Ways people are shaped by their social medium
5. Thomas Hardy
 - "Tess of the D'Urbervilles"
 - "The Return of the Native"
 - a. People frustrated and crushed by bad fate and luck
6. Leo Tolstoy
 - Greatest Russian Realist
 - "War and Peace"
 - a. Combined realism in description and character development with an atypical moralizing, which came to determine his late work
 - b. Human love, trust and everyday family ties are life's enduring values

L. Unification/Nationalization (19th Century)

a. Crimean War (1853 - 1856)

1. Background
 - First war since Congress of Vienna (1813)
 - a. The Metternich System kept Europe out of war for 40 years
 - b. Successfully prevented revolution or war
 - Fought on Crimean Peninsula (Black Sea)
 - Ottomans had religious freedom
 - a. Russians tried to protect the Christians in the Ottoman Empire
 - b. France (Napoleon III) later protected Christians
2. Reasons for the Crimean War
 - Nominal Reason: Oversight of Christian Shrines in Holy Land
 - Real Reason: Russia wanted to be a European power by getting control of the Mediterranean
 - a. England, France and Austria opposed this
3. Crimean War
 - Russia took Ottoman territory
 1. Occupied Moldavia and Wallachia (1853)
 - Ottomans declared war on Russia
 - a. England and France then declared war on Russia
 1. Piedmont joined as well
 - Austria and Prussia remained neutral
 - The Concert of Europe is destroyed
 - a. RAP no longer exists

- b. RAP crushed revolutions
 - 1. Therefore, countries now may break off
 - 2. Nationalistic change could begin in Germany and Italy
- 4. Treaty of Paris
 - Russia had to respect the neutrality of the Black Sea
 - a. Russia could not have a navy on the Black Sea
 - Russia lost Moldavia and Wallachia
 - Russia had to surrender territory near the mouth of the Danube
 - Russia is no longer a major European power

b. Italian Unification

1. Background
 - Realpolitik - Politics of reality
 - a. Camille Cavour (Italy)
 - b. Otto van Bismarck (Germany)
 - 1848-1849 - Revolutions had failed (Romantics)
 - Early 1850s - Austria had control of Italy and Germany
2. Divided Italy
 - Kingdom of Two Sicilies (South)
 - a. Ruled by Bourbon King
 - b. Was agricultural (not economically industrialized)
 - The Papal States (Center)
 - a. Ruled by the Pope
 - North - All except Piedmont
 - a. Dominated by Austria
 - b. Kingdom of Piedmont-Sardinia
 1. Run by Italians (Cavour)
3. 3 People of the Italian Risorgimento
 - Mazzini - "The Heart"
 - a. The Romantic heart
 - Garibaldi - "The Sword"
 - Cavour - "The Brain"
 - a. Prime Minister of Piedmont
 - These people wanted Italy to be unified
4. Camille Cavour
 - Carried a program of liberal reform in Piedmont
 - a. Piedmont became a progressive state
 - Was an enemy of the Pope
 - Foreign Policy:
 - a. Austria was a roadblock to Italian unification
 - b. Cavour wanted French assistance
 1. Sent troops in Crimean War to get support of France
 2. Napoleon III promised to help Cavour
 - Piedmont gets Lombardy and Venetia
 - France gets Nice and Savoy
5. Austro-Sardinian War
 - Cavour provoked Austria into declaring war (April 1859)
 - French and Piedmont counterattacked
 - Austrians were defeated at Magenta and Solferino
6. Napoleon III Backs Out
 - French Catholics opposed the supporting of Piedmont
 - Napoleon III backs out due to pressure
 - Peace of Villa Franca
 - a. Gave Piedmont Lombardy
 - b. Nice and Savoy not give to France
 - Cavour stepped down (out of fury)
7. Piedmont's Annexation of Northern Italy
 - Northern Italian states wanted to join and unite with Piedmont
 - Napoleon III would get Nice and Savoy
 - Cavour/Piedmont unites with the Northern states
8. Revolution in Southern Italy

- Poor (reactionary) policies of Bourbon King
- Garibaldi came with 1000 "red-shirts"
- Cavour supported this movement
 - a. Cavour deliberately cuts off Garibaldi to avoid Rome
- The Bourbon king fled
- Unification of the North and South (1861)
- The Italian Parliament proclaimed the establishment of the Kingdom of Italy with Victor Emmanuel as King

9. The Completion of the Risorgimento

- Italy made an alliance with Prussia (April 1866)
- Prussia defeated Austrians (Austria-Prussian War)
 - a. Piedmont received Venetia
- French pulled troops in Rome (to fight in the Franco-Prussian War)
 - a. The Italians occupied and annexed Rome

c. German Unification

1. Background

- 39 States and Austria and Prussia
- Austria dominated Germany

2. Bismarck

- King William wanted to have new taxes
- Realpolitik - (Anti-romantic) - "great issues of the day would not be settled by parliamentary debate and majority vote, but by blood and iron"
- Without permission, Bismarck raised taxes illegally

3. Schleswig-Holstein Affair

- Danish King ruled the partly Danish/German duchies
 - a. They were not part of Denmark
- Danish Parliament annexed Schleswig (1863)
 - a. This infuriated German nationalists
- Bismarck wanted Prussian domination
 - a. Wanted to create conflict with Austria
 - b. Made the Austro-Prussian Alliance
 - c. They defeated Denmark
 1. Prussia got Schleswig (more North)
 2. Austria got Holstein
 3. This arrangement caused conflict between Austria and Prussia
- Bismarck wanted to Isolate Austria
 - a. Napoleon III (France) remained neutral
 - b. Prussia made an alliance with Italy
 1. Bismarck promised Venetia to Italians if Prussians won

4. Austro-Prussian War / Seven Weeks War (1866)

- Prussia accused the Austrians of violating German Confederation agreements
 - Prussia proposed the abolition of the German Confederation
- Prussia defeated the Austrians at the Battle of Sadowa
- Treaty of Prague
 - a. Bismarck made a moderate peace with Austria
 - b. Prussia gained full control of Schleswig and Holstein
 - c. Prussia also gained Northern German States
- This formed the North Germanic Confederation

5. North Germanic Confederation

- Austria was now out of German affairs
- This was a Kleindeutsch (small Germany)
- Prussia dominated this North Germanic Confederation
- There were still some southern Germany States
 - a. They were liberal and Catholic
 - b. They didn't want to be controlled by autocratic/militaristic/Lutheran Prussia
- Bismarck wanted to fight France to win the Southern States

6. The Hohenzollern Candidacy

- 1868 revolution started the spark for the Franco-Prussian War

- Spanish revolution led to overthrow of Queen Isabella
 - a. A new monarch was needed
 - b. A Hohenzollern (Prussia) was considered
 - c. France strongly opposed this possibility
- Kaiser William I withdrew Leopold's name (the candidate's name)
 - a. This is because of French protests
- French ambassador Count Benedetti met with William I in Ems
 - a. July 13, 1870
 - b. He asked that a Hohenzollern candidacy would not be considered for Spain
 - c. William I refused this request and reported it to Bismarck
 - Bismarck didn't like this; he wanted conflict!

7. Ems Dispatch

- Bismarck wanted a reason to create war
- Bismarck edited the Kings report and released it to the paper
- Bismarck made it appear that William I and Benedetti insulted each other
- Napoleon III declared war on Prussia (July 19, 1870)
- Bismarck made alliances with the southern German States
 - a. All of Germany was unified in war against France

8. Franco-German War

- German armies invaded France
- France was defeated at the Battle of Sedan
- Parisian rebels declared the third French Republic
 - a. Wanted to continue war
 - b. Siege of Paris

9. Treaty of Frankfurt (May 10, 1871)

- France ceded the provinces of Alsace and Lorraine to the Germany and had to pay the Germans an equivalent of \$1 billion
- France were enraged and wanted revenge

d. Russian Nationalism/Revolution

1. Decembrist Revolt (1825)

- Czar Alexander I died in 1825
- Nicholas (his brother) took the throne
- Liberal army officers staged a revolt in St. Petersburg
 - a. They wanted Constantine as Leader
 - b. ... Liberal Constitution
 - c. ... to abolish serfdom
 - d. These officers learned romantic ideas from the occupation of France
- Nicholas I suppressed the revolt with little difficulty

2. Czar Nicholas I

- "Orthodoxy, Autocracy, Nationalism"
- Orthodoxy
 - a. Increasing control of Orthodox Church over educational system and intellectual life
- Autocracy
 - a. Absolute political authority of the Czar
- Nationalism
 - a. Policy of Russification of non-Russian minority nationalities
 1. Designed to compel them to adopt Russian culture

3. Polish Revolt (1830)

- RAP -> Duchy of Warsaw -> Kingdom of Poland
- A revolt broke out in Warsaw (1830)
 - a. They didn't want a Russian Czar as ruler
- Nicholas I crushed the revolution
- Suspended Polish Constitution
- This made Poland a part of the Russian empire
 - a. Russification of Poland

4. Reforms of Czar Alexander II (r. 1855-1881)

- Emancipation of the Serfs (1861)
 - a. Serfs acquired some land
 - b. State compensated landowners for lost land

- c. Peasants required to reimburse state
- d. Land was given to Mir (village communes) not to individual peasant

5. Rural Zemstvos

- Local government in provinces
- They raised local taxes, operated elementary schools, built roads
- Elected by private landowners, townspeople and peasants
- Russia's first representative government

6. Alexander II and Poland

- Polish revolt against Russia broke out in 1863
- Russians crushed the revolt
 - a. Most western European countries did not support
 - b. Except Prussia
 - 1. Bismarck bought Russian neutrality in Prussia's war with Austria (1866)
 - Austro-Prussian War

7. Terrorism

- Reforms of Alexander II increased demands for reform
- Some radicals turned to terrorism
 - a. "People's Will"
- Terror would hopefully get the government to change
 - a. However, this led to increased government repression
- Alexander II agreed to establish representative council to consider reform
 - a. Alexander II was assassinated the same day

8. Czar Alexander III (r. 1881-1894)

- He was an autocrat
 - a. Rejected all proposals for further reform
 - b. Secret Police went after terrorists
 - c. Censorship was tightened
 - d. Further Russification
 - e. Pogroms
 - 1. Authorities often encouraged peasants to conduct anti-Jewish riots
 - f. Also harassed Protestants in the Baltic and Catholics in Poland

9. Czar Nicholas II (r. 1894-1917)

- 1880's marked the beginning of Russia's industrial revolution
- "Russia must use the west to catch up to the west"
- Sergei Witte - Minister of Finance (1892-1903)
 - a. Made the Trans-Siberian railroad
- France helped with this industrialization

e. Germany After 1871

1. Background

- After 1871 (after Franco-Prussian War), Germany was united
- Kaiser William I of Germany (as opposed to Prussia)

2. Kulturkampf

- Early 1870's
 - Struggle for culture (civilization)
 - Bismarck tried reduced the influence of the Catholic Church
 - a. He could do this because he was Lutheran
 - b. After unification of Germany the Church had to dealt with politically
 - c. The Church was aggressive towards Bismarck
 - 1. Pope Pious IX was worried about secularism in Germany
 - Syllabus of Errors (1864)
 - a. Reactionary 80 statements that were errors
 - 1. secular/rational ideas that went against Catholic ideals
 - First Vatican Council (1870)
 - a. Papal infallibility
 - 1. Pope cannot be wrong (with his authority as the Pope)
- Campaign against the Roman Catholics of Germany
 - a. Catholics can't be loyal to both Germany and the Pope
 - b. Jesuits expelled from Germany (1872)
 - c. Prussia placed education of the clergy under supervision of state (1873)
- Catholic Center Party

- Bismarck's Kulturkampf had failed by the time Pious IX had died (1878)
- 3. Bismarck's Anti-Socialist Campaign (1878)
 - Social Democratic Party
 - a. Included socialists groups included Marxists
 - Bismarck: Repression and Social Welfare
 - a. Bismarck feared revolution
 - b. Repression: Banned socialists meetings, suppressed newspapers
 - c. Social Welfare: Creation of modern welfare state
 - Bismarck was conservative yet a realpolitik
 - a. Created liberal and socialist way of dealing with the working class
 - National Health/Accident Insurance (1883/1884)
 - Old Age Pensions
 - Bismarck had failed with his campaign
- 4. Kaiser William II (1888-1918)
 - Fired Bismarck ("Dropped the Pilot") (1890)
 - a. Was aggressive and wanted change
 - b. He was still erratic and very uncontrolled
 - Stopped anti-socialist legislation
 - Continued and expanded social welfare
 - Did not stop working class from voting for Social Democrats
 - By 1912, Social Democrats were the largest party in Reichstag
- 5. Compromise of 1867 - Dual Monarchy
 - Austria had been severely weakened by its losses in its wars
 - The Compromise of 1867 divided the Hapsburg empire into two distinct units
 - a. The Austrian Empire and the Kingdom of Hungary
 - b. The two countries operated independently yet acted together with foreign affairs

f. France: The Third French Republic

1. After the Franco-Prussian War
 - Parisian rebels formed the Third French Republic
 - Radicals dominated Paris and other cities
 - Monarchist candidates won the majority of the seats in the new assembly
 - a. They were however, divided, so they did not have great power
 1. Legitimists - monarch should be from Bourbon family
 - Wanted Charles X's grandson (reactionary)
 2. Orleanists - monarch should be descendant of Louis Phillipe
 3. Bonapartists - monarch should be a Bonaparte
 - The radicals formed the Paris Commune
 - a. They did not supported the Monarchists
 - b. Adolphe Thiers (head of government) ordered the dissolution of the Paris National Gaurd
 - c. Parisian Radicals responded by forming the Commune
 - d. Thiers and the Republic crushed and reasserted its control over the commune
2. 3rd Republic Anticlericalism
 - Catholic Church supported the Monarchists
 - The republic were not Monarchistic
 - The 1880's republican government sought to reduce the influence of the Church in national life
 - The Jesuit order was expelled from France
 - The name of God was removed from oaths
 - The Army, Church and the Monarchists did not like these actions
3. Boulanger Affair
 - General Georges Boulanger - Minister of War
 - Monarchist
 - In 1889, Boulanger was to carry out a coup against the government with Monarchist and Clerical support
 - He failed to do this
 - This discredited the Monarchists and strengthened the Republic
4. Dreyfus Affair
 - Jewish officer Alfred Dreyfus was convicted of giving information to Germans

- Actual criminal was major Esterhazy
 - Dreyfusards - supported Dreyfus innocence and the cause of the republic and anticlericalism
 - Anti-Dreyfusards - insisted on Dreyfus guilt
 - a. Supported the cause of Monarchists, Army and the Church
5. Emile Zola
- "J'Accuse"
 - a. I accuse you
 - b. Zola charged the army with forging the evidence that convicted Dreyfus
 - By 1906 Dreyfus was pardoned
 - Victory of Dreyfusards was a defeat for the conservative elements of the army, the Monarchists and the Church as well.

g. England

1. Benjamin Disraeli/The Reform Bill of 1867
 - Conservative Prime Minister
 - a. Tory - Conservative
 - b. Keep things the same
 - c. Pessimistic view on things
 - d. "Dismal Disraeli" - committed to imperialism (Israel is in Disraeli)
 - Movement towards greater democracy
 - Changed the representation of Great Britain
 - a. Most of the urban workers could now vote
 - b. "Great Leap into Darkness"
 - c. Some seats in the House of Commons were redistributed
2. William Gladstone/"Great Ministry"
 - Liberal "Great Ministry" (1868-1874)
 - a. British Parliament enacted extensive reform program
 - b. Civil service exams
 - c. Education Bill of 1870 provided money to local school boards to operate non-sectarian schools
 - d. Workers gained the right to organize unions and to strike (1871)
 - e. Gladstone maintained Laissez-Faire
3. Disraeli (again) (1874-1880)
 - "Tory Democracy"
 - a. Designed to benefit the working class and win further support for the conservative party
 - b. Conservatives were less committed to Laissez-Faire doctrine
4. Gladstone (again) (1881-1885)
 - The Reform Bill of 1884
 - a. Extended right to vote to most urban workers
 - The Irish Question/Home Rule
 - a. Act of Union (1801)
 1. Ireland governed by British Parliament
 - b. Catholic Emancipation Act
 1. Increased the number of Irish in Parliament
 2. Before Catholics were not allowed in Protestant Parliament
 - c. Home Rule: Irish would have own Parliament but would join with Britain's foreign policy
5. Home Rule: Six Protestant counties (Ulster) in Northern Ireland opposed this
 - Home Rule Bills (1886 and 1893)
 - a. Were both defeated by conservatives
 - Liberals pushed through Home Rule (1914)
 - a. Could not be enforced because of opposition from Ulster
 - b. The Northern States tried to keep separate from Ireland
 - Both Protestants and Catholics formed militia's - brink of civil war (WWI)
6. Labor Party
 - Workers in labor unions formed the Labor Party (1900)
 - It replaced the Liberal Party
 - In an effort to keep the Labor vote, the Liberals enacted worker friendly legislation
 - a. Aid to injured workers (1906)

- b. Old age pensions act (1909)
- 7. "People's Budget" (1909)
 - Called for tax increases to pay for social programs and naval expansion
 - a. (blame Kaiser William II)
 - House of Lords refused to pass Bill
 - a. King George V threatened to increase # of liberals in Lords to pass
 - 1. Lords passes it - weakened the power of the lords
 - Further promoted full political democracy in England

M. Imperialism (19th Century)

a. Background (Industrialization and the World Economy)

1. Europe Industrialized and Nationalized
 - Before 1750, no one was industrialized
 - Industrialization
 - a. Europe used their superior military power to force non-European countries into European economic interests
 - b. The industrial revolution cause the industrialized nations to increase their wealth enormously compared to those of who didn't industrialize
 - c. Caused technological / military differences
 - Nationalism
 - a. This increased competition for power and strength (and money!)
 - b. Countries wanted more colonies
2. Old vs. New Colonialism
 - Before and after 1880's
 - Old Colonialism
 - a. Countries went to colonies and left
 - b. European traders simply bought goods from native merchants as produced by native methods
 - c. In this time (between 1815 and 1870), there were no significant colonial rivalries
 - New Colonialism
 - a. Countries went to colonies and stayed there
 - b. Europeans wanted certain types of goods, produced in specific quantities
 - c. People started to have economic interests in the colonies
 1. People put a lot of money into colonies
 - The set up mines, factories, warehouses, railroads, etc.
 - People came to the colonies, so offices, home and hotels and more were built
 2. They needed to protect their money, so Europe took over their territories
 - When you put money in, you want some output
 - d. Europeans transformed large elements of colonial population into wage employees
3. World Trade in 1840 Grew
 - This is because tariffs were removed
 - Free trade became widespread
 - a. Repeal of the Corn Laws (1846)
 - b. Britain became the largest market (because of no tariffs)
4. Europe conquered distance
 - Steam power was developed
 - a. Ships can easily travel across bodies of water
 - Steel
 - a. They were cheaper and light-wight as compared to previous materials
 - Waterways
 - a. Canals were built (shorter distances to travel)
 - Railroads
5. World Trade Patterns
 - Over time, trade with colonies occurred out of necessity. (1820 -> 1850)
 - a. These colonies could not make tariffs to stop this trade
 - b. Other European countries made heavy tariffs on goods
 - Most the capital exported from Europe went to Europe, the Americas, and the Oceanic region
 - Trade with Americas and Australia were peaceful and mutual
 - a. The Native American Indians and Australian aborigines suffered

- European life required material goods, many of which was made only in tropical areas

b. China, Japan, Egypt

1. Types of Colonizations

- Old Colonizations
 - a. They were opened up to trade by Europe
 - b. Before 1880's
 - c. ex) China and Japan
- New Colonizations
 - a. They became under the influence of Europe
 - b. After 1880's
 - c. ex) Egypt
- Levels of Colonization
 - a. Sphere of Influence (China/Japan)
 1. A country (England/US) gets the right to trade
 - b. Protectorate (Egypt)
 1. Ruler is bound by other countries (England)
 - c. Colony
 1. Territory becomes a part of another country

2. China

- Background
 - a. Self-Sufficient
 - b. In 1700's, China was economically equal to Europe
 - c. China thought Europe was barbaric and didn't want to have anything to do with the west
- Tea/Silver Trade
 - a. England and China started to trade tea and silver
 1. China had very wanted tea
 2. England had to pay in silver (China didn't want English goods)
 - b. Manchu Dynasty
 1. They were happy with the trades
 2. The Europeans had to trade in only one city Canton
 - This was heavily regulated
 - c. Opium Trade
 1. Britain wanted to trade freely with China
 2. Opium began to be traded into China illegally
 - Silver was returned to England
 - d. Lin Tse-hsu (of Manchu)
 1. He wanted to stop the Opium trade
 2. It depleted China's silver supply
 3. Lin Tse-hsu ordered foreign merchants to obey China's laws
 - e. Opium War
 1. Background
 - The merchants refused Lin Tse-hsu's order
 - They were then expelled
 2. Opium War (1839)
 - England vs. China
 - England wins because of their superior military technology
 - Treaty of Nanking
 - a. China gives Hong Kong to Britain
 - b. 5 other ports were open to trade
 - c. China had to pay \$100 million
 - This opens up the coast to the West
- 3. Second Round of Attacks
 - British wanted more markets to trade in
 - English soldiers went to Peking and tore down the Emperor's summer palace (1856)
 - Treaty of Tientsin (1857)
 - a. China's inland opened up to Western influence
 - b. This stated China's century of humiliation

3. Japan

- Background
 - a. Japan opened up to West by the threat of war
 - b. America wanted trade
- Commodore Matthew Perry
 - a. Went to Japan and threatened the Japanese with force
 - b. Gunboat Diplomacy
 - c. This leads to the Treaty of Kanagawa
 1. America gets access to Japanese trade
 2. 2 ports were opened up to the US

4. Egypt

- Muhammad Ali
 - a. "Englishmen are like ants..."
 - b. Established a strong and independent Egyptian state to be ruled by his family
- Khedive Ismail
 - a. Westernized Egypt
 - b. Was often very ambitious and did many expensive projects
 1. Suez Canal
 2. This created debt
 - c. He changed farming to commercial agriculture
 1. Cash crops
 2. Cotton
 - Britain needed this cotton
- The British Takeover
 - a. The debt looked very grim for Egypt
 - b. Britain took over finances for Egypt
 - c. Essentially became a protectorate (British influenced government)
- Colonel Arabi/Egyptian Nationalist Party
 - a. Ismail abdicated his throne to his son Tewfiq
 - b. They were nationalistic and opposed British control of the government
 - c. Arabi tried to revolt and held anti-European riots in Alexandria (1882)
 - d. Tewfiq fled to British ships for safety
 - e. The British bombarded Alexandria
 - f. Arabi led a revolt and was promptly crushed

c. Immigration/Emigration

1. Population Boom

- There was a rise in population in the 1700s and 1800s
 - a. Europe doubled its population from 1800 to 1900
 - b. This was because of the rise in the standard of living
- Overpopulation became a problem
 - a. Living space and employment opportunities became harder to get
- People left to the west because of these problems

2. Immigration/Emigration

- Immigration - people enter a country
- Emigration - people leave a country
- Migrant - people leave a country and then come back
 - a. Examples would be the Italian "Swallows"
 - b. They repatriated back during farming seasons
- This immigration/migration stopped after WWI
 - a. People started to get more rights and opportunities

3. Common Patterns

- Europeans made up much of the world population (outside of Europe)
- Emigration generally grew until WWI
- People typically emigrated for better opportunities
 - a. They were often small peasant landowners or village craftsmen
 - b. Often practiced Agriculture
- Different European people had different patterns

- a. Eastern European Jews
 - 1. Least likely to repatriate
 - 2. They would have no opportunities
 - b. Balkans
 - 1. Most likely to repatriate
 - 2. 9/10 emigrants came back
 - 3. They would have opportunities if they came back
- Not everyone went to America

d. Colonialism of Africa

1. The Great Trek
 - North-east migration from Cape Town to Transvaal and Orange Free State by the Dutch
 - British imposed their own law on them
 - a. No slavery and Anglican Church
 - b. Ordinance 50 (1825)
 - 1. Gave equal rights to all
 - 2. Denied the right to have slaves
 - 3. Issued by the British
 - British border wars with Zulu and Xhosas
 - Migrants wanted farmland
 - Population increased
 - a. There was crowding
2. Stanley and Livingstone
 - Livingstone went to dark Africa to help people and went missing
 - Stanley soon went and used Livingstone to gain money
 - a. He made treaties and worked with Belgian King Leopold II
 - b. This led to the Congress of Berlin
 - Livingstone is old imperialism while Stanley is new imperialism
3. Congress of Berlin (1884-1885)
 - Main concern was the Congo River basin
 - a. Brazza (France), Stanley (Belgium) were adventurers in Congo
 - b. France, Belgium and Britain started to have conflict
 - Bismarck and Jules Ferry (France) set a conference which established the basic rules of imperialist competition in sub-Saharan Africa
 - a. Bismarck wanted to prevent war
 - b. Established the principle that European claims to African territory had to rest on "effective occupation" in order to be recognized by other states
 - c. No single European power would be able to claim all of Africa
 - d. Bismarck wanted to improve Franco-German relations
 - 1. German Karl Peters was an explorer who wanted support
 - 2. Bismarck established protectorates over small kingdoms and tribes in Togo, Cameroons, southwest Africa and later East Africa
 - 3. French pressed southward from Algeria
 - 4. Created hostility between French and English
 - Berlin Act of 1885
 - a. Free European trade
 - b. Africa is neutral during war
 - c. End slave trade
 - d. Reduced tensions between European powers
 - e. Principle of freedom of navigation on Niger and Congo Rivers
 - f. Limits for Portuguese claims were recognized
 - g. French claims along Congo River were recognized
 - h. Leopold's "International Association of the Congo" was recognized as the de facto government of the Congo basin, and the territory was renamed "The Congo Free State"
 - Germany looked like a fair state
 - a. Germany gained nothing
 - Germany wanted to expand from South to South-West Africa
 - Liberia and Ethiopia were never colonized

4. South African "Boer" War

- Background
 - a. Occurred in Transvaal/Orange Free States
 1. Where the Dutch were after the Great Trek
 - b. British came because of money
 - c. Dutch led by Paul Kruger
 - d. British were called Uitlanders by the Dutch
- Jameson Raid
 - a. Dutch saw this as an official plot (for the British) to seize Dutch lands
 - b. As a result, Transvaal and Orange Free State joined together
- Melner - Commissioner of South African territories
 - a. Wanted commerce in Dutch states
- Boers revolted and declared war on Britain (1899)
 - a. Germany supplied the Dutch with supplies
 - b. The Boers were winning for a moment
- The British then changed generals (Buller to Roberts)
- Roberts beat the Dutch but not all was done
- Roberts left and Kitchener took over
- Dutch guerilla forces attacked again
 - a. Took a long time to defeat
- Treaty of Vereeniging (1902)
 - British won and Dutch accepted British rule

5. Fashoda Incident

- Scramble for Africa
 - a. France
 1. Wanted to have a link from Atlantic through Sahel to the Nile
 - b. Britain
 1. Wanted to have a link from South Africa to the Nile
 2. A proposed railroad
 3. Cape Town-Cairo
 - c. Fashoda is where these two countries' desires met
 1. On the banks of the White Nile (Sudan)
- Jean-Baptiste Marchand (France)
 - a. Secured Fashoda as a France colony
 - b. He went across Africa (west to east)
- Britain went up Nile River (north to south)
 - a. Charles Gordon
 1. He was romantic and did not make many preparations
 2. He was stopped at Khartoum (1885) by independent Muslims
 - b. General Horatio H. Kitchener (1898)
 1. He went south carefully and built a railroad as he traveled south
 2. This way he can have constant reinforcements and supplies
 3. British met Muslim tribesmen at Omdurman
 - The Machine Gun crushed the Muslims
- France and Britain Meet
 - a. Britain met French forces at Fashoda
 - b. There was a threat of war
 - c. France was involved in the Dreyfus affair and didn't want to be involved in war
 1. So they backed down
- This incident showed how Britain became a brutal and bullying force
- General Baring
 - a. Baring's (Britain) approach to Egypt showed the use of military force, political domination and self-justifying ideology of beneficial reform

6. Justification for the Colonialism of Africa

- Many thought colonies were essential to great nations
 - a. "All great nations in the fullness of their strength have desired to set their mark upon barbarian lands and those who fail to participate in this great rivalry will play a pitiable role"

in time to come" - Heinrich von Treitschke

- Social Darwinism
 - a. European nations, which were seen as racially distinct parts of the dominant white race, had to seize colonies to show they were strong and virile
 - b. The conquest of "inferior" peoples
- White Man's Burden
 - a. Europeans could and should "civilize" more primitive, nonwhite peoples
 - b. Nonwhite would receive the benefits of modernization and soon be ready for self-government and Western democracy
 - c. Rule rather liberate
 - d. Rudyard Kipling
 1. Kipling was a racist bully whose rule rested on brutality, racial contempt and the machine gun
- Economic Motives
 - a. Competition
 - b. Tariffs
- Political Reasons
 - a. Leading countries saw colonies as crucial to national security, military power, and international prestige
- Industrialization
 - a. Rapidly firing machine gun
 - b. Quinine - control malaria
 - c. Communication (telegraph and steamship)
- 7. Critics of the Colonialism of Africa
 - J.A. Hobson
 - a. *Imperialism*
 1. The rush to acquire colonies was due to the economic needs of capitalism
 2. Only unscrupulous special-interest groups profited from imperialism
 3. Moral condemnation of whites imperiously ruling nonwhites
 - b. He was like Lenin (socialism)
 - Henry Labouchere
 - a. Mocked Kipling's famous poem (Black Man's Burden)
 - Joseph Conrad (Polish)
 - a. *Heart of Darkness*
 1. Castigated the "pure selfishness" of Europeans in "civilizing" Africa
- 8. Cecil Rhodes
 - Showed the ruthlessness of the new imperialism
 - He wanted to make Cape Town-Cairo link
 - He was extremely passionate with his ideas
 - a. He persuaded and inspired others to follow his lead
 - b. He was a born negotiator and a crafty deal maker
 - Build a corporate monopoly and claimed vast tracts in Africa
 - a. However, he left a bitter legacy for the Africans
 - He formed the De Beers Mining Company in 1880
 - a. By 1888, he monopolized southern Africa's diamond production
 - He became Cape Colony's prime minister from 1890 to 1896
 - He wanted to dominate the Afrikaner republics and impose British rule as much as possible
 - He built a great empire by forcing Africans under his control
 - However, Rhodes went to far
 - a. He backed and failed to call back a failed invasion of Transvaal
 - b. He was forced to resign as Prime Minister
 - He was homosexual

e. Changes in China

1. Taipeng Rebellion (1850-1860s)
 - Background

- a. It was a Chinese event
 - b. Chinese vs. other Chinese people
 - Hung Hsiu-ch'uan
 - a. Born into a poor family
 - b. Wanted to get into the government (took civil service exams)
 - c. He failed numerous times
 - d. He then became influenced by Christianity
 - 1. In dreams he thought he was Jesus' younger brother
 - e. He wanted Canton to be "Tien-Ching" (Heavenly City)
 - f. He revolted against the Manchu Dynasty
 - Taipeng Rebellion
 - a. The rebellion was great in the southern party of China
 - b. Hsiu-ch'uan eventually tried to take Peking and failed
 - c. 20-30 million people died
 - d. The rebellion lasted for a very long time
 - Manchu Dynasty survives
 - a. Charles "Chinese" Gordon
 - 1. He helps the Manchu Dynasty survive
 - 2. Also the same Gordon involved in "Khartoum"
 - b. British had economic interests in Manchu Dynasty
2. Sino-Japanese War (1894-1895)
- Fought between China and Japan for Korea
 - Japan crushes China
 - a. They are more technologically advanced
 - Treaty of Shimonoseki (1895)
 - a. Taiwan goes to Japan
 - China is exposed as being weak because of this war
 - a. This leads to the "100 Days of Reform" (1898)
 - 1. It was similar to the Meiji Restoration
 - 2. It was radical
 - b. Power against reformists were high
 - c. People revolted
 - d. Empress Dowager took control (coup)
3. Open-Door Policy (1898)
- Countries scrambled for spheres of influence in China
 - US was involved in Spanish-American war
 - a. They gained the Philippines
 - US then wanted a sphere of influence in China
 - a. However they were too late
 - US wanted equal trading rights to all nations in all parts of China
 - Recognition of integrity of Chinese territory
 - a. It cannot be partitioned
 - John Hay proposed this Open-Door Policy
 - a. No one formally accepted it
 - b. He stated everyone agreed and only two countries opposed
 - 1. Russia and Japan
4. Boxer Rebellion
- Secret societies to kick out Europeans
 - Known as Boxers
 - a. They were anti-western and tried to throw out western influence
 - Killed Chinese Christians
 - European countries flooded China with soldiers
 - Boxer Protocol (1901) - Europe can keep troops in Peking

f. Changes in Japan

1. Meiji Restoration
- Japan changed from feudalism to a modern and westernized country
 - The Japanese westernized heavily
 - a. They followed other countries examples and used their experts
 - The Japanese dropped their anti-foreign attacks

- They beat China and Russia in disputes over Korea
- 2. Russo-Japanese War (1904-1905)
 - Fought over Korea and Manchuria
 - Russia had built the trans-Siberian railroad
 - Vladavastok was a port city which had access to the Pacific
 - a. British opposed this
 - In 1898, Russians gained Port Arthur in China (a warm water port)
 - Britain wanted to get control of the seas
 - a. Get rid of Russian influence
 - Japan wanted the territories Russia had
 - Anglo-Japanese Treaty (1902)
 - a. English will help in wars against Russia
 - Japan secretly attacked the Russians at Port Arthur
 - a. Russians were crushed
 - b. They didn't have supplies or ships
 - Treaty of Portsmouth

g. Changes in India

1. The Great Rebellion / Sepoy Mutiny
 - The last traditional response to European rule in India
 - Sepoys revolted
 - a. They were Hindu and Muslim mercenaries who worked under the British India Tea Company
 - b. Cartridges were covered with pork
 1. They revolted!
 - Change of government went from British India Tea Company to Britain itself
2. British Takeover
 - The British established their own society onto India
 - They established modern education, irrigation project, railroads and more
 - Upper class Indians had a chance to rise in this society
 - a. However, they could never be the equal of the white man

h. Eastern Question / Russo-Turkish War (1877-1878)

1. Russian Motives
 - Russia wanted to take Constantinople (Tsarigrad)
 - Wanted to reunite with Slavics outside of Russia
 - a. Balkans
 - b. This idea is called Pan-Slavism
 1. This was favored by the Russian government for it diverted attention from internal and revolutionary troubles
 - The Balkans were part of the Ottoman Empire
2. Russo-Turkish War of 1877-1878
 - Slavics in Balkans broke out against the turks
 - Russia declared war on Turkey (1877)
 - The British were unhappy for they wanted to control that area
 - a. It was near the Suez Canal
 - b. Disraeli (Britain) bought off 44% of Suez Canal's shares
 - c. Britain gained control of India
 - d. Suez Canal was lifeline of British Empire
 - In 1870, Russia repudiated a clause in the Treaty of 1856 and began to build a fleet on the Black Sea
 - Russians crushed the Ottoman Empire
 - Treaty of San Stefano
3. English Response
 - English were very angry against Russia
 - English were jingoistic
 - a. Nationalistic / clamoring for war
 - English and Russia were almost at war
 - Bismarck, the "Honest Broker", prevented war through diplomacy
4. Congress of Berlin (1878)
 - Partitioned the Ottoman Empire and gave something to all (or almost all)
 - Honest Broker - no interest except in European peace

- Treaty of Berlin (1878)
 - a. Ended the immediate threat of war
- Russia and France were not very happy with the outcome
- Bismarck wanted to prevent a Russian/French alliance

N. World War I

a. Ententes / Alliances

1. Entente vs. Alliance
 - An Entente was an agreement to be on the same side
 - An Alliance was an defensive agreement
2. 3 Emperor's League
 - Bismarck wanted to be in an alliance of 3
 - He wanted to isolate France
 - An alliance of Germany, Austria-Hungary and Russia
 - a. Austria-Hungary had problems with Nationalism
 - b. Russia had problems over the Balkans (Pan-Slavism)
 - Bismarck negotiated Austria and Russia to create an alliance
 - Military Defensive Alliance
 - a. Fight radicals
 - b. Remain neutral if one attacks (not an offensive alliance)
 - Peace in Eastern Europe
3. Austro-German Alliance
 - Bismarck had Congress of Berlin in 1878
 - a. Russian expansion into the Balkans
 - The Congress of Berlin infuriated Russia
 - Bismarck created an alliance with Austria against Russia in 1879
4. Triple Alliance
 - Italy then joined the Austro-German Alliance
 - a. Italy had tensions with France
 1. Italy wanted Tunisia
 2. France controlled Algeria
5. Reinsurance Treaty
 - Russia didn't renew the 3 Emperor's Alliance
 - a. They opposed Austria-Hungary
 - Bismarck signed a Re-Insurance Treaty with Russia in 1887
 - This continued to keep France isolated
6. Franco-Russian Alliance
 - France invested in Russia
 - It was thought to be unlikely for them to make an alliance
 - a. They were conflicting people
 1. Russia was absolutist
 2. France was liberal
 - Bismarck was dropped in 1890
 - Kaiser William II refused to renew the Re-Insurance Treaty
 - France made an Alliance with Russia
7. England's Splendid Isolation
 - Didn't want to be involved in any wars or alliances
8. Anglo-Japanese Treaty of 1902
 - Tried to stop Russians in Pacific Ocean
 - The English were unpopular (Fashoda/Boer)
9. Entente Cordiale (Anglo-French Entente of 1904)
 - Britain gained Egypt/Sudan
 - France gained Morocco
10. German Tensions with England/France
 - William II challenged this agreement
 - Germany was too aggressive and caused trouble
 - Essentially blamed for WWI
11. Anglo-Russian Entente of 1907
 - Resolved disputes in central Asia
 - English and French had an alliance

b. Moroccan Crises / Bosnian Crisis

1. First Moroccan Crisis (Tangier Crisis) (1905)
 - International Crisis over colonial status of Morocco between March 1905 and May 1906

- French and Britain made agreement
 - a. Entente Cordiale gave France control over Morocco
- William II
 - a. Went to Morocco and talked about an "Open Door" policy in favor of Moroccan independence
 - b. Germany provoked France / Britain
- Algeciras Conference
 - a. Germany was wrong and France kept Morocco
- 2. Bosnian Crisis
 - There were Slavs in Bosnia
 - Bosnia wanted to become a part of Serbia
 - Count Aehrenthal (Austria) and Isvolski (Russia) made an agreement
 - a. 1907, Austria can take Bosnia and Russia could have access to Constantinople
 - b. Serbia is very upset with this agreement
 - c. Russia had diplomacy with Britain/France to get Constantinople
 - d. Austria just took and annexed Bosnia (1908)
 - e. Serbia is very angry as Russia never came to aid
 - f. As a result, Austria became an enemy of Serbia
 - g. Serbia formed the Black Hand (1911)
 - h. Austria had many Slavs in its land
- 3. Second Moroccan Crisis (Agadir Crisis) (1911)
 - Germany was unhappy with the result of the Algeciras Conference
 - William II sent German gunboat "Panther" to Moroccan port of Agadir (July 1, 1911)
 - Europeans thought he wanted a port in Agadir
 - This caused tension between countries
 - In order to avoid war, France gave a part of French Congo to Germany (very insignificant)
 - France would keep Morocco
 - David Lloyd George - Mansion house speech declared Germany as not right (didn't support Germany)

c. Balkan Wars

1. First Balkan War
 - Balkan League (Serbia, Bulgaria, Greece, Montenegro)
 - They wanted to kick out the Ottoman Empire in the Balkans
 - a. The Ottoman Empire (Turkey) still had territory in the Balkans
 - They wanted to partition the Turkish Empire
 - The League won; they kicked out the Ottoman Empire
 - Austria wanted to stop Serbia from becoming too powerful
 - a. Tried to stop Serbia from getting a seaport on the Adriatic Sea
 - b. Austria intervened
 - Treaty of London
 - a. Intervention of Austria
 - b. Austria created Albania to prevent Serbia getting Adriatic Sea
 - c. Serbia was given a large part of Macedonia
2. Second Balkan War
 - Bulgaria regarded Macedonia as her territory
 - a. Bulgaria was nationalistic and wanted more territory
 - Bulgaria declared war on Serbia
 - Bulgaria vs. Serbia, Montenegro, Greece, Turkey, Rumania
 - Bulgaria was defeated
 - Turkey and Rumania gained valuable territory

d. Events leading up to WWI

1. Serbia became upset as a result of the Bosnian Crisis and Balkan Wars
 - Serbia became larger and stronger
 - a. Wanted to unify with Slavs
 - b. Resulted in conflict with Austria
 - Serbs in Bosnia and Herzegovina grew troublesome
2. The Black Hand was formed

3. Gavrilo Princip assassinated Archduke Franz Ferdinand (Austria)
 - June 28, 1914 in Sarajevo, Bosnia
4. Austria became very mad
5. Austria gave an ultimatum which Serbia could never accept
6. This was supported by Germany's blank check
 - Issued by German Chancellor Theobald von Bethmann-Hollweg
 - Supported aggressive measures
 - Gave Austria army and support
6. Serbia refused, Austria declared war on Serbia
7. Russia fully mobilized against Austria
 - Nicholas II wanted a partial mobilization
 - However, he would have to fight against two countries
8. Germany joined with the Austrians as they were allies
9. France and England joined with Serbia/Russia against Germany and Austria
10. Italy later joined the allies in promise of land (1915)

e. The Two Sides of the War

1. Allied Forces
 - Britain
 - France
 - Russia
 - Serbia
 - Belgium
 - Italy (1915)
 - US (1917)
2. Central Forces
 - Germany
 - Austria-Hungary
 - Ottoman Empire
 - Bulgaria

f. Plans / Battles

1. Schlieffen Plan
 - Called for a two front war
 - It was to be a quick war; take out the French front then Russian front
 - Moltke carried out the plan
 - a. He made the mistake of not "keeping right arm soldiers"
 - b. Weakened offense and diverted away from right arm
 1. Sent to Alsace / Lorraine instead of Russia
 - Battle of Tannenberg
 - a. Russia mobilized quickly
 1. Russia became an actual threat
 - b. Germany had to protect
 - c. One of the things that weakened Schlieffen Plan
 1. Germany won
 2. However, it diverted away from West
 - Germany invaded Belgium
 - a. Belgium became involved in the Alliance side
 - b. Germans did bad things
 1. Belgium became a propaganda nightmare for Germany
 - c. Belgium fought with Guerilla warfare
2. Plan XVII
 - Plan adopted by France (1913) for WWI
 - Offensive French Military strategy by Ferdinand Foch
 - Relied on principle of élan ("dash") and brute force
 - Tried to capture Alsace-Lorraine
 - The plan was a complete failure
 - Germans had a strong defense
 - France thought that Germans would not go through Belgium
 - a. They thought it was fake
3. First Battle of Marne
 - France halted the German advance

- Sept 5, 1914 - Sept 12, 1914
- Allies retreated toward Paris because of Germans
- Germans moved closer to Paris
 - a. Their right flank became opposed
- There was a split between the German first and second armies
- After this war, trench warfare began
- This war had the highest amount of people killed
- Taxicabs from Paris

4. Battle of Gallipoli

- Allies wanted to knock Turkey out of the war
- Britain wanted to connect with Russia
- Britain used Australian forces against Ottoman Empire
- Allies were destroyed

5. Battle of Verdun

- German attack on Verdun (Feb 21, 1916)
- Came as a surprise to the French
- Germans tried to break the trenches
- War of attrition

6. Battle of Somme

- Allied attempt to break through German line
- General Douglas Haig
 - a. Massive bombardment for a week
 - b. Largely a British attempt
- British gained less than 10 miles of land
- War of Attrition

g. US Entry into WWI

1. Unrestricted Submarine Warfare

- Germany announced Unrestricted Submarine Warfare (Feb, 1915)
- The Lusitania was attacked by a German U-Boat
- This incident caused the US to frown upon Germany

2. Zimmermann Telegram

- A note sent by Germany to Mexico on a possible alliance against US
- Showed German intentions against United States
- Intercepted by the Allies
- US declared war on Germany as a result

h. Effects of the War

1. Total War (specifically Germany)

- The war became the main focus of life
- Capitalism became abandoned
 - a. Planned economies
- Walter Rathenau promoted Germany's total war effort
 - a. He set up the War Raw Materials Board
- Hindenburg and Ludendorf
 - a. Declared ultimate mobilization for total war
 - b. They replaced Bentham-Hollweg as military leaders
- Germany Auxiliary Service Law
 - a. Required all males between 17 and 60 to work only at jobs critical to the war effort

2. Women

- Women started to work in industry, transportation and offices
- Many women gained rights after WWI
 - a. Women suffrage

3. Easter Rebellion

- Irish Nationalists in Dublin tried to rise against British rule
 - a. April 1916

i. Russian Revolution

1. Background

- Russian mutiny of the war
 - a. The war was horrible
 - b. Battles of Tannenberg / Massurian Lakes (1914)

- Conditions were horrible
- Peasants wanted land
- People were starving
 - a. Food Scarcity in Petrograd
- 2. Czar Nicholas II
 - He was a very inefficient ruler
 - a. Had problems with Rasputin
 1. Nicholas II's son was dependent on Rasputin
 - He healed his son's hemophilia
 2. Rasputin influenced women
 3. Rasputin couldn't die (1916)
 - March Revolution
 - a. March 8, 1917, "Bread Riot"
 1. Women march for bread
 2. Nicholas II ordered to fire
 3. Turned into a revolution
 4. Held Petrograd for 3 days
 5. Army supported this revolution
- 3. Duma / Provisional Government
 - Duma Committee (moderate/moderate-socialist) ran the country
 - a. March 12, 1917
 - b. Moderate, Constitutional and "Legal"
 - c. This turns into the Provisional government
 - Czar Nicholas II abdicates (March 17, 1917)
 - a. He was at the front
 - b. He was blamed for all problems
 - Provisional Government
 - a. They continued to fight in the war
 - b. Lvav (ruler)
 - d. Socialist Democracy
 - e. Established equality before law
 1. Freedoms of religion, speech and assembly
 2. The right of unions to organize and strike
 3. The rest of the classic liberal program
- 4. Petrograd Soviet
 - a. Radical elements of Russia (workers council)
 - b. Army Order #1
 1. Caused chaos within the army
 2. Stripped authority of officers and placed power in elected communities of common soldiers
- 5. Bolsheviks
 - Bolshevik - "Peace, Bread, Land"
 - Lenin returned for the second revolution
 - a. He was not part of first (he was in Switzerland)
 1. Helped by Germany back into Russia
 - b. Trotsky was in NYC
 - c. Stalin was in Siberia
 - Bolsheviks took over the Petrograd Soviet
 - a. They tried to take over the country
 1. Did a revolt but failed (July 1917)
 2. Lenin went to Finland
 - Provisional Government led by Kerensky
 - a. Kerensky was a moderate socialist
 - b. Appealed to many people
 - c. Kerensky stayed in the war
 1. He wanted to get a major victory and then leave the war in good terms
 2. He failed
 - Kornilov Rebellion
 - a. Military Coup attempted in September 1917

- b. Tried to overthrow the Provisional Government
- c. The Bolsheviks helped Kerensky stay alive
- d. Lenin was allowed back in the country
- e. Bolsheviks stormed Nicholas II's winter palace
- Bolsheviks took over Petrograd Soviet
 - a. Lenin took over Petrograd Soviet in October/November 1917
- Treaty of Brest-Litovsk (March 3, 1918)
 - a. Russia lost 1/3rd of population and land
 - b. However, Russia pulled out of the war
- Free Election
 - a. There was an election of "provisional workers and peasants"
 - b. The Socialist Revolutionaries won
 - c. Bolsheviks disbanded the Constituent Assembly
- 5. Civil War (1918-1920)
 - Red vs. White
 - Bolsheviks vs. Everyone else
 - a. Bolsheviks were exclusive
 - b. Lenin thought small groups with dedication would get what they wanted
 - c. This opposed the Mensheviks who wanted a large ruling class
 - 1. They wanted democracy and multiple voices
 - Trotsky led the Red Army
 - a. He formed a disciplined and effective fighting force
 - Other nations tried to aid the White Army in the Russian Civil War
 - a. France
 - 1. They were upset with the actions of the Bolsheviks
 - 2. The Bolsheviks didn't pay back money/debts
- 6. War Communism
 - The application of total war concept to a civil war conflict
 - CHEKA
 - a. Terrorized the people of Russia
- 7. Kronstadt Uprising (1921)
 - Sailors at Kronstadt naval base have been a source of radical dissent
 - They were upset with Bolsheviks and War Communism
 - They called for a return of all political freedoms
 - Lenin denounced them as part of the White Army
 - Trotsky and the Red Army attacked the sailors
- 8. New Economic Policy
 - Prevent Russian economy from collapsing
 - Allowed some capitalist ventures
 - Allowed outside trading

j. The End of the War / Treaty of Versailles

1. 3 Major Powers
 - US
 - a. President Wilson
 1. Fourteen points
 2. US people wanted to be isolated from European affairs
 - Britain
 - a. Lloyd George
 1. Needed to be harsh on Germany for public support
 2. George was afraid of communism
 3. Wanted to hold the British empire
 - France
 - a. Clemenceau
 1. "The Tiger"
 2. Wanted revenge
 3. Wanted to punish Germany
2. The Treaty of Versailles (1918)
 - Partitioned Europe
 - Germany was split apart

- a. Polish corridor was created
 - Yugoslavia formed
 - Empires were destroyed
 - a. Germany and Austria-Hungary
 - Buffer zone (DMZ) created between France and Germany
 - Territories were taken away from Germany
 - Germany's army was reduced to 100,000
 - a. No tanks or air force was allowed
 - Germany had to pay for entire war
 - Germany was essentially forced because of naval blockade
 - The American Senate did not ratify the Treaty of Versailles
 - Italy did not gain anything
 - a. They were mad (Mussolini)
 - Partitioned and broke up the Arab World
 - In 1918, Europe was hit by Spanish Flu
 - a. 25 million died
 - b. Germany was target of anger
3. In the end, the causes of WWII were laid.

k. Spartacist Revolt in Germany

1. Led by Rosa Luxemburg and Liebnicht
2. Luxemburg wanted a communist uprising
3. It was a failure
4. Did not have the backing of the army
 - Russia did in their revolution
 - There was less popular support among workers, soldiers and peasants in Germany

O. Age of Anxiety

a. Viewpoints Before WWI

1. Before WWI
 - People still believed in progress, reason, and the rights of the individual
 - This changed after WWI
 - Critics of these "well-worn optimistic ideas" rejected general faith in progress and the power of the rational mind
2. Paul Valéry
 - We think of what has disappeared, and we are almost destroyed by what has been destroyed; we do not know what will be born, and we fear the future, not without reason
3. Friederick Nietzsche
 - Christianity glorified weakness, envy and mediocrity (slave morality)
 - Western society has over-emphasized rationality and under-emphasized the passion and animal instinct that drives human activity and true creativity
 - Humans are weak as a group
 - Lackadasial modern Christians who no longer really believed in God killed him
 - Pillars of Conventional Morality (reason, democracy, progress)
 - a. They were outworn social and psychological contracts whose influence was suffocating self-realization and excellence
 - The only hope for the individual was to accept the meaningless of human existence and then make that meaningless a source of self-defined personal integrity (liberation)
 - Ubermensch (Overman) - no problem of violating rules
4. George Sorel (French, 1847, 1922)
 - The working people and socialism will come to power
5. The Revolt Against Certainties in Philosophy
 - Took two paths:
 - a. Acceptance of Logical Empiricism (Positivism)
 - b. Existentialism
6. Ludwig Wittgenstein

- People should spend their time learning and trying to understand what they can empirically experience (experience with their senses)
- "Of what one cannot speak, one should remain quiet"

7. Existentialism

- Man is helpless, alone and meaningless
- Jean-Paul Sartre
 - a. "Man turns up on the scene and then he tries to define himself"
 - b. Human beings are alone, for there is no God to help them
 - c. They are bounded by despair and the meaninglessness of life
 - d. A man would define himself through his actions/choices
 - e. Human beings as a result can overcome life's absurdity
- WWII accelerated the existential movement
 - a. People had to define themselves by their actions
 - b. They had to choose for or against Hitler

b. Viewpoints after WWII

1. Christians started to change their views

- They began to revitalize the fundamentals of Christianity
- Soren Kierkegaard (Christian Existentialist)
 - a. Danish Religious Philosopher
 - b. Because of the loneliness, it stressed human beings' sinful nature, need for faith, and the mystery of God's forgiveness
- Karl Barth (Swiss, Protestant theologian, 1886-1968)
 - a. Humans are imperfect, sinful creatures whose reason and will are helplessly flawed. Religious truth is made known to human beings only through God's grace
- Freud
 - a. The mechanisms of rational thinking and traditional moral values can be too strong
 - b. It repressed the id

2. Things didn't make sense after the war

- Complete freefall

3. Nihilism

- The belief that there no mo meaning or purpose in existance
- The general rejection of customary beliefs in morality, religion, etc
- No outside purpose
- No moral code - I do what I want to do

c. Literature and Art

1. Literature

- The Role of the Narrator
 - a. It changed from being all-knowing to being limited (and often confused viewpoint of a single individual)
- Stream of Consciousness
 - a. Jacob's Room - Virginia Woolf
 1. A series of internal monologues in which ideas and emotions from different periods of time bubble up randomly
 - b. The Sound and the Fury - William Faulkner
 1. Intense drama confusedly seen through the eyes of an idiot
 - c. Ulysses - James Joyce
 1. Paralled between the hero's aimless wandering through Dublin and advetures of Ulysses on his way from Troy
 2. A gigantic riddle wating to be unraveled (life)
- Anti-Utopian
 - a. The Decline of the West - Oswald Spengler
 1. The Europeans will taken over by Asians
 - b. The Trial - Franz Kafka
 1. Protrays helpless individuals crushed by inexplicably hostile forces
 - c. 1984 - George Orwell
 1. Set an action in the future
 2. Big brother (dictator) and totalitarian state that stripped a

weak individual of his last shread of human dignity

3. "If you want a picture of the future, imagine a boot stamping on a human face - forever."

2. Art

- Impressionism (1867-1886)

- a. The effect of natural light on a setting
 1. Capturing the impression of a moment
- b. Claude Monet
 1. Soleil Levant (1872) - Sunrise
 - The impression of sun rising
 - Thick strokes
 - Primary colors next to each other
 2. Haystacks at chailly at Sunrise (1865)
 3. Wheatstacks (1891)
 4. House of Parliament, London
- c. Pierre-Auguste Renoir
 1. Portraitist
 2. Nini in the Garden (1875-1876)
 3. The Luncheon (Le dejeuner) (1879)
 4. A girl with a watering can
 5. The luncheon of the Boating Party (1881)
- d. Edgar Degas
 1. The Dance Class
 2. Dance School (1874)
- e. Camille Pissaro
 1. Red Roofs

- Fauvism

- a. Means wild beast (art pushes the boundaries)
- b. Color! Things became abstract
- c. Henri Matisse
 1. Green stripe (Madame Matisee) (1905)
 2. Self-Portrait (1906)
 3. The Girl with Green Eyes (1908)
 4. Portrait of Ande Derain Couliere

- Expressionism

- a. Post-impressionism
- b. Paul Gauguin
 1. Where do we come from? What are we?... (1897)
 2. Femmes de Tahiti OR Sur la plage (1891)
 - Naturalistic
 - Color is important
 3. Vision after the sermon, Jacob wrestling with the Angel (1888)
- c. Vincent Van Gogh
 1. No light source
 2. Starry Night (1889)
 3. Sower with Setting Sun (1888)
 4. Irises (1889)
 5. Wheat Field Under Threatening Skies (1890)
- d. Edward Munch
 1. "An art created of one's innermost heart"
 2. The Dance of Life (1900)
 3. The Scream (1893)
 - Seminal series
 - Symbolize the human species overwhelmed by an attack of existential angst
 - No meaning to life

- Cubism

- a. Pablo Picasso
 1. No longer an emphasis on color or light
 2. Emphasis on shape

3. The Guitar Player (1910)
 - 3D painting on a 2D plane
4. Women Playing a Zither (1911)
5. The Glass (1911)
6. Guernica (1937)
7. Las Meninas (1937)

- Dadaism

- a. Anti-art
- b. No aesthetic purpose
- c. George Grosz
 1. Pillars of Society (1926)
 - Making fun of superior
 2. Eclipse of the Sun
- d. Marcel Duchamp
 1. L.H.O.O.Q./Mona Lisa
 - "She has a hot - "
 - Making fun of

- Surrealism

- a. Freud
- b. Salvador Dali
 1. Canniablism in Autumn

d. Germany after WWI

1. Problems with the Treaty of Versailles
 - It was too harsh for a peace of reconciliation
 - a. It punished Germany
 - It was too soft for a peace of conquest
 - a. It had neither broken nor reduced Germany
2. Views of Germany
 - France wanted to punish Germany as much as possible
 - Britain thought Germany was necessary for economic reasons
3. John Maynard Keynes
 - He denounced the Treaty of Versailles
 - a. Astronomical reparations and harsh economic measures would impoverish Germany and increase economic hardship in all countries
4. German Weimar Republic
 - Announced its inability to pay more reparations (1922)
 - a. Proposed a moratorium for 3 years
 - b. Britain supported this
 - c. France strongly opposed
 - French Reaction
 - a. France and Belgian armies moved to occupied the German Ruhr District (January 1923)
 - b. German government ordered the people of the Ruhr to stop working and start passively resisting the French occupation
 - c. This resulted in runaway inflation in Germany
 1. Germans had to print money to pay its bills
 2. Prices soared
 - Gustave Stresseman (new leader of Weimar)
 - a. He called off passive resistance and agreed to pay reparations
5. Dawes Plan
 - Circular flow of money
 - a. US would give loans to Germany
 - b. Germany then could pay their reparations
 - c. France and Britain then could pay back the US
 - Caused the German Republic to experience a spectacular economic recovery
6. Locarno Pact
 - Germany (Stresseman) and France (Poincaré) met in Locarno, Switzerland in 1925

- The agreed to accept the border
- General security in Europe
- 7. Germany joined the League of Nations in 1926
- 8. Kellogg-Briand Pact
 - France (Aristide Briand) and US (Frenk B. Kellogg)
 - Condemned and renounced war as an instrument of national policy
 - Settle international disputes peacefully

e. The Great Depression

1. Britain went off the Gold Standard
 - To make its goods cheaper and therefore more salable in the world market
 - This didn't work because countries also went off the gold standard
2. USA didn't provide leadership in maintaining the economy after the international crash in 1929
3. Scandinavian countries responded most successfully to the Great Depression
 - They were social democrats
 - Use of large deficits to finance public works
 - Increased social welfare benefits
4. British responded to the crisis by following "Orthodox Economic Theory"
 - Budget was balanced but the poor had barely enough welfare to live
5. Counter Cyclical Fiscal Policy
6. Leon Blum
 - Led the Socialists in France
 - Created the Popular Front
7. Popular Front
 - An alliance of communists, socialists and radicals
 - Encouraged union movement and launched a far-reaching program of social reform

P. World War II

a. Types of Government

1. Theoretical Communism
 - Individual > State
 - Provides most freedom for the individual (all rights)
 - State is least significant
 - Actual Communism is totalitarianism
 - Capitalism does not exist
 - a. Rich and middle class do not support
2. Classical Liberalism
 - Governments role is to protect individual rights
 - Stood for rationality, peaceful progress, economic freedom and a strong middle class
 - Limit the power of the state
3. Conservative Authoritarianism
 - Anti-democratic government in European History
 - Not as extreme as totalitarianism
 - Wanted three things
 - a. Taxes, Army Recruits, Passive Acceptance
 - b. Government wouldn't bother if it had these
 - Wanted to maintain the status quo (rather than change or go to war)
4. Totalitarianism
 - State > Individual
 - Government controls all aspects of life
 - Individual is restricted
 - The rise of totalitarianism can be attributed to the legacy of WWI
5. Fascism
 - State > Individual
 - People exist for the good of the state

- a. Tied to a mass movement of people
- b. Tries to form national unity
- Capitalism exists in Fascism
 - a. Rich people supported
 - b. Landowners were afraid of Communism
- ex) Germany (Hitler) / Italy (Mussolini) / Japan / Spain
 - a. Hitler's fascism emphasized race
 - b. Mussolini's fascism emphasized the state (of Italy)
- Very militaristic, territorialistic (went after land)
 - a. Perceived war as great

b. Stalinist Russia

1. Trotsky vs. Stalin
 - Lenin did not name a successor before he died
 - There was a struggle for who who become ruler of Russia
 - Trotsky initially had the advantage
 - Trotsky's Permanent Revolution vs. Stalin's Socialism in One Country
 - a. Trotsky - Europe had to start revolutions in order for Russia to have Revolutions
 - b. Stalin - Russia could start socialism on its own
 - Stalin took measures to defeat Trotsky
 - a. He allied with Trotsky's enemies to crush Trotsky
 - b. Stalin aligned with the moderates to suppress Trotsky's radical followers
 - c. After dealing with radicals, Stalin turned on everyone
2. Lenin's New Economic Policy
 - War communism treated the peasants poorly
 - a. Government took peasants crops
 - "Bread, Land, Peace" - Peasants liked
 - a. Peasants needed food in cities
 - Needed to revive the economy
 - a. Compromise with capitalism
 - b. There was economic disintegration
 - Lenin feared the peasants and thought they could overthrow
 - a. N.E.P. is a compromise with peasants
 - b. There were riots by peasants and workers
 1. ex) Kronstadt rebellion
3. Stalin's Collectivization
 - A preventative war against the peasantry
 - a. It was to prevent the peasants from being a problem to the new socialist beliefs
 - No individual ownership of land
 - Took private lands and made common lands
 - a. Work on "state farms"
 - Wanted to get greater agricultural production
 - Hopefully get surplus and sell to other countries
 - a. Extra capital
 - Peasants didn't support
 - Kulaks were targeted
 - a. Originally owned land
 - b. They did not want to lose their land
 - c. Stalin killed them as a class
 - Ukraine didn't want collectivization
 - a. Stalin did "Holodomor"
 1. Starved Ukraine
 2. Forced Famine
 - "Forced collectivization of the peasants led to economic and human disaster."
 - Stalin stated that 10 million people may have perished as a result of collectivization
4. Stalin's Second Revolution

- Stalin started his 5-year plans
 - a. "Marked the beginning of a renewed attempt to mobilize and transform soviet society along socialist lines
 - b. Emphasized heavy industry (it grew during this time)
- He feared the restoration of Capitalism and wanted to get rid of the NEP
- Catching up to the west
 - a. "We are fifty or a hundred years behind the advanced countries. We must make good this distance in ten years. Either we do it, or we shall go under."

5. Life Under Stalin

- Stalinist Terror/Great Purges
 - a. Very frightening
 - b. The death of Sergei Kirov lead to Stalin's reign of terror (mid 1930's)
 - c. It targeted the Old Bolsheviks
- Women and Rights
 - a. Women gained complete equality and numerous rights
 - b. "The Russian Revolution of 1917 immediately proclaimed complete equality of rights for women."
- The war was known as the "Great Patriotic War of the Fatherland"

c. Mussolini

1. Rise into Power

- Background
 - a. Italy fought in WWI for territorial expansion
 1. They did not get this
 - b. Socialists were the government before Mussolini
 1. They mobilized the property owning classes
 - Occupied factories and seized land (in 1920)
- In power in 1922
- Black Shirts - His private army (against socialists)
- King made Mussolini the Prime Minister
 - a. Mussolini stepped forward as the savior of order and property
 - b. He demanded resignation of the existing government
 - c. Group of fascists threatened Rome (Oct 1922)
 - d. Mussolini became leader
 1. He became leader because of the strength of the Italian rejection of Parliamentary government and
 2. Fears of Soviet-style revolution
 - e. He did NOT get power violently
 - f. However, Mussolini wanted to look as if he did
 - g. March on Rome
- Mussolini was a great orator

2. His Reign (of Fascism)

- Giacomo Matteoti
 - a. Socialist leader who criticized Mussolini
 - b. Forces Mussolini into a totalitarianism state
 - c. Matteoti was kidnapped and murdered
 1. Mussolini was blamed
 2. The opposition demanded that Mussolini's armed squads be dissolved
- Lateran Agreement (1929)
 - a. Peace with the Church
 - b. Recognized the Vatican as an independent state
 - c. Gave the Church financial support
- Mussolini inspired Hitler
- Mussolini invaded Ethiopia (1935)
 - a. A disaster for Italy
- Life Under Mussolini
 - a. Mussolini was fascist
 - b. He was however not completely a totalitarian ruler
 1. His party never became all powerful

- 2. It never destroyed the old power structure
- c. Women were treated as inferior
 - 1. They did not have equal rights
 - 2. They were to stay at home

d. Hitler's Rise

1. Background

- Hitler had several role models
 - a. Karl Leuger
 - 1. "The mightiest mayor of all times"
 - 2. Hitler absorbed the superiority of Germans, social Darwinism, propaganda, racism and anti-semitism
 - b. Lanz von Liebenfels
 - 1. A extreme ex-monk who told Hitler of racist ideas
- Hitler had two significant goals
 - a. Expand Germany and get territory
 - b. Bring the German people together
- Hitler wanted to be accepted into the Vienna Academy of Fine Arts
 - a. He was rejected
 - b. This was a blow to his pride (he became an outcast)
- He joined the German Army (1914)
 - a. This gave him a sense of purpose
- Germans didn't know they were losing
 - a. Stabbed in the back
 - 1. By left-liberals (Jews...)
- Country became an anarchy after WWI
 - a. Spartacist Revolt
- Weimar Republic was formed
- This government allowed people to wear uniforms
 - a. Para-military organizations
 - b. People were becoming more militaristic
- Ernst Roehm
 - a. Formed the Storm Troopers
 - b. The "SA" - The Nazi Party's private army

2. Early Hitler

- Economic depression in Germany (1923)
 - a. France came to the Ruhr
 - b. Hyperinflation
- Gustav von Kahr
 - a. Initially wanted to help Hitler overthrow Weimar
 - b. He however, backed out
 - c. He was seen as a traitor to Hitler
 - d. Later targeted in the Night of the Long Knives
- Munich Beer Hall Putsch
 - a. Attempt by Hitler to overthrow the Weimar Republic
 - 1. It failed; it was rather romantic
 - b. Hitler went to jail for this
- Jail/Mein Kampf
 - a. Hitler in jail, wrote Mein Kampf (My Struggle) (1924)
 - b. After his failed coup, Hitler realized that he must legally get power and eventually evolve it to a dictatorship
 - 1. Not violently as Mussolini was portrayed to have done
 - 2. Get power through elections
- 1924 - 1929
 - a. Hitler was not very active
 - b. Hitler came about during bad times
 - c. 1929 - Great Depression

3. Nazi Party

- Background
 - a. Nazism grew out extreme nationalism and racism

- b. The Nazi's denounced Jews, Marxists and democrats
- c. German National Socialism
 - 1. "People's Community"
- d. Hitler appealed to the German middle class by de-emphasizing anti-capitalist elements of national socialism and vowed to fight Bolshevism
- e. Hitler established Nazi Party
- f. Propaganda
 - 1. Goebbels - Hitler's minister of propaganda
- g. Hitler tried to win the support of the army and big businesses
- h. Opponents were Communist/Marxists
- i. 37 Parties in the Reichstag
 - 1. Often murdered his opponents
- Munich Post
 - a. Fritz Gerlich
 - 1. "Does Hitler Have Mongolian Blood"
 - 2. He criticized the Nazi Party
 - 3. Questioned what Hitler was doing
 - b. Plan for Jews
 - 1. A plan for their extermination was found
- Reichstag Majority
 - a. Nazi's gained the majority of the vote
 - 1. 37% of the vote
 - b. Leader at that time was Hindenburg
 - c. Hitler offered Hitler the vice-chancellorship
 - 1. Hitler declined
 - He wanted all or nothing
 - 2. The Nazi Party became furious
 - Storm Troopers started to terrorize
 - Hitler lost some of his power
- Franz von Papen
 - a. Convinces Hindenburg to appoint Hitler as Chancellor
 - b. Papen thought he could control Hitler
 - c. Other parties would have ministers to keep him in check
- 4. Hitler Gets Power
 - Hitler as Chancellor
 - a. Hitler was appointed Chancellor (Jan 30, 1933)
 - Burning of Reichstag
 - a. Hitler gained power from this
 - b. Hitler blamed the communists
 - 1. Opposition against communists and socialists
 - 2. Terror
 - Enabling Act
 - a. Gave Hitler rule by decree for 4 years
 - b. Others gave into Hitler in Parliament (by force)
 - Night of the Long Knives
 - a. Hindenburg and the army started to fear Hitler
 - b. Hitler's Dilemma: What becomes of the SS and Army?
 - 1. He needed to get the Army on his side
 - c. Army wanted Storm Troopers removed
 - 1. Would agree to join with Hitler if Roehm was removed
 - d. The Night of the Long Knives (June 30, 1934)
 - 1. Storm Trooper leaders were shot down
 - 2. Hitler murdered his enemies
 - Absolute Power
 - a. Hindenburg died (August 2nd)
 - 1. Army became under Hitler's control
 - b. Hitler was on his way to total and absolute power
- 5. Nuremberg Laws (1935)
 - Classified Jews as anyone having one or more Jewish

grandparents

- Deprived all Jews of all rights of citizenship

6. Night of Broken Glass (Kristallnacht)

- A Jewish boy killed a German diplomat in Paris

- German Jews were rounded up and were made to pay for the damage

- Germans started to go after Jews after this incident

7. View on Women

- Nazi's had the stereotypic view of women as housewives and mothers

e. Leading Up to the War

1. Lytton Commission and Japan (1931)

- Japan occupied Manchuria (September 1931)

a. Caused an appeal to the League of Nations by China

- The league sent a commission under British Lytton

- The Lytton condemned the Japanese for resorting to force

- However, the League of Nations did not do anything

- Japan withdrew from the League of Nations and kept Manchuria

2. Hitler wanted Lebensraum

- Living Space (to the east)

- He wanted to take land from the Slavs in Poland and Ukraine for this

a. These Slavs would be worked to death (as slaves)

b. Hitler saw them as inferior to him

- Hitler saw the Latin people (French) as an acceptable race

a. They were taxed heavily to support the Nazi war effort

3. Hitler withdrew from League of Nations (October 1933)

- An international disarmament conference

- Hitler argued that the other powers had not disarmed so it is wrong to keep Germany helpless

- This also seemed justifiable because the Treaty of Versailles was so harsh

4. Germany signed a non-aggression pact with Poland (January 1934)

- This concerned France for it undermined France's means of containing the Germans

5. Hitler renounced the disarmament provisions of the Versailles treaty

- He forms a German air force and starts drafting German soldiers

a. He aims for an army of 500,000

b. 100,000 was the limit set by the Treaty of Versailles

c. Other countries did not do anything

6. Stresa Accords (June 1935)

- France, Britain and Italy sign the Stresa Accords

- The three countries agree to maintain the status quo in Europe with force

- It did not remain strong however

a. England signed a separate agreement with the Germans regarding size of the Germany Navy (35% of Britain's)

b. Italy attacked Ethiopia (October 1935)

7. Italy invaded Ethiopia (October 1935)

- Mussolini wanted to begin restoration of Roman glory

- France and England were willing to appease Mussolini

a. They wanted to offset the growing power of Germany

- The League of Nations and France and England had a wavering policy toward Mussolini after his invasion of Ethiopia

a. The League of Nations condemned Italian aggression

1. Voted economic sanctions against Italy

2. They did not embargo oil

b. Britain allowed Italian troops to use the Suez canal

c. The results were disastrous

1. The League of Nations and collective security were discredited

2. Mussolini became isolated and turned to Germany

8. Hitler sent forces to the demilitarized Rhineland

- Removed a part of French security
- Britain and France did not do anything
 - a. Britain did not want to go to war (pacifist)
 - b. France would not act alone
 1. Were defensive (shunned the offensive)
- Resulted in a policy of appeasement
 - a. Based on the assumption that Germany/Hitler had goals that were limited and ultimately acceptable
- 9. Spanish Civil War
 - Spanish monarchy collapsed (1931)
 - Spain became democratic republic
 - Spanish Popular Front came to power by election (1936)
 - a. Ranged from Republicans to Communists
 - The losers of the election, the Spanish Falangists (Fascists), would not accept defeat.
 - Francisco Franco led an army against the Republic
 - Republican vs. Fascists
 - a. Republicans - Soviet Union, Liberals and leftists from Europe and America
 - b. Fascists - Germany and Italy
 - The Civil War brought Germany and Italy closer together
 - a. Leaders to the Rome-Berlin axis pact (1936)
 - b. Japan joins later
- 10. Anschluss (1938)
 - Hitler wanted to annex his native Austria
 - Nazi's assassinated Austrian Prime Minister and attempted Coup (1934)
 - a. However, Mussolini was not an ally at that point
 - b. Mussolini moved an army to the Austrian border preventing German intervention and causing the Coup to fail
 - Hitler later gained Austria (March 12, 1938)
 - a. Used bullying, propaganda and threats
 - Germany now surrounded Czechoslovakia on three sides
- 11. Sudetenland (1938)
 - Hitler wanted it for it contained 3.5 million Germans
 - They resented their minority position in Czechoslovakia
 - Conflict started to occur...
 - a. Germany intervention seemed imminent
 - British Prime Minister appeased Hitler by giving Hitler Sudetenland
 - a. "Peace with Honor, Peace in our Time"
 - b. Appeasement
 1. Granted Hitler everything he could reasonable want (and more) in order to avoid war
- 12. Hitler takes all of Czechoslovakia (March 1939)
- 13. German-Soviet Non-Aggression Pact (August 23, 1939)
 - Each dictator promised to be neutral if the other became involved in the war
 - Divided Eastern Europe into German and Soviet states in the event of a political territorial reorganization

f. The Actual War

1. The Grand Alliance
 - Britain, the US and the Soviet Union
 - a. "Europe First" - Hitler first then Japan
 - b. Place immediate military needs before international politics
 - c. "Unconditional Surrender"
 1. This encourages mutual trust
 2. Doesn't divide the allies
 - Atlantic Charter (1941)
 - a. FDR and Churchill
 - b. Fundamental statement of what they wanted to accomplish

- in the war
 - c. Was similar to 14 points
- 2. Japan attacks China (1937)
 - "The Rape of Nanking"
 - a. Japan destroys and violates Nanking
 - b. Japan already took Manchuria
- 3. Hitler invaded Poland (Sept 1, 1939)
 - 8 Days before, Hitler signed a non-aggression pact with Russia
 - It guaranteed a one front war
 - Russia gained the Eastern half of Poland and the states of Lithuania, Estonia and Latvia
 - Germany now heads west to Belgium/France
- 4. Phony War
 - There was no fighting from Sept 1, 1939 - May 1940
 - The Sitzkrieg
 - Fighting begins May 1940
- 4. Battle of Dunkirk
 - Britain were almost wiped out
 - Defensive evacuation
- 5. Battle of Britain (Summer 1940)
 - An air battle between Britain and Germany
 - a. German air force (Luftwaffe)
 - Germany tried to bomb the British into submission
 - Germany bombed civilized areas (London)
 - Germany should have attacked N. Africa (Egypt)
 - a. Instead Hitler went to the east and attacked the Soviet Union
 - b. He did this because of his obsession for a master race
- 6. Second Theater of War: North Africa
 - Britain controlled Egypt
 - a. There was oil in the Middle East
 - Mussolini attacked Britain in Egypt and invaded Greece
 - a. However, the Italians were pushed back
 - b. Rommels pushed Britain out of Libya
 - Italy had Libya, Tunisia
 - Battle of el Alemein
 - a. British stopped the German and Italians on their move toward the Middle East
 - b. Desert Fox - German Rommel
 - 1. Very skilled at desert tank warfare
 - N. Africa became controlled by Allies
 - a. US moved east; Britain moved west
 - Allies took Sicily (July/August 1943)
- 7. Pacific Theater
 - Bombing of Pearl Harbor (Dec 7, 1941)
 - Japan expands trying to create an empire till 1942
 - a. Afterwards, the empire contracts
 - 1941 - Bataan Death March (Capture of Philippines)
 - Battle of Coral Sea / Battle of Midway
 - a. Coral Sea
 - 1. Sank many Japanese ships and gave security to Australia
 - b. Stopped Japanese expansion
 - c. The tide had turned
 - US started island hopping campaign (on the offensive)
 - Doolittle Raid (1942)
 - a. Bombs Japan and Tokyo
 - b. Raise morale for the Allies
 - c. Not much military significance
- 8. The European Theater
 - German Attack on Russia (Operation Barbarosa)
 - a. Tried to destroy Russia

- b. Mussolini had hindered Hitler by attacking Egypt/Greece
- c. This delayed Germany by six weeks
- d. Germany almost won and pushed Russia won
- e. Hitler, however, delayed plans and went to the south
- f. He came back to Moscow, however, he was too late
- g. Winter settled in and the Russians were prepared this time
- Battle of Stalingrad
 - a. Germans wanted oil fields in the Caspian Sea
 - b. They tried to do this by taking Stalingrad
 - c. Hitler would not allow a retreat
 - d. An entire German army was lost
 - e. A pivotal turning point in the war
- D-Day (Normandy, France) (June 6, 1944)
 - a. US invasion of Normandy, France
 - b. Went from France to Germany
 - c. Germans were eventually pushed back
- Battle of the Bulge
 - a. Germans pushed back (counterattack)
 - b. Created a bulge in the line
 - c. US won and pushed east
- Battle of Stalingrad
 - a. Russia
 - 1. Soviet Union were pushing east
 - 2. Soviet Union reached Berlin first
- After German Unconditional Surrender, US went toward Japan
- US drops atomic bomb on Japan and ends WWII

Q. Cold War

a. Big Three and Conferences

1. Stalin, Roosevelt, Churchill
2. Atlantic Charter (August 1941)
 - US was not yet in the war
 - FDR and Churchill
 - Was similar to Wilson's 14 Points
 - a. Opposed territorial changes
 - b. World cooperation
 - c. Freedoms
 - d. No use of force
 - What they wanted to happen in WWII
3. Casablanca Conference (Jan. 14-24, 1943)
 - FDR, Churchill and Charles de Gaulle (French Leadership)
 - Decided on Unconditional Surrender of Axis
 - a. No conflict over the spoils
4. Tehran Conference (Nov. 28-Dec. 1, 1943)
 - FDR, Churchill and Stalin
 - Strengthened the Allies
 - Military strategy
 - a. Allied invasion of France
 - b. Stalin/FDR supported
 - c. Churchill opposed
 - d. This causes a E/W division
5. Yalta Conference (Feb. 4-11, 1945)
 - The Allies were about to defeat Germany
 - FDR, Churchill, Stalin
 - Divided Germany into four zones of occupation
 - a. Under a unified control commission in Berlin
 - b. Tried to make Germany weak and divided
 - Restated Unconditional Surrender (Casablanca)
 - Soviet would help US against Japan after 3 months after Hitler was defeated

- Buffer state given to Stalin (Poland)
 - a. With "Broader Democratic Basis"
 - b. Stalin makes Poland communist anyway
- FDR Dies
- 6. Potsdam Conference (July. 17-Aug.2, 1945)
 - Truman, Stalin, Churchill-Attlee
 - Implemented Yalta
 - a. 4 Zones
 - b. Created Allied Control Council
 - c. Started Agriculture
 - d. Demilitarized, got rid of Nazi Sociology
 - e. Germany lost territory
 - 1. Poland and Russia gained territory
 - f. German reparations
 - Truman wanted full free elections throughout eastern Europe
 - USSR refused
- 7. Truman "Got Tough"
 - He cut off aid to the USSR as a result
- 8. Churchill - "Iron Curtain" (1946)
 - Divided Europe and Europe into two antagonistic groups
- 9. Truman Doctrine (Containment Policy)
 - Stop the spread of Communism
 - Support Greece (Britain no longer supported)
 - a. Communist threatened them
 - b. US will get involved against communism
 - 1. Opposed to prior isolation
- 8. Marshall Plan
 - European Recovery Program (ERP)
 - Provided broad economic aid to European states
 - a. Help the countries in Europe
 - It's reason was different from Truman Doctrine
 - a. ERP provides economic aid
 - 1. Most was given on conditions to work together and to buy from US
 - b. Truman Doctrine fought against communism
 - Economic Miracle (1950s)
 - a. American aid - Helped the recovery begin
 - b. Keynesian economics - Stimulated economics by spending more than taxing
 - c. Lower Wages - People worked hard
 - d. Formation of Common Market - No tariffs

b. German Division

1. Formation of West Germany (1948)
 - The Sectors on the Allied Sides joined together and created West Germany
 - They created a common currency
 - The Soviets opposed this
2. Stalin Blocked Traffic
 - He blocked traffic to Berlin
 - He did this as a result of the formation of West Germany (and the currency)
3. NATO (1949)
 - NATO was created as an anti-Soviet military alliance
4. Germany After The War
 - Germany was crippled
 - It was economically destroyed
5. Economic Miracle (1950s)
6. Walter Ulbricht
 - Leader of East Germany
 - Heavy industry increased for the Soviet economy
 - Had to deal with uprisings (1953)
 - a. Dealt with Harsh working conditions
 - b. Life wasn't good
 - The government collapsed

- The Soviets stopped the rebellion
- Close off East Berlin from the rest of Berlin
- Berlin Wall (1961)
- 7. Konrad Adenauer
 - Leader of West Germany
 - Sought admission into NATO to draw closer to the West (1955)
 - Russia created the Warsaw Pact as a result
 - a. Formally bound satellites to the Soviet Union (the armies)

c. European Unity

1. European Coal and Steel Company (1952)
 - Bound countries economically and have a common market
 - Cooperation (no tariff barriers)
 - Developed by Jean Monnet and Robert Schuman
 - West Germany, Italy, Belgium Netherlands, Luxemborg, France
2. Treaty of Rome (1958)
 - It expanded on economics, it created a common market
 - Creates more productivity
3. Charles de Gualle (1958)
 - He was a general
 - a. Colonial war in Algeria
 - He opposed the European Economic Community
 - He saw US involvement in NATO as a threat
 - a. Pulled out of NATO
 - He did like British involvement in the European Common Market

d. Decolonization

1. India (Britain)
 - Gandhi - Non-violent
2. Vietnam (France)
 - France was defeated by communists
 - Vietnam split into two states
 - Civil war
3. Algeria (France)
 - Long war of Arabs vs. French
 - Algeria gets independence
4. Egypt
 - Gamal Abdel Nasser drove out the pro-western king and nationalized the Suez Canal

e. USSR / Europe after Stalin

1. Stalin dies in March, 1953
2. Krushchev emerges as leader
 - Critical of Stalin
 - "Secret Speech"
3. Krushchev reforms
 - De-Stalinization
 - a. Liberation of the Soviet Union
 - Toward Consumer Goods
 - Lightened up on Terror (of Stalin)
 - Conservatives opposed him
 - His western policy was erratic and unsuccessful
4. Poland
 - 1956
 - a. Brought a new government that got more autonomy
 - b. Led by Wladskaw Gomulka
 - c. Was successful
 - d. Wanted "polish communism"
5. Hungary
 - 1956
 - a. Hungary tried to revolt but failed
 - b. Led by Imre Nagy
 - c. USA did not stop the Russian resistance

1. They were distracted by the Middle East
6. Czechoslovakia
 - 1968
 - a. Wanted to establish the Prague Spring
 - b. Led by Dubcek
 - c. Wanted a "socialism with a human face"
 1. Initially lightened up
 2. Brezhnev crushed them (Brezhnev Doctrine)
7. Brezhnev Doctrine (1968)
 - States that the Soviet Union can intervene in any socialist country

f. Transformations / Women

1. Growing emancipation of women
 - They wanted more out of life
 - The demands of motherhood had decreased by the 1970s
 - Fewer children
 - Women wanted jobs and rights
2. Pressure of University/Students
 - Students wanted more freedom and to get into colleges
 - Student Revolt in Paris (1968)
 - a. They wanted...
 - b. Curriculum
 - c. Real voice in running the country
 - d. Attacked Capitalism
 - Charles de Gaulle responded by stiffening up the country
3. Women's Movement (1970s)
 - Changes in the patterns of motherhood and paid work
 - Powerful critiques of gender relations
 - They had banded together
4. Simone de Beauvoir
 - Existentialist
 - "The Second Sex"
 - All women were in essence free but were trapped
5. Betty Friedan
 - "The Feminist Mystique"
 - Feminist

g. Détente

1. Warming of relations with East Germany
 - Supported by Chancellor Willy Brandt
 - Wanted to eventually unite
2. Helsinki Accords
 - Similar to Locarno pact
 - Political stability
3. End of Détente (1979)
 - Soviet Union invaded Afghanistan
 - Ignored provisions

h. OPEC

1. Organization of Petroleum Exporting Countries
2. 1973 - Gas Prices rose as a result of OPEC countries fighting with Israel (embargo on US)
3. 1979 - Islamic revolution struck Iran

i. Misery Index

1. Used to calculate misery levels?
2. Rate of unemployment/inflation

R. Post-Cold War to Present

a. Re-Stalinization

1. Brezhnev
 - In power between 1964 and 1982
 - He emphasized "re-stalinization"
 - He invaded Czechoslovakia in 1968

- a. Representative of the Brezhnev Doctrine
- Terror
 - a. Solzhenitsyn was permanently expelled by the terror
- 2. Poland
 - Poland has been historically a hassle for Russia
 - 1956 - Gomulka attained greater autonomy in Poland (revolution)
 - 1978 - Pope John Paul II was a "real Polish miracle"
 - a. He was from Poland and preached love of Christ, country and the rights of man
 - Lenin Shipyards in Gdansk - People stopped working and occupied the plant
 - a. Other workers joined "in solidarity" and wanted revolutionary demands
 - b. After 18 days, the government gave in (Gdansk Agreement)
 - c. Gdansk Agreement
 1. Right to form free trade unions
 2. Freedom of speech
 3. Release of political prisoners
 4. Economic reforms
 - 1980 - Lech Walesa became leader of the democratic free trade union called Solidarity
 - a. It was a free and democratic trade union
 - b. Eventually became a union of the nation
 - c. Joined by intellectuals and Catholics
 - 1981 (December) - The Solidarity Union was shut down
 - a. Communist leader General Jarozelski struck and announced martial law and arrested Solidarity leaders

b. Gorbachev

- 1. Changes
 - Gorbachev's initiatives brought political and cultural liberalization and they permitted democracy and national self-determination to triumph spectacularly in the old satellite empire and eventually in the USSR itself
 - Perestroika - Restructuring of Soviet Economy
 - a. Easing of government price controls on some goods
 - b. More independence for state enterprises
 - c. Setting up of profit-seeking private companies to provide personal services for consumers
 - d. It failed; it did not work fast enough
 - e. Mass initiative / Unites socialism with democracy
 - Glasnost
 - a. Led to approaching free speech and free expression
 - b. Opened up the country
 - c. Cultural Revolution
 - d. Initially intended to reduce corruption
 - 1989, Gorbachev tells the countries of Eastern Europe that they have the right to choose their own futures
 - a. Pledged to respect the countries' choices
 - Gorbachev faced opposition from the right and hard-liners
 - Gorbachev assumed that the East Bloc countries choose socialism with a human face (as with Czechoslovakia)
 - a. He thought that they would be grateful
 - Hungary had multi-party elections (1989)
 - a. USSR did not intervene (as they did in 1956)
 - b. Imre Nagy and his comrades were given a reburial
 1. Symbolized a new and fresh start (esp. politically)
 - Hungary - Austrian border
 - a. Barbed wire was removed
 - b. The Iron Curtain was starting to fall
 - Malta Summit (December 1989)
 - a. Gorbachev met with President George Bush
 - b. The Berlin wall had fallen down one month before
 - c. Russia and the US were no longer enemies

- d. Soviet regime was starting to give up
- The Communist Party started to lose power in the Soviet Union
- Gorbachev allows for open criticism of the government despite opposition
- The Baltic States of Estonia, Latvia and Lithuania want independence
- Boris Yeltsin opposes Gorbachev
- The Market economy was not working well
- Conditions were bad in the Soviet Union
- As a result of Gorbachev's policies, people in the USSR started to want independence
- Gorbachev tried to keep the USSR together
- Yeltsin tried to weaken Gorbachev by having Russia gain independence
- People supported Yeltsin because of long lines and poor conditions
- Gorbachev brought in hard-liners into the government as a coup seemed imminent

c. Poland's Solidarity

2. 1981 - Solidarity Crushed
 - The Polish Army (under USSR) crushed Solidarity and imprisoned leaders
3. 1988 - Political/Social Situation
 - There was widespread labor unrest, raging inflation, and the Solidarity refused to cooperate with the government
 - Brink of economic collapse
3. 1989 - Solidarity in Power
 - In Elections, won an overwhelming majority of the party
 - Gave more rights for the workers
 - The first non-communist leader for Poland was elected (August 1989)
 - a. Lech Walesa
 - Poland's new economic program was radical "shock therapy"
 - Poland was different from other countries
 - a. Extremely roman-catholic
 - b. Had some rights with the leadership of Gomulka
 - c. Pope John Paul II was Polish
 1. He inspired the people and preached freedom
 - A shift towards democracy
 - Gorbachev did not oppose this or try to intervene
 - East Germany (Honecker) and Romania opposed the Solidarity
 - a. They wanted Gorbachev to get involved in Poland
 - b. The rulers had their power through the Soviets
 - c. They could easily lose their authority
 - d. Gorbachev refused
 - US (Bush) wanted to make sure Poland was moving towards a democracy
 - a. James Baker wanted to establish trust
4. Tiananmen Square (1989)
 - Chinese Solution
 - a. People wanted rights so they had peaceful demonstrations in Beijing
 - b. They were crushed by tanks and troops
 - Many people in Eastern Europe feared this type of action
 - However, Gorbachev did not ever intervene

c. Velvet Revolution / Romania / Hungary

1. Civic Forum
 - Opposition group against Communists in Czechoslovakia
 - People protested and worked together
2. Velvet Revolution
 - November 17, 1989, Communists lose their power
 - Vaclav Havel is elected President of Czechoslovakia
 - No blood was split in the Velvet Revolution
3. Romania
 - Was a violent revolution
 - Riots began in mid-December against the Communist regime of Nicolae Ceausescu
 - Crowds storm the Central Committee building yet Ceausescu escapes
 - a. He was caught one day later and was executed
4. Velvet Divorce (1993) - Slovakian nationalists broke off from Czechoslovakia peacefully and formed their own country, Slovakia

5. Hungary was led by Nemeth

d. Fall of Berlin Wall / Formation of United Germany

1. East German Emigration

- People flee from East Germany into Hungary
- Western German Chancellor Kohl proposes to rescue Hungarian economy if East Germans are allowed to go West
- Honecker then blocks travel to Hungary
- East Germans travel to Prague, Czechoslovakia (West German Embassy)
- People in East Germany withdrew into their private life
- Honecker disliked people going into West Germany ("contempt")
 - a. He permits refugees to go West if they travel by train first through East Germany
 - b. This way, he can "expel" them
- West Germany helped play in the liberation of East German refugees
 - a. They supported refugees financially
 - b. Helped the refugees come to West Germany

2. East German Problems

- Some people chose to stay and protest
 - a. They wanted to change the government and solve the problem
- In Leipzig, mass protests began to occur
- The police struck back and the protests escalated
- A Soviet delegation celebrated the 40th anniversary of the GDR
 - a. Protesters chant "Gorby! Gorby!"
 - b. This signifies the opposition against Honecker
 - c. People want change
 - d. Honecker ignored this
- Honecker wanted soviet intervention to stop the problems in East Germany
- Gorbachev did not do anything about East Germany's problems
- October 7, police charge and scatter demonstrations in Leipzig
- Two days later, a larger protest rally forms
 - a. 70,000 people gather in the streets
- Honecker is removed from power and people started to demand reforms

3. The Fall of the Berlin Wall

- Krenz became the new leader of East Germany
- He spoke old party jargon and people did not support
- Nov 9, 1989, Schabowski promises changes in travel regulations
 - a. He stated that restrictions would be lifted immediately
 - b. Border guards did not know of this
 - c. The crowds were huge and the guards gave in
 - d. It was peaceful
- The wall comes down
 - a. A momentous and moving moment
- Reactions
 - a. Gorbachev supported it
 - b. Bush supported but didn't want to overact

4. Absorption of East Germany into West Germany

- In the first week after the Berlin Wall fell, 9 million East Germans went across the border to West Germany
- West German Chancellor Helmut Kohl skillfully exploited this fact
 - a. He presented plan for unification
 - b. Provided East German citizens with financial aid
- Unification was resolved in Summer 1990

5. Paris Accord

- A general peace treaty that ended World War II and the cold war that followed
- Agree to scale down forces
- Affirm all existing borders

d. Fall of USSR

- Gorbachev accepted a united Germany to be in NATO (V-E Day 2) - end of Cold War
- The first Soviet Republic to declare its independence was Lithuania
- After Lithuania got its independence, Gorbachev cracks down (January 1991)

- a. Soviet tanks attack
- Gorbachev asked Soviet citizens for a new constitution which formally abolished the Communist party's monopoly of political control
- Gorbachev was kidnapped by communist hard-liners in August 1991
 - a. These hard-liners wanted to seize the Soviet Government in a last ditch effort
- Emergency Committee takes over the government (August 19, 1991)
- Emergency Committee is confused and didn't know what to do
 - a. Gennadi Yanyev
 - b. The Emergency Committee admits defeat as Yeltsin gets support
- Yeltsin is in command
- Gorbachev comes back to Moscow and resigns as General Secretary
- The Three Slav states of Russia, Belarus and Ukraine act to dissolve the Soviet Union
- Russia declared its independence from Soviet (Boris Yeltsin)

e. Post-USSR Russia

- Russia's rapid economic liberalization worked poorly
 - a. "Shock therapy" freed prices
 - b. This caused major inflation
 - c. The Soviet industry became monopolized
 - d. A new elite formed
- The life expectancy of the average Russian male dropped from 69 to 59 between 1991 and 1996
- Yeltsin's economic reforms became viewed by the Russian public to be synonymous with corruption. This led to the "managed democracy" of Vladimir Putin
 - a. Maintained free markets but re-established semi-authoritarian rule
- Chechnya
 - a. Chechnya (a tiny republic) had declared its independence from Russia
 - b. A savage conflict began to occur

f. Yugoslavian Conflicts

1. Background

- Yugoslavia is an extremely diverse country
- The most independent of the Communist countries (separate from Russia)
- Led by Tito
 - a. He died in 1980
- The Olympics were held in Sarajevo (Bosnia) in 1988
 - a. After this, all hell went loose
- Until 1989, Yugoslavia was kept under control
 - a. Nationalism had grown in Slovenia
 - b. The revolutions of 1989 in other countries
- Croatia - Mainly Catholic (90%)
- Bosnia - Muslim (40%) / Orthodox (30%)
- Serbia - Mainly Orthodox (90%)

2. Slovenia/Croatia vs. Serbia Conflict

- The different states of Yugoslavia could not agree on a constitution
- The League of Communists was abolished in January 1990
- Milosevic wanted to create a "greater Serbia"
- Slovenia and Croatia declared their independence in June 1991
- Serbia then attacked back
- Slovenes repelled back the Serbs
- Croatians repulsed but Serbia seized 30% of the territory
 - a. Serbians were harsh
 - b. They burned villages and destroyed historic towns

3. Bosnia and Herzegovina vs. Serbia Conflict

- Bosnia and Herzegovina declared their independence in 1992
- The Serbs (30%) resented this
- Bosnian Serbs started to capture territory in Bosnia
- Ethnic Cleansing (mainly by the Serbs)
 - a. 80,000-250,000 deaths and more than 3 million refugees

- Serbia had gained 70% of Bosnia-Herzegovina by 1994
 - a. Also had 25% of Croatia
- Bosnia (Muslim) allied with Croatia
 - a. They held on against the Serbs
- Milosevic wanted to ditch Bosnian Serbs in order to keep power
- 4. Srebrenica (July 1995)
 - Bosnian Serbs overran a UN "safe area" of Srebrenica (Muslim town)
 - They killed several thousand civilians
- 5. Dayton Accords (November 1995)
 - Bosnian Serbs remained in a loose-federal state and a Muslim-Croatian alliance administered the rest
 - It was the end of the conflict
 - US was a major leader in the peace
- 6. Kosovo vs. Serbia Conflict
 - Kosovo wanted independence
 - The Kosovo Liberation Army (KLA) was formed in 1998
 - They started to fight against the Serbs
 - Serbia suppressed Kosovo
 - a. They attacked the guerillas and civilians
 - US threatened to bomb Serbia with heavy air raids if Serbia continued to attack Kosovo (January 1999)
 - Milosevic refused
 - NATO bombed Belgrade and Serbia
 - Serbia responded by driving out Kosovaks in Serbia
 - NATO doubled their destructive air raids
 - Milosevic eventually backed out

g. Maastricht Treaty (1991)

1. The Treaty
 - Set strict financial criteria for joining the monetary union (to be formed in 1999 with a single currency. Anticipated the development of common policies on defense and foreign affairs)

T. Art/Music/Architecture

a. Art

1. Renaissance (1300-1500)

- Early Renaissance (1300s)
 - a. Art was still overwhelmingly religious
- Later Renaissance (1400s/1500s)
 - a. Art became more secular and classical subjects became popular
 - b. Painting and sculpture became more naturalistic and realistic
 - c. Human body was glorified
 - d. A new "international" style
 - 1. Emphasized color, decorative detail and curvilinear rhythms
- Artists/Paintings
 - a. Giotto (1276-1337)
 - 1. First renaissance painter
 - 2. Led the way with realism and treatment of human body
 - b. Masaccio (1401 - 1427)
 - 1. Mathematical Approach to Art (X's and depth, etc.)
 - c. Botticelli - Painter (1445-1510)
 - 1. "Birth of Venus" (1486)
 - 2. "Primavera" (1482)
 - d. Michelangelo (1475-1564)
 - 1. "Sistine Chapel" (1508-1512)
 - 2. "David" (1504)
 - e. Leonardo da Vinci (1452-1519)
 - 1. "Mona Lisa" (1505)
 - 2. "The Last Supper" (1498)
 - f. Raphael (1483-1520)
 - 1. "School of Athens" (1511)
 - g. Donatello - Sculptor (1386-1466)
 - 1. He revived the classical figure, with its balance and self awareness

2. Northern Renaissance (1450-)

- Northern Renaissance
 - a. Was more religious and less influenced by classical themes and motifs
- Artists/Paintings
 - a. Jan van Eyck
 - 1. Used oil based paint successfully
 - 2. Realism and attention to detail
 - 3. "The Arnolfini Portrait" (1434)
 - b. Bosch
 - 1. "Death of the Miser" (1490)
 - 2. "Ship of Fools"
 - g. Bruegel
 - 1. "Fall of Icarus" (1558)

3. Baroque (1575-1650)

- Definition
 - a. A painting in which rules of proportion are not observed perfectly; naturalistic rather than ideal; emotional rather than rational; movement, vitality, and brilliant color
 - b. Emotional and exuberant art
- 16th century art was found criticized by both Protestants and Catholics
 - a. Protestants: did not agree with Catholic use of visual art in Church setting, found Italian painting pagan
 - b. Catholics: Renaissance art too intellectual/classical; no emotional appeal
- Characteristics
 - a. Combined heightened sensuality w/ spirituality
 - b. Enlarged sense of space, wealth, exotic themes (due to expanded trade and colonization w/Africa, New World)
 - c. Knowledge that Earth isn't the center of the universe also led to the enlarged sense of space

- Artists/Paintings
 - a. Peter Paul Rubens (1577-1640)
 1. Known for voluptuousness of his female nudes
 2. Developed a sensuous, colorful style of painting characterized by animated figures and monumental size
 3. "The Elevation of the Cross"
 4. "The Descent from the Cross"
 5. "Daniel in the Lion's Den"
 - b. Bernini
 1. "David"
 2. "Ecstasy of St. Teresa"
 - c. Rembrandt (1606-1669)
 1. Luxuriant brushwork, rich color and mastery of chiaroscuro
 2. "Abraham and Isaac"
 3. "The Clothmakers Guild"
 4. "The Blinding of Samson"
 5. "The Prodigal Son"
 - d. Caravaggio (1571-1610)
 1. "Calling of St. Matthew"
 2. "David with the Head of Goliath"
 3. "Death of the Virgin"
 4. "Sacrifice of Isaac"

4. French Classicism (1650-1713)

- Art during Age of Louis XIV
- Imitated Renaissance and Classical Works
- Artists/Paintings
 - a. Poussin (1594-1665)
 1. Highest aim of painting was to represent noble actions in a logical and orderly but not realistic way
 2. "The Rape of the Sabine Women" (1633)

5. Neo-Classicism

- Devoted of pastel colors and haziness
- Have sharp colors with Chiaroscuro
- Artists/Paintings
 - a. Jacques Louis David (1748-1825)
 1. Use Greek elements to extol the French Revolution's virtues
 2. "The Oath of Horatii" (1784)

6. Romanticism (1750-1850)

- Belief in emotional exuberance, imagination and spontaneity
- Nature as a source of inspiration
- Rejected classical emphasis on order and rationality
- Artists/Paintings
 - a. Gericault - Paintings in which nature was violent
 1. "Raft of the Medusa"
 - b. John Constable - Embraced nature
 1. Hated the Industrial Revolution
 2. "White Horse"
 - c. William Blake
 1. He critiqued the Industrial Revolution
 2. He didn't like the satanic mills and the hard life of the poor
 3. "Chimney Sweeper"
 - d. Eugene Delacroix - Exotic Ideas
 1. "Liberty Leading the People"
 1. Revolution of 1830
 2. Very idealized
 2. "Massacre of Chios"
 - e. Goya
 1. "Third of May"
 2. Pictured Spanish Civil War
 - f. Joseph M.W. Turner

1. "Snow Storm"
2. "Rainstorm"
3. "Rain, Steam, Speed"

7. Realism

- Artists/Paintings
 - a. Millet
 1. Endowed rural life with a dignity and monumentality that transcend realism, making the peasant almost heroic
 2. "The Gleaners" (1857)
 - b. Courbet (1819-1877)

8. Impressionism (1867-1886)

- The effect of natural light on a setting
 1. Capturing the impression of a moment
- Artists/Paintings
 - a. Claude Monet
 1. "Soleil Levant" (1872) - Sunrise
 - The impression of sun rising
 - Thick strokes
 - Primary colors next to each other
 2. "Haystacks at chailly at Sunrise" (1865)
 3. "Wheatstacks" (1891)
 4. "House of Parliament, London"
 - b. Pierre-Auguste Renoir
 1. Portraitist
 2. "Nini in the Garden" (1875-1876)
 3. "The Luncheon (Le dejeuner)" (1879)
 4. "A girl with a watering can"
 5. "The luncheon of the Boating Party" (1881)
 - c. Edgar Degas
 1. "The Dance Class"
 2. "Dance School" (1874)
 - d. Camille Pissaro
 1. "Red Roofs"

9. Expressionism (1890-1910)

- Post-impressionism
- Distort reality for an emotional effect
- Subjective art form
- Artists/Paintings
 - a. Paul Gauguin
 1. "Where do we come from? What are we?..." (1897)
 2. "Femmes de Tahiti OR Sur la plage" (1891)
 - Naturalistic
 - Color is important
 3. "Vision after the sermon, Jacob wrestling with the Angel" (1888)
 - b. Vincent Van Gogh
 1. No light source
 2. "Starry Night" (1889)
 3. "Sower with Setting Sun" (1888)
 4. "Irises" (1889)
 5. "Wheat Field Under Threatening Skies" (1890)
 - c. Edward Munch
 1. "An art created of one's innermost heart"
 2. "The Dance of Life" (1900)
 3. "The Scream" (1893)
 - Seminal series
 - Symbolize the human species overwhelmed by an attack of existential angst
 - No meaning to life

9. Fauvism (1900-1910)

- Means wild beast (art pushes the boundaries)

- Color! Things became abstract
- Artists/Paintings
 - a. Henri Matisse
 1. "Green stripe (Madame Matisee)" (1905)
 2. "Self-Portrait" (1906)
 3. "The Girl with Green Eyes" (1908)
 4. "Portrait of Ande Derain Couliere"

10. Cubism

- Artists/Paintings
 - a. Pablo Picasso
 1. No longer an emphasis on color or light
 2. Emphasis on shape
 3. "The Guitar Player" (1910)
 - 3D painting on a 2D plane
 4. "Women Playing a Zither" (1911)
 5. "The Glass" (1911)
 6. "Guernica" (1937)
 7. "Las Meninas" (1937)

11. Dadaism (1916-1920)

- Anti-art
- No aesthetic purpose
- Artists/Paintings
 - a. George Grosz
 1. "Pillars of Society" (1926)
 - Making fun of superior
 2. "Eclipse of the Sun"
 - b. Marcel Duchamp
 1. "L.H.O.O.Q./Mona Lisa"
 - "She has a hot - "
 - Making fun of

12. Surrealism

- Freud
- Artists/Paintings
 - a. Salvador Dali
 1. "Canniablism in Autumn"

b. Music

1. Baroque (1600-1760)

- Monteverdi, Vivaldi, Handel, Bach, Scarlatti, Purcell

2. Classical (1730-1820)

- Beethoven, Hadyn, Mozart, Clementi

3. Romantic (1815-1910)

- Beethoven, Berlioz, Struass, Chopin, Schumann, Liszt, Schubert, Brahms, Tchaikovsky, Dvorak, Rachmaninoff, Ravel, Mussorgsky

c. Architecture

1. Romanesque (1000)

- Fireproofing was essential
- Ceilings were made of stone
- Walls were thick

2. Gothic (1100-1300)

- Pointed arch, ribbed valut and flying buttresses
- Interior lightness (stained glass)
- Walls were thinner

3. Baroque

- New emphasis was placed on bold massing, domes, light-and-shade (Chiaroscuro), 'painterly' color effects, and the bold play of volume and void
- Intended to over-awe the masses
- Used by Catholic Church to win back converts

4. Rococo

- Softened version of baroque

5. Neo-Classical

Society/Women

Later Middle Ages (-1300)

- Bubonic Plague
- Population Decline
- Women
 - Women had power
 - Were needed to survive
 - Both husband and wife
- Society became divided and full of fear
- People married early
 - They died early too

Renaissance (1300-1500)

- Was an elitist movement
- Wealthy started education
- Women
 - Women were responsible for domestic affairs
 - Women status declined
 - Women were not involved in the general improvement of educational opportunities
 - Use them to run the household
 - Women were raped frequently

Wars of Religion (1500-1650)

- Women
 - Women status declined
 - Prostitution was common and brothels were licensed
 - Witch Hunt

18th Century before 1750 (1700-1750)

- Population Explosion
 - Agricultural revolution
 - Less deaths
 - Advances in Medicine did not do much to reduce the death rate
 - Led to overpopulation
- Nuclear Family
 - People worked away from home
 - Boys left home to work as craftsmen or laborers
 - Girls left home to work as servants
 - Village Community Controls
 - People married late
 - Illegitimacy was low
 - Pre-marital sex was high (usually led to marriage)
 - Children
 - Childhood was dangerous
 - Infant mortality was high
 - Parents were indifferent to them
 - Education for common people began around 1600/1700

18th Century after 1750 / Industrial Revolution (1750-1850)

- Cottage Industry and Factories
 - People moved to the cities
 - No longer subject to village controls
 - Poor Conditions
- Family
 - Illegitimacy was high
 - Pre-marital sex was high
 - People married earlier
 - Some people married for love
- Women
 - Had only limited job opportunities
 - Were confined to low-paying dead-end jobs

Post-Industrial Revolution (1850-1910)

- Standard of living improved for many workers
- Middle class life got better
- Family
 - Pre-marital sex decreased after 1850
 - Illegitimacy decreased after 1850
 - People married later
 - Romantic love triumphed over economic considerations

- Children
 - The indifference to children by mothers ended
 - Birthrate declined
 - Children became more important
 - They received advantages
 - They were often very controlled
- Women
 - Women no longer outside of home
 - Women became full-time mothers and homemakers
 - No longer wage-earners
 - Women were excluded from good jobs
 - Women struggled for rights
 - Women's control and influence in home increased

WWI (1914-1918)

- Women entered the work force
- Some women gained the right to vote after the war
- Women showed a growing spirit of independence

Misc.

- Scandinavian countries gave women suffrage first
- Betty Friedan
 - Feminine Mystique
- Simone de Beauvoir
 - Second Sex