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

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

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

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

All of you have successfully completed Global History 1 and 2. I assume most of you know how to "do school." If you have special needs, or learning differences, I hope you will speak with me about them promptly so that I can help you succeed.

DRACONIAN LATE POLICY: Your work is due on the date it is assigned and during the class period you usually attend. Your work is due whether or not your absence from school is "excused." For specific exceptions, you can speak to the teacher.

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

1. LESS IS MORE. Every word should add to your argument. If a word or phrase is not necessary for clarity or beauty, LEAVE IT OUT!

2. SAY WHAT YOU MEAN.

3. Tense agreement! Use ALL past tense or ALL present tense. Almost always, past is best for history.

4. Do not abbreviate.
   4a. Avoid contractions.

5. USE ACTIVE VOICE! Do not write: "The paper was written by Bubba." Do write: "Bubba wrote the paper."

6. No first or second person. Period. The end. That means NO "I", "you", "we", "me," "your," "our," or "us."

7. "Person" and "one" are singular. So are "everybody", "everyone", "no one", "nobody." It means these words must be followed by singular pronouns such as "he" or "she." And, of course, the verbs must be singular as well.
   DO NOT WRITE: "Everybody thinks they are a good writer."
   DO WRITE: "Everybody thinks he or she is a good writer."

8. "Lastly" is not a good word. Use "finally." And while you are at it, avoid numerical adverbs like "firstly" or "secondly". Use instead "first" or "second."
   8a. Do not use words like "scenario" or "utilize" when you can use words like "scene" or "use."

9. DO NOT EQUIVOCATE. DO NOT BE TENTATIVE. Make assertions. Then prove them with evidence.

10. Do not write "in conclusion." If the reader cannot tell you are concluding, you have not done your best work.

11. Adverbs such as "definitely," "really," "very," "greatly," "strongly," "basically" weaken your writing.

12. Do not use "this" as a noun. When it is an adjective, it needs a noun to modify. In general, after "this" you need a noun.

13. Use parallel construction. Remember to use "to" in a parallel construction with infinitives.


15. "Affect" means to make a difference in something. "Effect" means to cause something, or, alternatively, the result of something.

16. Distinguish correctly between "their," "there," and "they're"

17. Distinguish correctly between "your" and "you're."
   17a. Distinguish correctly between "its" and "it's." You will NEVER USE "it's" in formal prose if you follow these rules because it is a contraction.

18. "Hate" is a verb. "Hatred" is a noun.

19. "Quote" is a verb. "Quotation" is a noun.
20. "Cite" is a verb. "Citation" is a noun.
21. NEVER WRITE "would of," "could of," or "should of" for "would have," "could have," or "should have."
   Never! Never! Never!
22. Avoid Colloquialisms.

23. DOUBLE SPACE YOUR TYPED WORK!

24. Check your spelling before turning in work. Run the spell-check on your computer written work!

25. Watch out for overuse of "also."

26. Do not start or end a paper with useless or obvious phrases such as "The question I choose to answer is...," "This paper is about...," "I am going to prove thus-and-such and use evidence." Follow Nike: Just Do It.

27. People WHO
   Things THAT

28. Learn or remember that "a lot" is TWO words. That is a lot!

29. Spell "separate" correctly.

30. Do not write, "hopefully" when you mean, "it is to be hoped," or "one hopes." "Hopefully" is an adverb.

31. NEVER start a paper with "According to Webster's New Collegiate Dictionary..." or any other dictionary reference.

32. DO NOT begin compare/contrast papers with generic openings like "This and that are very different but they also have similarities."

33. DO NOT use "economical" which means "tending to save money" for "economic" which means "having to do with the economy."

34. Tired phrases to avoid:
   a) An author "goes on to say..."
   b) Something is a "key factor" or worse yet, something is "key."
   c) ANYTHING (but especially an economy) was "in shambles."

35. Do not write: “Butch was a person who snored.” DO WRITE: “Butch snored.”

36. Do not write: “Doofus was able to burp.” DO WRITE: “Doofus burped.”

37. AVOID THE CONSTRUCTION: “It was then.....that...” or, “It was this person who...”

38. Do not confuse “want” with either “lack” or “desire.”

39. ALWAYS refer to authors, and people you are writing about, by their LAST NAMES only. No titles, no honorifics, and above all, NO FIRST NAMES. Use of first names is demeaning.

40. Do not write that a country or a leader was “upset” by something. Similarly do not write that countries or people were “happy” about something.

41. Novels are ALWAYS FICTION! Do not write that a work is a “novel” if it is NOT!

42. “Impact’ is NOT a verb in formal English. Neither is “disrespect.”

43. Things are BASED ON other things, NOT “based off of” other things.

44. Do not use “in order to.” Just use a nice active verb.

45. Nations should be referred to as “it” or “her” (the old-fashioned style) but not as “they.”

46. Do not use “amongst.” There is nothing wrong with “among.” Same thing for “betwixt” and “amidst.”

47. If you can count something use “number.” If you must measure something use “amount.”
VERBS FOR THEMATIC ESSAYS

1. Analyze: determine the nature and relationship of the component parts of; explain the importance of; break down.

2. Assess: judge the value or character of something; appraise; evaluate. Decide how true or false a statement is.

3. Compare: examine for the purpose of noting similarities and differences, focusing more on similarities.

4. Contrast: compare to show the unlikeness or points of difference.

5. Criticize: make judgments as to merits and faults; criticism may approve or disapprove or both.

6. Define: give meaning (A word, phrase, concept); determine or fix the boundaries or extent.

7. Describe: give an account; tell about; give a word picture.

8. Discuss or examine: talk over; write about; consider by ARGUMENT or from various points of view; debate; present the different sides.

9. Enumerate or list: mention or itemize separately; name one after another.

10. Evaluate: give the good points and the bad; appraise; give an opinion regarding the value of; discuss the advantages and disadvantages.

11. Explain: make clear or plain: make known in detail; tell the meaning of; make clean the cause or reason.

12. Illustrate: make clear or intelligible as by examples.

13. Interpret: explain the meaning; make plain; present your thinking about.

14. Justify: show good reasons; present your evidence; offer facts to support your position.

15. Prove: establish the truth of something by giving factual evidence or logical reasons.

16. Relate: show how things are connect with each other or how one causes another.

17. Summarize: state or express in concise form; give the main points briefly.

18. Trace: follow the course.

19. To what extent: tell how far something goes on an imaginary continuum. Another way to envision this directive is as a balance. Does the scale tip one way or the other? a lot or just a little?
TERMS TO USE WHEN MAKING COMPARISONS

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

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

1. Follow the style sheet.

2. Define your terms.

3. Decide what, if any, is the implied periodization in the question. Be sure to tell the reader that you know what the dates signify. (BUT - ALAS - Sometimes the periodization of the question is capricious. You'll have to DECIDE if the dates signify a specific time period or not.)

4. Use examples to support your generalizations. Dates, names, events, places. DETAIL IS GOOD!

5. Consider any potential problems with your evidence or argument. Discuss how your thesis can account for them, or how they are irrelevant.

6. It is important to ANSWER THE QUESTION THEY ARE ASKING and to let them know that you are answering the question.

7. It is important to recognize the implicit structure of the answer dictated by the question, or hiding within the question. When you answer the question, be explicit about the categories in the question as you respond to them.

8. LOOK for CHANGE OVER TIME and DECIDE FOR YOURSELF if is a relevant factor in the answer.

9. DO NOT B.S. THE ANSWER or try to twist the question to mean what you want it to mean or what you know about. The readers can tell. Even if your essay is great, if it does not answer the question you will get a zero.
HOW TO WRITE A THEMATIC ESSAY

Remember: The Main Thing To Do is “ATFQ!”
Answer The Freakin’ Question!

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

   b) Consider the nature and scope of the question. Should your answer be chronological, or topical? Should your answer be based on social, political, cultural or economic history?

   c) Look for an implicit structure for your paper within the question.

2. Think for a while, maybe making brief notes.

3. List the "magic words" for the topic. Figure out what the "magic" dates signify. Remember that a Magic Word is “that without which there is no A.”

4. Formulate a thesis. Your thesis is the answer to whatever question you are investigating, or the answer to the question posed by the test. Another way to put it is that your thesis is the statement that you are asserting is true, the truth of which you will attempt to demonstrate in your paper.

5. Outline your response.

6. Write the paper.
   a) Your first paragraph will include both your thesis and a preview of the evidence you will adduce.

      1. Your beginning may set up the context of the question, linking the known to the unknown (what you will prove by the end of the paper.)

      2. You might consider using analogy or metaphor.

      3. You might pose a commonly held position, or misperception, and then attack it.

   c) For conclusion, you should answer the question: SO WHAT? Why is the issue discussed in this paper historically significant? There are three standard formulae: KAPOW! WHEE! and HUMMM! Here are some examples:

      1. POW! It happened! (For chronological or causal argument.)
      2. That's why it happened HERE first/best. (For locus arguments.)
      3. It couldn't have happened anywhere else. (Also for locus.)
      4. And we will see the implications of it, such as.... in the future.
      5. If only X then there would have been (have not been) Y.
      6. Paradox or Irony: And so on the surface it seems to mean X, but it really means Y... It is both X and Y... It spite of trying to be X it ended up being Y.
      7. That's the way it was but they did not know it then.
      8. Frankenstein POW! S/he created something s/he could not control.
      9. Fugue ending: HUMMMMMMM. Brings all the melodies of your argument together in a nice round note. Especially good if you have used metaphor or simile at the beginning and throughout your paper.
CAN YOU DO THE DBQ?
HOW TO INTERROGATE A DOCUMENT

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

SPECIFICS FOR WRITING THE DBQ

1. Formulate a thesis about history, not merely about the documents. MAKE SURE YOUR THESIS ANSWERS THE FREAKIN’ QUESTION! With any kind of writing, remember to ATFQ!

2. Focus your discussion on the documents and the inferences you can draw from them.

3. Use all the documents.

4. Do not quote extensively. LONG QUOTATIONS ARE BAD!

5. A good DBQ ANALYZES and DRAWS CONCLUSIONS from the documents. You should avoid the "laundry list" approach; that is, do not merely summarize each document.

6. Look for trends of change over time in the documents. (Sometimes "change over time" is not a relevant factor in the question, so LOOK for it, but don't require it.)

7. Refer to the content, or the author, of the document so specifically in your text that the reader cannot help but notice the document you are referring to without your having to cite it in parentheses.

8. According to the AP guys these are "indicators of analysis":
   - analytical essay structure (thesis, discussion with evidence, conclusion.)
   - organization of evidence in categories, especially ones not specified in the question itself. GROUPING is GOOD!
   - frequent reference to the terms of the question.
   - combination/juxtaposition of documents.
   - recognition of contradictions, ambiguities in documents.
   - reference to the POINT OF VIEW ("attribution") and the PURPOSE of the document.

HOW THE “CORE SCORING” WORKS:
You have to get the first six points of the “Basic Core” before you can get the three optional points for being cooler and fancier. Here are the six points:

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

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

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

1. You need to group the documents three different ways in your DBQ. It takes two documents to make a group.

2. Your groupings need to be RELEVANT and VALID! You may not just discuss authors whose last names begin with “Q” and get credit for a valid grouping.

3. Here are some ways to group documents:
   a. TYPE, i.e., letter, book, diary, political platform, government document, statistics, newspaper account, business records, etc.
   b. GENDER of the author
   c. EDUCATION, OCCUPATION, SOCIAL or ECONOMIC CLASS of the author
   d. PERIOD in which they were written
   e. POINT OF VIEW
   f. IDEOLOGY
   g. NATIONALITY of author
   h. RELIGION of author
   i. LOCATION of author, i.e., rural, urban, Paris

4. You may make a group out of two or more documents whose points of view disagree with each other. The idea is to show that you can combine and juxtapose the ideas, and that you recognize that the documents are “talking” to each other.
Questions come from intellectual/cultural, social/economic and political/diplomatic history of Europe from 1450 to the recent past.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The AP guys expect some variation in courses across the nation, so you only need about 75% of multiple choices right to score in the 4 or 5 range, assuming your writing is good.
TO DIAGNOSE YOURSELF ON TEST WEAKNESSES
When you get the results of your practice test you can diagnose your weak places so you can focus your studying.

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

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

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

GENERAL PRINCIPLES FOR LEARNING SOMETHING ON YOUR OWN

Research and Study Ideas

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

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

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

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

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

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

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

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

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

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

1. Complete bibliographical entry for article.

2. In one sentence, state the question the author is asking.

3. In one sentence, state the author's thesis.

4. Development
   a) Describe the structure of the author's argument.
   b) Explain what evidence the author gives to prove his/her point.

BOOK REVIEWS

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

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

1. The peoples of Europe, convinced that their nations' causes were just, entered World War I in August of 1914 enthusiastically, in the belief that victory would be theirs by Christmas. What went wrong? Why did they, civilian and military alike, have such a mistaken concept of the nature of modern warfare? What changes had taken place in previous decades to so dramatically alter the nature of warfare?

2. The nature and motivation for warfare in Europe has altered many times during the modern era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon.

3. “The Crimean War, 1852-1856, was one of the silliest wars ever fought; yet its consequences were extraordinarily important for Russia and for Europe as a whole…” ----William H. McNeill, A History of the World Community

   Discuss the origins of this “silly war” and, having done so, indicate the “extraordinarily important” consequences of it on Russia and Europe.

4. Discuss the major trends in European warfare from 1648 to 1763. Consider recruiting, training, funding, weaponry, tactics and implications for national economics and foreign policy. Use specific examples from France, Prussia, Russia or other nations.

5. How would European history be different if instead of propping up the Ottoman Empire and partitioning Poland in 1772, Austria and Russia had instead gone to war over the Balkans?

6. Discuss changes in military practices from 1453-1648 and relate them to changes in politics and economics.

THEMATIC ESSAYS FOR EUROPEAN DEMOGRAPHICS AND SOCIAL HISTORY

1. Describe and analyze the economic, cultural and social changes that led to and sustained Europe's rapid population growth in the period from approximately 1650-1800.

2. Describe and assess the importance of primogeniture in creating a distinctive social structure in Great Britain as compared to continental European nations such as France.

3. Analyze how and why Western European attitudes toward children and child rearing changed in the period 1750-1900.
THEMATIC ESSAY QUESTIONS FOR RENAISSANCE

1. Compare and contrast the Renaissance in Italy and in northern Europe.

2. Why did the Renaissance start in Italy?

3. To what extent was the Renaissance a secular movement?

4. Explain the Renaissance as an urban phenomenon?

5. Describe the ideal Renaissance individual: choose from Leon Batista Alberti, Isabella d'Este, Lorenzo de Medici or Leonardo da Vinci.

6. Describe changes in painting, poetry, architecture and sculpture that arose during the Renaissance. How did these cultural achievements reflect the values of Renaissance society?

7. Describe the position of women during the Renaissance?

8. To what extent is the term "Renaissance" a valid concept for a distinct period in modern European history?

9. Explain the ways in which the Italian Renaissance humanism transformed ideas about the individual's role in society.

10. "The secular humanism of the Italian Renaissance reflected the modern world while the Christian humanism of the Northern Renaissance compromised between medievalism and modernity. "Defend or refute this statement.

11. To what extent and in what ways did the Italian Renaissance result from Italy's geographical advantage in the world trade of the 15th century?

12. "Although the term "Renaissance" is misleading, the modern world began with Renaissance secularism and individualism." Assess the validity of this statement.

13. Explain why Machiavelli's The Prince is both one of the most misinterpreted books of modern times and the first modern treatise in political science.

14. Analyze how the Northern Renaissance gave rise to two diverse trends: religious mysticism and science and technology.

15. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.

16. How was the experience of upper class women in the Renaissance different from the experience of upper class men?

17. Analyze the influence of humanism on the visual arts in the Italian Renaissance. Use at least three specific works to support your analysis.
1. How did Catholic authorities respond to the challenge of Protestantism?

2. Compare and contrast the religious and political beliefs Luther, Zwingli, Calvin, the Anglican Church and the RCC.

3. To what extent were Luther's 95 Theses a political as well as a dogmatic protest against the Roman Catholic Church?

4. What caused the spread of Lutheranism throughout the German states among the nobility and the common people?

5. Why did Protestantism fail to spread to the French nobility the way it did in the German states?

6. Was the Reformation in England more of a political or dogmatic reformation?

7. What impact did the spread of Protestantism have upon the political balance of power in Europe from 1520-1603?

8. What were the political implications of Reformation ideas and actions?

9. Why did the Irish resist Protestantism and Anglicanism?

10. To what extent could the Reformation be viewed as a further progression in the rise of an educated middle class?

11. The Reformation and the Scientific Revolution were contemporary events in Europe. Discuss the relationship between these two events in the following aspects: a) their common origins b) their influence on economic developments c) their creation of political tensions.

12. "The Protestant Reformation was primarily an economic event." By describing and determining the relative importance of the economic, political and religious causes of the Reformation, defend or refute this statement.

13. How did the disintegration of the medieval church and coming of the Reformation contribute to the development of nation-states in Western Europe between 1450 and 1648?

14. "Luther was both a revolutionary and a conservative." Discuss this statement with respect to Luther's responses to the political and social questions of his day.
15. What were the responses of the Catholic authorities in the sixteenth century to the challenges posed by the Lutheran Reformation?

16. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.

17. "The Reformation was a rejection of the secular spirit of the Italian Renaissance." Defend or refute this statement using specific examples from 16th c. Europe.

18. Describe and analyze the ways in which 16th c. Roman Catholics defended their faith against the Protestant Reformation.

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

20. Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century. Refer to at least two social groups in your assessment.

21. "Luther began the Reformation as a religious reformer and ended it as a religious revolutionary." Assess the validity of this statement.

22. Calvin's doctrines were a radical departure from those of both the Roman Catholic Church and Lutheranism." Evaluate this statement.

23. "The reformation was caused by long-term political, social and economic developments." Discuss this statement.

24. "The Catholic Counter Reformation attempted not only to reform the Church but to suppress heresy." Defend or refute this statement.

25. "The Protestant emphasis on one's personal relationship with God was a logical outgrowth of the Renaissance." Assess the validity of this statement.

26. "Protestant spread with the growth of nationalism." Discuss this statement.

27. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the 16th century regarding the reform of both religious doctrines and religious practices.

28. The reformation inaugurated by Martin Luther was primarily a religious protest. At the same time it unleashed or soon gave rise to a number of other diverse protests and calls for change in areas which, while related to social, political and economic issues rather than spiritual matters, were advanced by religious groups. Discuss, giving specific examples of the various protests or calls for change.

29. Describe and analyze the impact of the Counter-Reformation on European history.

30. Discuss the political and social consequences of the Protestant Reformation in the first half of the sixteenth century.
THEMATIC ESSAY QUESTIONS FOR AGE OF DISCOVERY/COMMERCIAL REVOLUTION

1. What factors in European society gave rise to the Age of Exploration?

2. Discuss: The Age of Exploration was both the cause and the effect of the rise of the European middle class.

3. Discuss the reasons and political factors that caused England and France to delay in joining the exploration of new territory.

4. In what ways was the Age of Exploration an extension of the Renaissance?

5. What relationship, if any, exists between the Age of Exploration and the Crusades?

6. How were the Ottoman Empire and the Italian city-states a cause of the Age of Exploration?

7. Discuss the political and economic reasons for the decline of Spain between 1492-1648.

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

9. Explain how economic, technological, political and religious factors promoted European explorations from about 1450 to about 1525.

10. Why were Portugal and Spain the first nations to create empires over seas?

11. In the 17th c. how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory and trade?

12. Analyze changes in the European economy from about 1450 to 1700 brought about by the voyages of exploration and by colonization. Give specific examples.

13. Analyze the way the opening of the Atlantic sparked the rise of capitalism.

14. Focusing on the period before 1600 describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement.

15. At the outset of the Age of Exploration and Discovery it was the nations of the Iberian Peninsula - Portugal and Spain - that led the way. Why? What particular circumstances, advantages, motives favored these states taking the lead?

16. Describe and analyze how overseas expansion by European states affected global trade and international relations from 1600-1715.

17. Explain how advances in learning and technology influenced fifteenth and sixteenth century European exploration and trade.
THEMATIC ESSAY QUESTIONS FOR RISE OF NATION STATES

1. To what extent was the Glorious Revolution a "bourgeois" revolution?

2. Discuss the role of religion in the Thirty Years War. Was religious belief the cause or merely the rallying point for underlying political disputes?

3. What effects did the Thirty Years War have on the balance of power in Europe socially, politically and economically?

4. Compare and contrast the Treaty of Westphalia (1648) with the Peace of Augsburg (1555). Discuss its effects upon the middle class and also upon the status of the Hapsburg Empire.

5. What effect, if any, did the Thirty Years War have upon the future reunification of Germany? Explain and discuss.

6. To what extent could the overthrow of the Stuart Monarchy be considered a triumph of the Middle class in England?

7. Discuss the role of religion in the downfall of the Stuarts. Was it the immediate cause or merely an overt symptom of deeper conflicts?

8. Did the Cromwellian revolution and subsequent Glorious Revolution result in greater democratization of English society?

9. To what extent were the Wars of Religion in France the result of an already ineffective and decentralized monarchy? What was the actual role played by religious differences within French society?

10. Compare and contrast the handling of religious conflicts between the Stuart monarchs of England and the French monarchy under Louis XIII and Louis XIV? To what do you attribute these differences in policy and what were the ultimate effects of each upon their societies?

11. What effects did the Thirty Years War have upon the reign of Louis XIV and his advisor Mazarin? What effect did the decisions made by this administration have upon the future of the French state?

12. What steps did Louis XIV take to create a more efficient and centralized state? In what ways did he succeed in both increasing the authority of the crown and also in assuring its eventual overthrow in the French Revolution?
13. How did the disintegration of the medieval church and the coming of the Reformation contribute to the development of nation-states in Western Europe between 1450-1648?

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

15. Discuss the "New Monarchy" of the 16th Century in England, France or Spain.

16. "In 17th c. England the aristocracy lost its privileges but retained its power; in 17th c. France the aristocracy retained it privileges but lost its power." Assess the accuracy of this statement with respect to political events and social development in the two countries in the 17th c.

17. Analyze the ways in which both the theory and the practice of monarchy evolved in England from 1603 (the death of Elizabeth I) to 1688-1689 (the Glorious Revolution.)

18. In 1519 Charles of Hapsburg became Charles V, the HRE. Discuss and analyze the political, social and religious problems he faced over the course of his imperial reign (1519-1556.)

19. In 1490 there was no such country as Spain, yet, within a century it had become the most powerful nation in Europe and within another had sunk to the status of a third-rate power. Describe and analyze the major social, economic and political reasons for Spain's downfall.

20. Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.

21. Evaluate the reign of "The Sun King."

22. Contrast and compare the development of the nation-state in France and in England from the early 16th to the end of the 17th centuries.

23. Analyze the development of absolutism in France.

24. To what extent and in what ways did the Puritan Revolution contribute to the supremacy of Parliament in 1689?

25. How absolute was the absolutism of Louis XIV?

27. Explain how the Glorious Revolution of 1688 established constitutional government in England.

28. In what ways were France's social, political and economic problems between 1562-1589 similar to those of the Holy Roman Empire and how did the French solve them?

29. The nature and motivation for warfare in Europe has altered many times during the modern Era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon

30. The Stuarts have been held at least partially accountable for the decline of monarchical power in Great Britain. Describe and analyze the justification for such a position.


32. Compare and contrast the religious and economic policies of the early Stuart monarchs, the Commonwealth under Oliver Cromwell and the Restoration Stuarts.

34. “Leadership determines the fate of a country.” Evaluate this quotation in terms of Spain’s experiences under Philip II.

35. Compare and contrast the religious policies of TWO of the following: Elizabeth I of England, Catherine de Medicis of France, Isabella of Spain.

36. Louis XIV declared his goal was “one king, one law, one faith.” Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
THEMATIC ESSAY QUESTIONS FOR SCIENTIFIC REVOLUTION

1. In what ways was the Scientific Revolution revolutionary? In what ways was it evolutionary?

2. Why did the Church view the ideas of Copernicus and Galileo as a threat?

3. How did the new scientific method differ from medieval attempts to discover truth? In what ways did medieval universities also contribute to the development of science as an independent field of study?

4. The Scientific Revolution began about the same time as the Reformation and the Counter Reformation. How can the two developments be thought of as related?

5. How does the scientific method combine Francis Bacon's inductive reasoning with Rene Descartes deductive reasoning?

6. How did the scientific view of evidence and discovery affect other branches of human endeavor, for example political theory and history?

7. "If I have seen farther than others, it is because I have stood on the shoulders of giants." How did Newton synthesize scientific thought? How is this very statement an example of thinking in the Scientific Revolution?

8. How did the Renaissance interest in antiquity such as Greek science stimulate scientific investigation during the 16th century? What role did patronage play in the support of science?

9. What effect, if any, did the Scientific Revolution have on the everyday lives of ordinary people?

10. To what extent was the Scientific Revolution a result of economic, social and political events rather than a result of the efforts of scientists independent of external factors?

11. How did the developments in scientific thought from Copernicus to Newton create a new conception of the universe and humanity's place within it?

12. "In the 18th century people turned to the new science for a better understanding of the social and economic problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era.

13. Describe the new astronomy of the 16th and 17th centuries and analyze the ways in which it changed scientific thought and method.


15. Contrast and compare the contributions to the development of modern science of Bacon and Descartes with those of Copernicus and Galileo.

16. The Scientific Revolution of the 16th and 17th centuries was more than simply an advance in man’s understanding of the physical world. It marked the inauguration of revolutions in a person’s perception of and relations with the world, with society and his/her fellow people: it was, in essence, a social, cultural, intellectual and political revolution. Discuss.

17. Describe and analyze why the debate over a sun-centered versus earth-centered solar system was the primary controversy of the Scientific Revolution.
18. Explain the development of the scientific method in the seventeenth century and the impact of scientific thinking on traditional sources of authority.
19. Analyze at least TWO of the factors that account for the rise and TWO factors that explain the decline of witchcraft persecution and trials in Europe in the period from 1580-1750.
20. Compare and contrast Francis Bacon’s theory of inductive reasoning and Rene Descartes’s theory of deductive reasoning and explain how these methods were applied in subsequent scientific endeavors.
21. To what extent did ideas developed in the Scientific Revolution strengthen religious belief?
22. How did advances in the field of astronomy and physics affect people’s religious and social views between the time of Copernicus and Newton?
23. How did Copernicus’s heliocentric view of the universe represent what Thomas Kuhn called a “paradigm shift and how was this idea refined by succeeding scientists?
24. How did observations and conclusions about natural and supernatural phenomena in the universe change during the Scientific Revolution?
25. What is the relationship between the Scientific Revolution and improvements in military technology and strategy?
26. What social and political changes led to the Scientific Revolution?
27. Describe the conflict between the Scientific Revolution and established churches
28. What were the effects of the Scientific Revolution on religious and social aspects of European society between Copernicus and Newton?
29. How did culture in 17th century Europe give way to the advancements of the Scientific Revolution?
30. Assess the impact of the Scientific Revolution on religion and philosophy in the period from 1550-1750.
THEMATIC ESSAY QUESTIONS FOR ABSOLUTISM

1. Is there a difference between divine right monarchy and absolute monarchy? Explain.

2. What techniques did absolute monarchs in England and France use to increase their power in the 17th century?

3. What conception of the state does the expression "I am the State" reveal? Is centralization a necessary component of absolutism? Was the development of France's transportation network more of a political or more of an economic maneuver?

4. Can an absolute monarchy coexist with laissez-faire capitalism or is mercantilism a necessary economic expression of absolutism?

5. Discuss the foreign policies of the absolute monarchs.

6. Compare and contrast the ideologies of Louis XIV, Charles I of England, and Peter the Great. How successful was each in creating or expanding the role of monarchy in his own nation? Why were the English less willing to accept absolutism than were (at least apparently) the French or Russians? How were the Dutch able to resist absolute rule? Why did absolutism in Eastern Europe turn out to be more durable than in Western Europe?

7. What was the role of the army in the creation of the Prussian state? How did the Hohenzollern family make use of the army for its own purposes?

8. Discuss the religious policies of the absolute monarchy. Were the economic effects of the Revocation of the Edict of Nantes severe (older view) or minor (more recent view)?

9. What was the relationship of absolute monarchy to the culture of the period including art, architecture, music and literature?

10. Compare Louis XIV's wars with the War of the Austrian Succession.

11. Analyze the ways through which Tsar Peter the Great (1689-1725) sought to reform his society and its institutions in order to strengthen Russia and its position in Europe.

12. Analyze the military, political and social factors that account for the rise of Prussia between 1640-1786.

13. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France from the reign of Henry IV to the reign of Louis XIV.
14. Compare and contrast the extent to which Catherine the Great, Peter the Great and Joseph Stalin were "Westernizers."

15. How was Russia in the period between the 17th and the 19th centuries both European and non-European?

16. How did the Habsburgs recover from the catastrophe that befell them at the Peace of Westphalia?

17. In what ways was the Habsburg Empire "international" or "non-national"?

18. "The factor that saved the Ottoman Empire and condemned Poland in 1772 was the play of the European balance of power."
   Discuss.

19. Analyze the development of absolutism in France.

20. "Peter the Great's impact on Russia came as much from his failures as from his successes" Discuss

21. Compare and contrast the extent to which Peter the Great of Russia and Louis XIV of France were absolute monarchs.

22. In the course of the 17th century “absolutistic” regimes spread, with varied degrees of success, across much of continental Europe. Why? What were the conditions and forces at work to make this form of government desirable - or at least seem desirable?

23. Compare and contrast the “eastern” European powers, Austria, Prussia and Russia from the mid-17th century to the late 18th century.

24. Compare and contrast the economic activities and political policies of England and France after the War of Spanish Succession up to the end of the Seven Years War.

25. In what ways and to what extent did absolutism affect the power and status of the European nobility in the period 1650-1750? Use examples from at least TWO countries.

26. How well did Louis XIV’s absolutism work in unifying France, centralizing and strengthening administration and restraining the nobles?

27. Describe Louis XIV’s and Colbert’s mercantile policies.

28. Describe the different roles and activities of the intendants.

29. Describe the administration of France under Louis XIV focusing on his advisors/ministers, his tax policies and the French system of justice.

30. Discuss ways that Louis XIV and his ministers centralized power in himself and also in the state government.

31. Louis XIV declared his goal was “one king, one law, one faith.” Analyze the methods the king used to achieve this objective and discuss the extent to which he was successful.
THEMATIC ESSAY QUESTIONS FOR THE ENLIGHTENMENT

1. Compare and contrast the works of Sir Isaac Newton, Rene Descartes and Galileo.

2. Compare and contrast the works of Hobbes, Locke and Rousseau.

3. In what ways did the expansion of the natural sciences during the Age of Enlightenment affect the intellectual and political culture of the period?

4. Choose two of the following figures from the Age of Enlightenment: Carl Linnaeus; George, Count of Buffon; Antoine Lavoisier; Edward Jenner; Captain James Cook.
   For each individual chosen, discuss the importance of his work not only upon his direct field of study but also upon the fields of economics, politics and religion.

5. To what extent did the philosophic writings of men such as Thomas Hobbes, John Locke, Voltaire and Jean Jacques Rousseau reflect their social status within their respective societies? Discuss and explain.

6. What impact, if any, did the philosophers and scientists of the Age of Enlightenment have upon the religious ideology of the times?

7. To what extent could the writings of Adam Smith be viewed as an extension of the ideas developed by Newton, Locke, or Voltaire?

8. What were the essential concepts of humanitarianism and cosmopolitanism and to what degree did they reflect the philosophic and scientific developments of the period?

9. Discuss the ways in which the writings of the philosophers and scientists of the period affected the political actions and policies of European monarchs.

10. In what ways did the popular art from the Age of Enlightenment reflect the change in popular philosophic ideologies?

11. To what extent could the Enlightenment be viewed as a Second Renaissance?

12. How did social and political conditions in eighteenth century Western Europe prior to 1788 influence the ideas of the Enlightenment?

13. In what ways did Enlightenment thinkers build on or make use of ideas of Newton and Locke?

14. "Newton inspired the Enlightenment, Locke provided the blueprint, the philosophers shaped it." Assess the validity of this statement.

16. "The Enlightened Despots were more despotic than enlightened."
Defend or refute this statement.

17. To what extent and in what ways is Deism a logical offshoot of the theory of "natural law?"

18. Analyze the relationship between the Newtonian Revolution and the Enlightenment.

19. "In the 18th c. people turned to the new science for a better understanding of the social and economic problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era.

20. Analyze the ways in which specific intellectual and scientific developments of the 17th and 18th c.'s contributed to the emergence of the religious outlook known as "Deism."

21. Analyze the ways in which the Enlightenment thought addressed religious beliefs and social issues in the 18th c.

22. To what extent did the Enlightenment express optimistic ideas in eighteenth-century Europe? Illustrate your answer with reference to specific individuals and their works.

23. “The French Enlightenment was a fountainhead of humanitarian and libertarian principles. It articulated grievances and sought alternatives. The German Enlightenment was more abstract and less practical.” Analyze and assess the validity of this statement, citing specific individuals.

24. Describe and compare the political beliefs of the 18th century French philosopbes Voltaire and Montesquieu.

25. Identify features of the Agricultural Revolution and analyze its social and economic consequences.
THEMATIC ESSAY QUESTIONS FOR FRENCH REVOLUTION

1. How did the French Revolution embody the ideas of the Enlightenment?

2. What grievances did the bourgeoisie, the sans culottes and the peasants have against the Ancien Regime?

3. How did the Revolution contribute to French nationalism?


5. Choose two or more modern historians and show how their views on the causes and events of the Revolution differ.

6. Discuss the role of women in the French Revolution?

7. Did the French Revolution retard the economic development of France?

8. During the 18th Century, conditions in Eastern Europe were far worse for most people than they were in France during the same period. Yet the Revolution broke out in France and not in Eastern Europe. How do you account for this?

9. At the very moment feudal privileges were being abolished in France, Leopold II was reestablishing serfdom in Austria. How can these movements in opposite directions be accounted for?

10. Describe the opposition, French and non-French, to the French Revolution. How did the Revolutionary government(s) deal with enemies?

11. "The French Revolution, in both its causes and its course, can no longer be thought of as simple a struggle between the bourgeoisie and the nobility. It was much more complicated than that." Discuss the validity of this statement citing relevant historiographical studies.

12. "Robespierre symbolized all that was good and all that was tragic in the French Revolution." Evaluate this statement.

13. To what extent and in what ways was the French Revolution during the period 1789 through the Reign of Terror (1794) an attempt to create a government based on Enlightenment ideals?

14. "The essential cause of the French Revolution was the collision between a powerful rising bourgeoisie and an entrenched aristocracy defending its privileges." Assess the validity of this statement as an explanation of the events leading up to the French Revolution of 1789.
15. "Political leaders committed to radical or extremist goals often exert authoritarian control in the name of higher values." Support or refute this statement with reference to the political and cultural policies of Robespierre during the French Revolution.

16. Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (May 1789) to the declaration of the republic (September 1792).

17. Contrast and compare the stages of the French Revolution

18. Analyze the way Louis XVI's attempt to raise taxes to pay off his government's debts precipitated the French Revolution.

19. "The accomplishments of the French Revolution were not worth the violence, instability and war it led to." Defend or refute this statement.

20. In what ways did international diplomatic, military and political events affect domestic policy in France from 1789-1804?

21. Discuss legislation enacted by the different governments of France from 1789-1815. How does it reflect ideological or political changes?

22. Discuss the changing roles of and support for the RCC in France from 1789-1804.

23. Discuss the participation of women in various Revolutionary activities and events, and relate this participation to the different ideologies about women prevalent at that time.

24. Discuss and analyze the ideological legacy of the French Revolution of 1789.

25. Discuss the complaints and aspirations of the various social classes in France on the eve of the French Revolution.

26. Discuss the social, ideological and economic causes of the French Revolution

27. How did the changes in political power in the French Revolution from 1789-1799 reflect the social, political and economic aspirations of the bourgeoisie?

28. Analyze the class conflicts that precipitated the French Revolution, the subsequent changes in political power and the resulting governments from 1789-1799.
29. “Enlightened ideas were more expressed in the French Revolution from 1789-1792 than from 1792-1795.” Assess the validity of this statement.

30. “What is the Third Estate? It is the Whole!” ---Sieyes
   Assess the validity of this statement in reference to all the stages of the French Revolution.

31. What social and economic factors precipitated and prolonged the French Revolution?

32. To what extent were the discontents of the lower classes addressed in the French Revolution?

37. According to Crane Brinton “...power [during a Revolution] passes on from right to left until it reaches a limit usually short of the most extreme or lunatic left.” Evaluate the validity of this statement.

38. How were the values of the Enlightenment reflected in the different stages of the French Revolution?

39. What reasons did members of different social and economic classes have to support or not support the French Revolution between 1789-1799?


41. How and to what extent did Enlightenment ideas about religion and society shape the policies of the French Revolution in the period 1789 to 1799?

42. How did Enlightenment ideas that fueled the French Revolution conflict with the religious and economic needs of the people?

43. To what extent did the French Revolution reflect Enlightenment ideas in practice and in theory?

44. How did the various governments during the French Revolution address the political and economic needs of different groups of people and to what extent where these problems resolved?
THEMATIC ESSAY QUESTIONS FOR NAPOLEON

1. To what extent and in what ways did Napoleon continue the ideals of the Revolution? What impact did Napoleon's reforms have on the subsequent history of France?

2. "In exchange for equality and fraternity, order and unity, Napoleon deprived the French of their liberty" Discuss this statement.

3. How did Napoleon deal with opposition to his regime?

4. Assess the strengths and weaknesses of the Peace of Vienna. How similar was the peace process to that of the Peace of Westphalia or Utrecht? Did it lead to conflicts in the future?

5. Napoleon is sometimes called the greatest enlightened despot. Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer.

6. Discuss Napoleon as a parvenu, or social climber, who wanted to turn himself into a legitimate monarch. How did this aspect of his character affect his foreign and domestic policies?

7. How did Napoleon's policies, and the settlement at the Congress of Vienna, contribute to the development of nationalism in Europe?

8. "Napoleon was a child of the Enlightenment." Assess the validity of the statement above. Use examples referring both to specific aspects of the Enlightenment and to Napoleon's policies and attitudes.

9. "Napoleon's very successes in battle awakened the nationalistic forces that defeated him." Assess the validity of this statement.

9. To what extent and in what ways did the Congress of Vienna restore the Old Order in Europe?

10. In what ways was Napoleon an old-fashioned Absolute Monarch (like Louis XIV), an Enlightened Despot and a Romantic Leader?

11. In what ways did Napoleon represent the ideals of the French Revolution and in what ways did he betray them?

12. Describe and analyze the reasons for Napoleon’s most significant successes.

13. To what extent was Napoleon an effective ruler and in what ways did he command the respect and admiration of the French people.

14. To what extent did Napoleon implement revolutionary ideas and what were his motives?

15. To what extent did Napoleon fulfill his promises to uphold the principles of the Revolution and maintain order?

16. “Napoleon’s rule was characterized by policies that appealed to the widest spectrum of interests represented in his Empire.” Evaluate this statement.
THEMATIC ESSAY QUESTIONS FOR INDUSTRIAL REVOLUTION

1. Identify three major inventors for the Industrial Revolution and discuss their works and the effects their inventions had upon the development of industrialization.

2. What was the significance of the Reform Bill of 1832? To what extent was the Duke of Wellington justified in his comment: "The revolution is made?"

3. Explain and discuss the relationships among the Combination Act, the Bubble Act and the Lowes Act. In what ways were they vital to the future development of industrialization?

4. What were the immediate social effects of industrialization upon British society? To what extent did conditions improve over earlier feudal periods?

5. In what ways did the Chartists differ from the Socialists and in what ways did the success of the former effect the future of the latter?

6. To what extent did the theories espoused by economists such as David Riccardo and Thomas Malthus reflect the spirit of laissez-faire capitalism?

7. In what ways did scientific socialists such as Karl Marx differ from utopian socialists such as Robert Owen?

8. Why was England able to avoid much of the revolutionary activity that shook the European continent during the 1840's?

9. Discuss and explain the relationship of liberalism like that espoused by John Stuart Mill to the growth of industrial capitalism.

10. Use your knowledge of Parliamentary legislation in 19th c. England to discuss and evaluate the validity of the following statement from a Parliamentary committee of 1851;

   "The course of modern legislation seems to have been gradually to remove restrictions on the power which everyone has in the disposal of his property, and to remove those fetters on commercial freedom which long prevailed in this country."

11. What factors enabled England to take the lead in industrialization?

12. Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the 19th century.

13. Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy. Give specific examples.
14. Between 1750 and 1850 more and more Western Europeans were employed in cottage industry and in factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations and standard of living during this period.

15. Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830-1914.

16. To what extent and in what ways was the light of Adam Smith's economic optimism dimmed by the "dismal science" of Thomas Malthus and David Ricardo?

17. Explain why the monarchs of Europe favored mercantilism.

18. "It is no accident that the Industrial Revolution occurred in late 18th century England." Assess the validity of this statement.

19. "The Industrial Revolution diminished the quality of life of the common person in Europe." Defend or refute this statement.

20. Explain how Marx's theories offer both a reason for and a solution to mass poverty in the industrialized world.


22. Discuss three developments that enabled Great Britain to achieve a dominant economic position between 1700 and 1830.

23. Identify features of the 18th century Agricultural Revolution and analyze its social and economic consequences.
THEMATIC ESSAY QUESTIONS FOR REACTION, ROMANTICISM AND NATIONALISM

1. "The European State System established by the Congress of Vienna gave the world a hundred-year peace." Discuss the validity of this statement.

2. "The reactionary agreements signed at the Congress of Vienna made the revolutions of 1848 predictable. Discuss this statement and the philosophy of history it represents.

3. How did Great Britain avoid the convulsions that shook continental Europe in 1848?

4. Was industrialization a factor that promoted or impeded revolution? Discuss this question from the point of view of a Liberal and a Marxist of the period.

5. Discuss the influence, if any, of the Romantic Movement in art and music on revolution in the period 1815-1848.

6. Discuss the ideas of the Utopian Socialists.

7. "If the eighteenth century was dominated by French thought, the nineteenth century can be considered the German century" Discuss this statement paying particular attention to the period 1815-1848.

8. Contrast the revolutions of 1848 in France and Germany.

9. Although divided by class and nationality, the revolutionary movements of the years 1830-1848 shared many common characteristics. Describe the features held in common by revolutionary movements of the period in eastern and Western Europe.

10. "The Romantic artist was inspired by his love of the French Revolution and his abhorrence of the Industrial Revolution." Discuss this statement from the point of view of two different forms of art.

11. "The Romantic Movement was a reaction of youth against age." Citing specific references, discuss the validity of this statement.

12. How was nineteenth century nationalism a force for revolution?

13. Was the nationalism of the nineteenth century a progressive or a regressive force?

14. Discuss the relationship between nationalism and liberalism in the continental Europeans revolutions of 1848.

15. Compare and contrast the effect of nationalism upon the eventual unification of Germany and Italy. To what actions and factors do you attribute the differences?

16. In 1849, Russian troops poured into Hungary in order to crush the nationalist rebellion there and aid the Emperor of Austria. In 1914, a mere 60 years later, Russia would be one of the greatest supporters of Panslavic nationalist operations. Explain and analyze the reasons for this shift in policy.

17. Analyze the relationship between, and effects of, nationalism in France, Italy and Germany.

18. To what extent was the surge of nationalism during the mid-nineteenth century a consequence of industrialism
and the growth of the middle class?

19. Nationalism in England tended to be a unifying influence and strengthened not only the position of the government but also the economic position of British industry, whereas, in Austria and to some degree in Germany, nationalism would be a de-stabilizing factor. To what factors do you attribute this phenomenon?

20. Discuss the effects of the nationalist movements of the revolutions of 1848 upon the future governments of Austria, Italy, and Germany.

21. Explain and discuss the reasons for the aversion of the Roman Catholic Church under Pope Pius IX to liberalism and nationalism.

22. What effect did the nationalism of the mid-nineteenth century have upon the socialist and Marxist movements in the various European nations, particularly England, France, Italy, Germany and Austria?

23. In what way did the process and results of German unification in the nineteenth century affect the political future of Europe and the Germany of the twentieth century?

24. How has imperialism been attacked and defended?

25. Analyze and compare the effects of nationalism on Italian and Austro-Hungarian politics between 1815 and 1914.

26. Between 1815-1848 the conditions of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians of this period proposed to resolve these problems.

27. Discuss the effects of the industrial economy on Western European peasant women and working-class women from 1830-1914.

28. Describe the ways in which conservative political and social views shaped the peace settlement of the Congress of Vienna. Explain the consequences of the peace settlement for the period 1815-1848.

29. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism and anti-Semitism in the 19th century.

30. Nationalism has been one of the great driving forces in modern history. How may it be defined? What contributions to national ideas and movements were made by the a) French Revolution and the Napoleonic era, b) the years 1815-1848, c) the revolutions of 1848, d) the years 1859-1871? Of what continuing importance has nationalism been in the 20th century?

31. Compare and contrast the movements for national unification in Italy and Germany in the years 1815-1871 and their results. Of what special significance was political leadership in each case? How did Realpolitik apply in each instance?

32. What similar developments in national consolidation and nation-building may be observed over the years 1859-1871 in a) Italy, b) Germany, c) Austria-Hungary, d) Russia, e) the United States, f) Canada, g) Japan?

33. Explain how, from the Age of Metternich to the beginning of World War I, democracy in England and France
reached much the same place over decidedly different routes.

34. To what extent and in what ways did the move towards unification in mid-19th-century Germany fall out of the hands of the constitutionalists and into the hands of the Prussian militarists?

35. "Austria's suppression of Slavic autonomy within the Empire created more dissolution that unity." Defend or refute this statement.

36. Evaluate the achievements of Napoleon III.

37. Compare and contrast the methods of Cavour and Bismarck in unifying their respective nations.

38. To what extent and in what ways did Mazzini break new ground for Cavour's program of unification? Did Garibaldi help complete it?

39. Explain why the political situation in Italy in the decade before unification prompted Piedmont-Sardinia to take the lead in the movement.

40. Analyze Bismarck's use of war to achieve unification.

41. "Germany did not unite itself; rather it was conquered by Prussia." Assess the validity of this statement.

42. Evaluate Bismarck as chancellor of the new German Empire.

43. Analyze the policies of three European colonial powers regarding Africa between 1871 and 1914.

44. Discuss some of the ways in which Romantic artists, musicians and writers responded to political and socioeconomic conditions in the period from 1800-1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music and literature.

45. Assess the role of nationalism in the unification of Germany and Italy from 1860-1871.

46. What political, social and economic changes in France made possible the rise and success of Emperor Napoleon III?

47. Was Napoleon III the fooler or the fooled in France between 1848-1871?

48. Describe and compare the origins and proposals of the utopian socialists, the Marxists, the anarchists and the revisionists during the 19th century.

49. Karl Marx made a number of assertions regarding how the governments would respond to the industrialization of society and expanding capitalism. Discuss the basic theses upon which he predicated these assertions and the specific nature of his assertions. Having done this, discuss Marx's record as a "prophet" indicating the extent to which his predictions proved valid.

50. "The Crimean War, 1852-1856, was one of the silliest wars ever fought; yet its consequences were extraordinarily important for Russia and for Europe as a whole…"

----William H. McNeill, A History of the World Community
Discuss the origins of this “silly war” and, having done so, indicate the “extraordinarily important” consequences of it on Russia and Europe.

51. Discuss and analyze the differences between Marxism and Utopian Socialism and relate them to changes in the Zeitgeist between 1815 and 1870.

52. Describe and analyze the important cultural and intellectual movements in Europe between 1848-1871.

53. How did the rise of industrialism affect society in England and the continent between 1760-1848?
54. What factors led to the rise of the middle class in England and on the continent between 1760-1848 and how did they differ?
55. How did the goals of the 18th century industrialists backfire, creating the “isms” of the 19th century?
56. Compare and contrast the changing political ideologies of England and the continent from 1760-1848.
57. How did the Industrial Revolution, Romanticism and Nationalism affect government stability in England and on the continent?
58. How did the interaction of ideology and industrialism lead to stability in England and turmoil in the continent?
59. How did industrialism lead to ideologies that supported both individualism and nationalism in early 19th century Europe?
60. Analyze the ways in which England and the continent differed in their political and economic ideas and practices between 1815-1848.
61. To what extent did the predominant ideological trends of the early 19th century contribute to the rise of the middle class in England compared to the continent?
62. Analyze three examples of the relationship between Romanticism and nationalism before 1850.
63. How did social, political and economic changes in the early 19th century make England different from the continent?
64. The rise of the middle class and concomitant industrialization was necessary for a modern liberal government in mid 19th century England. Defend or refute.
65. How did romanticism, nationalism and the Industrial Revolution affect government stability in mid 19th century England and on the continent?
66. How did the Industrial Revolution, liberalism, romanticism, nationalism and the rise of the middle class combine to shape 19th century Europe?
67. How did different patterns of industrialization lead to political, social and economic differences between Europe and England in the early 19th century?
68. What factors in the first half of the 19th century lead to the rise of the middle class and the increasing isolation of England from the rest of Europe?
69. Why was England able to institute social, political and economic reforms more peacefully than its continental counterparts?
70. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848-1914.
THEMATIC ESSAY QUESTIONS FOR LATE 19TH CENTURY POLITICAL AND SOCIAL HISTORY

1. Since the 1880's what efforts have Europe's rulers made to try to integrate the working class into the larger national society?

2. How was political reform achieved in nineteenth century England? Compare and contrast with similar reforms in France.

3. "Peaceful change, not armed revolution, was responsible for the growth of democracy in Britain during the nineteenth century." Assess the validity of this generalization. Cite specific references to the major legislative reforms between 1832 and 1884.

4. "The Whig interpretation of history is no longer, if it ever had been, valid." With specific reference to nineteenth century Britain, discuss this statement.

5. During most of the nineteenth century, Europeans believed firmly in science and in progress. By the end of the century, they were no longer so sure. Describe the most significant aspects of scientific and technological advances in the nineteenth century and the cause for change over time.

6. Discuss the origins of the Third Republic in France. How did the conflict between Church and State during the period 1875-1905 affect the growth of democratic institutions in France? Compare the results of this conflict in France with the Kulturkampf in Germany. Discuss any other crisis for the Third Republic during its first thirty years.

7. Analyze Europe's demographic development during the period 1850-1914. How did the Great Migration affect this development? How were these demographic changes viewed in France and Germany?

8. Explain the strange demise of classical liberalism in Britain.

9. Choose any two areas of social reform during the nineteenth century from the following list: religion, education, public health, temperance, women's rights, welfare. Describe the tensions that led to change in one of the following countries: Britain, France or Germany.

10. Discuss changes in art and literary styles during the period 1825-1885. How can changes in these fields be related to political and social changes in the larger society?

11. What is the significance of the term fin de siecle? How is it different from belle epoque? In what sense was the late 19th c. a fin de siecle in Europe?

12. Describe the private life of the middle class in late 19th c. France, Britain, Germany, or Austria.

13. Discuss the effects of the increase of mass transportation and the department store on the development of Paris, London, or any other major European city.

14. How did leisure time become a matter of concern during the late 19th c? What methods of social control were instituted to deal with the "problem" of leisure time?

15. Discuss the origins of mass political parties in France and England during the late 19th century, "from mystique to politique."
16. What economic, political and social reforms were sought by women's groups during the period of the turn of the century? Refer to specific countries and events.

17. How did the new art styles of the turn of the century reflect changing attitudes and perceptions? Refer specifically to Art Nouveau, Fauvism and Futurism.

18. How did the working class organize itself during the last decade of the 19th c. and the first decade of the 20th?
19. How did the Irish Question in Britain remain unsolved at the turn of the century?
20. "The end of the 19th c. was, on the surface, a time of peaceful progress. Not far below the surface, questions that would ultimately result in a world war were present." Discuss the validity of this statement.
21. How did the widespread popularity of the bicycle in France during the 1890's reflect changing social conditions?
22. Assess Napoleon III as a modern dictator, a reformer or a buffoon. Pay particular attention to his domestic program.
23. Identify and explain the similarities and differences between socialism and liberalism in 19th Europe.
24. To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe?
25. Describe the steps taken between 1832 and 1918 to extend the suffrage in England. What groups and movements contributed to the extension of the vote?
26. To what extent did Marx and Freud each challenge the 19th c. belief in rationality and progress?
27. Evaluate the effectiveness of collective responses by workers to industrialization in Western Europe during the course of the 19th century.
28. Assess the extent to which the unification of Germany under Bismarck led to authoritarian government there between 1871 and 1914.

29. In February 1848 the middle classes and workers in France joined to overthrow the government of Louis Philippe. By June the two groups were at odds in their political, economic and social thinking. Analyze what transpired to divide the groups and describe the consequences for French politics.

30. How and in what ways were economic and political factors responsible for intensifying European imperialist activity in Africa from the mid-19th c. to the beginning of the First World War?

31. Discuss the ways in which European Jews were affected by and responded to liberalism, nationalism and anti-Semitism in the 19th century.

32. Analyze the key developments that characterized the European economy in the second half of the nineteenth century.

33. Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of this transformation.

34. Explain how, from the Age of Metternich to the beginning of World War I, democracy in England and France reached much the same place over decidedly different routes.

35. "Austria's suppression of Slavic autonomy within the Empire created more dissolution than unity." Defend or refute this statement.

36. Compare and contrast the growth and suppression of democracy in 19th century Europe.
37. Analyze the various motives for the "New Imperialism" and their relative importance.

38. Contrast and compare the Old Imperialism (colonialism) with the New Imperialism.

39. "By the end of the 19th century, European nations had divided the rest of the world among themselves." Assess the validity of this statement.

40. Contrast and compare the responses of China and Japan to Western encroachment.

41. Evaluate the New Imperialism.

42. Why did "liberalism" not develop in France?

43. Explain how from the Age of Metternich to World War I democracy in England and France reach much the same place by decidedly different routes.

44. "The single biggest factor in 19th century social, political and cultural affairs is the rise of Universal Male Suffrage." Discuss.

45. "Bismarck and his policies were Europe's last hope to avoid World War I and subsequent catastrophe in the 20th century" Discuss.


47. Describe the development of democracy in Great Britain in the 19th and 20th centuries.

48. Historians speak of the “Old Imperialism” that of the period between roughly 1500 and 1750, and the “New Imperialism” of the late 19th and early 20th centuries. Compare and contrast these, indicating differences and similarities that may have existed and the reasons for changes that might have occurred.

49. Assess the extent to which the overseas empires impacted upon European economic and political life from 1870-1914.

50. The late 19th and early 20th centuries saw the long-held concept of the fundamental rationality of man come under attack: there were those who perceived man as being driven by forces other than those of a conscious (i.e. rational) nature. Discuss the reasons for this intellectual, yet anti-rational, movement, and indicate some of its leading spokesmen.

51. Evaluate how the ideas of Charles Darwin and Sigmund Freud challenged Enlightenment assumptions about human behavior and the role of reason.

52. Man for the field and woman for the hearth:
   Man for the sword and for the needle she:
   Man with the head and women from the heart:
   Man to command and woman to obey:
How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19th century?
THEMATIC ESSAY QUESTIONS FOR 20TH CENTURY RUSSIA


2. Discuss the extent to which ideology has affected diplomatic relations among European nations during the twentieth century. Be sure to refer to specific agreements and events.

3. Discuss the concept of "the persistence of the Old Regime" with reference to the former Soviet Union.

4. Describe the activities of the Populists in Russia during the last third of the nineteenth century. Was their success or their failure a greater factor in the overthrow of Russia old Regime in the twentieth century?

5. What policies of the Stalinist government perpetuated the essential features of the tsarist regime under Nicholas II (1894-1917)?

6. In what ways and why did Lenin and Stalin alter Marxism?

7. To what extent did the emancipation of Russian serfs and other reforms in the 19th c. contribute to the modernization of Russia before the First World War?

8. In what ways did the writing of Karl Marx draw on the Enlightenment concepts of progress, natural law and reason?

9. "The tsarist regime fell in 1917 because it had permitted tremendous change and progress in some areas while trying to maintain a political order that had outlived its time." Assess the validity of this statement as an explanation of the abdication of Nicholas II in 1917.

10. Describe and analyze the long-term social and economic trends in the period 1860-1917 that prepared the ground for revolution in Russia.

11. What aspects of Russian society and institutions were most changed and what aspects least changed by the Bolshevik Revolution of 1917. Limit your discussion to the first ten years (1917-1927) of the new regime and account for the changes you note.

12. Compare and contrast the extent to which Peter the Great, Catherine the Great and Joseph Stalin were "Westernizers."

13. "Attempts at reform and modernization in 19th century Russia were inevitably diluted by the habit of reaction." Assess the validity of this statement by offering factual evidence.


15. To what extent and in what ways did the failure of reform and abortive revolution lead to the Revolution of 1917?

16. Analyze Lenin's Marxism and his role as leader in establishing Communism in Russia.

17. Contrast and compare the methods of governing of Lenin and Stalin.
18. "Despite the human cost, Russia progressed under Communism."
Defend or refute this statement.

19. "The Russian Revolution of 1917 was a major force in determining the character of the 20th century." Assess
the validity of this statement.

20. Argue the case that Alexander II gave his life for his country.

21. What was the Russian motivation in the Russo-Japanese War and how did the outcome of the war re-direct
Russian foreign policy and ultimately lead towards both the Russian Revolution and World War I?

22. Discuss Stalin's domestic and international policies and how they brought the Soviet Union into the 20th
century.

23. Contrast and compare the political and economic policies of Joseph Stalin in the period before the Second
World War and those of Mikhail Gorbachev (1985-1991.)

24. Compare and contrast the French Jacobins’ use of state power to achieve revolutionary goals during the Terror
(1793-1794) with Stalin’s use of state power to achieve revolutionary goals in the Soviet Union during the period
1928-1939.

25. Describe and analyze the stages and methods by which the Bolsheviks took power between February 1917 and
November 1917.

26. Compare and contrast the development of the Russian Revolution and the French Revolution according to
Crane Brinton’s stages.

27. Describe the economic, social and political conditions in Russia between 1881-1917 and how they laid the
groundwork for the Bolshevik Revolution.
THEMATIC ESSAYS QUESTIONS FOR WORLD WAR I

1. Evaluate World War I as a "watershed" in politics and society in any two European countries.

2. What were the social, political and economic effects of WWI?

3. In what way did 19th century imperialism lead to WWI?

4. To what extent were the Marxists correct in their claim that WWI was a war of capitalist interest only?

5. What effect did WWI have upon the Ottoman Empire and the Hapsburgs of Austria?

6. To what extent did WWI live up to its theme of "so that small nations might live?"

7. What role did military alliances, both overt and covert, play in the outbreak of WWI?

8. To what extent did the Treaty of Versailles address the causes of WWI?

9. What effect did WWI have upon the balance of power?

10. In what way did the conclusion of WWI lead to the disillusionment of the 1920's and 1930's?

11. What reasons would explain the rejection by European powers, of President Woodrow Wilson's Fourteen Points Program?

12. Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles and government involvement in everyday life.

13. "1914-1918 marks a turning point in the intellectual and cultural history of Europe." Defend, refute, or modify this statement with reference to the generation before and the generation after the First World War.

14. Discuss: "The most general principle of the Paris settlement was to recognize the right of national self-determination, at least in Europe."

15. Discuss: "For practical purposes the treaty of Versailles, with respect to Germany was either too severe or too lenient."

16. "Each of the belligerents in Europe was responsible for the outbreak of World War I." Defend or refute this statement.
17. "After the first few months of war, the combat on the Western Front was very different from anything the strategists on either side had envisioned." Assess the validity of this statement.

18. Explain why and how the war ended the Russian, Austro-Hungarian and German Empires.

19. Contrast and compare the Fourteen Points with the peace settlements in Paris.

20. Evaluate the Treaty of Versailles in terms of its underlying principles and its long-term effects.

21. "Kaiser Wilhelm II was single handedly responsible for the fall of Germany and the rise of Nazism." Discuss.

22. To what extent and in what ways did nationalist tensions in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?

23. The peoples of Europe convinced that their nations causes were just, entered World War I in August of 1914 enthusiastically, in the belief that victory would be theirs by Christmas. What went wrong? Why did they, civilian and military alike, have such a mistaken concept of the nature of modern warfare? What changes had taken place in previous decades to so dramatically alter the nature of warfare?

24. At the Versailles Peace Conference Germany was forced to recognize its responsibility for the First World War. Discuss and analyze the causes that led to the outbreak of the war.

25. Explain how World War I led to disillusionment in society and politics. How was that disillusionment portrayed in arts and literature?

26. Trace the road to World War I through diplomacy, alliances and imperialism.
THEMATIC ESSAYS FOR THE WORLD BETWEEN THE WARS, GREAT DEPRESSION, RISE OF FASCISM AND NAZISM

1. Why did Germany's experiment with parliamentary democracy between 1919 and 1933 fail? Consider political and economic factors.

2. Compare the rise to power of fascism in Italy and in Germany.

3. How and in what ways did European painting or literature reflect the disillusionment in society between 1919 and 1939?

4. The culture of the years between the two world wars (1918-1939) was marked by experimentation and an interest in the irrational. Select any two European works of art or literature from this period and describe their significance in terms of these characteristics.

5. Why were Germany and Italy so much more susceptible to attacks from the right than were Britain, U.S.A. or France?

6. Explain how, during the Great Depression, traditionally democratic European governments maintained their democracy while some of the newer European democracies fell under dictatorship.

7. Evaluate the successes and failures of fascism in Italy.

8. "Nazi totalitarianism was a different breed from ordinary dictatorship." Assess the validity of this statement.

9. "The Versailles Treaty gave birth to the Nazis; the Great Depression gave them power." Defend or refute this statement.

10. Explain how, in order to gain their foreign policy goals during the 1930s, the "have-not" nations used force while the "have" nations refrained from its use.

11. Contrast and compare German Nazism and Italian Fascism.

12. Describe and analyze the causes for the rise of fascism in Germany and Italy.

13. Account for the responses of the European democracies to the military aggression by Italy and Germany during the 1930's.

14. A question that has long intrigued historians is that of the “hero” - the “great man” in history. Is history shaped by the “strong man” the dynamic individual, or are such individuals simply a product of their times - the consequence of the political, social, cultural and other conditions of the age? With this question in mind, assess the rise of Adolph Hitler to dominance in Germany. Was his ascent to power inevitable, or simply a consequence of his times?

15. At what point between 1919-1939 could Germany have been stopped without World War II?

16. How important was the Great Depression as a cause of Hitler’s rise to power and World War II?

17. How did new theories in physics and psychology in the period from 1900-1939 challenge existing ideas about the individual and society?

18. Analyze the impact of the First World War on European culture and society in the interwar period (1919-1939).

19. Analyze the ways in which technology and mass culture contributed to the success of dictators in the 1920’s and 1930’s.
THEMATIC ESSAYS FOR WORLD WAR II

1. How would you compare the origins of the Second World War with the origins of the First? How was the coming of the war in 1939 linked to dissatisfaction with the peace treaties of 1919? What special role did Adolph Hitler play in the coming of the Second World War?

2. The Second World War has been called the greatest conflict in human history, in part because of the heavy toll of civilian lives. How would you assess the responsibility of each of the major powers for the destruction of civilian populations and for other atrocities during the war?

3. Compare the peace settlement of Versailles with the peace settlement of World War Two (with both Germany and Japan.)

4. Explain why for the Allies - Britain, the United States and the USSR - 1942 was the bleakest year of the war.

5. "The Berlin-Rome-Tokyo Axis was more an ideological than an actual alliance." Assess the validity of this statement.

6. To what extent and in what ways did the United States, the USSR and Great Britain coordinate war aims and strategies?

7. "The allied decision to demand "unconditional surrender" of the Axis powers lengthened the war needlessly." Defend or refute this statement.

8. Contrast and compare the results of the war on both the United States and the USSR.

9. Analyze the way the wartime cooperation of the United States and the Soviet Union degenerated within a few years after the end of the war into the Cold War.

10. Assess and analyze the extent to which the peace settlements in Europe at the end of World War I became causes of World War II.

11. In what ways did the peace settlements after World War II reflect lessons learned from the Versailles Treaty?
THEMATIC ESSAYS FOR COLD WAR

1. Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the construction of the Berlin Wall in 1961.

2. Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945-1970.

3. Why was the Soviet-Western coalition unable to lay the foundations for the postwar world?

4. What was meant by the policy of "containment"? What did it accomplish in the years 1945-1955?

5. Explain the origins of the Cold War. How did perceptions and misperceptions on both sides contribute to it? What form did it take in the first postwar decade?

6. Discuss the emergence in the postwar era of the political systems and the economies of the major Western European nations.

7. What forms did the movement for European unification take in the postwar era?

8. How did wartime planning help reshape the postwar global economy? Discuss the roles of the USA, Japan and Western Europe in the postwar economy.

9. Analyze the way in which wartime cooperation between the USA and the USSR degenerated, within a few years of the war's end, into the Cold War.


11. Explain the major confrontations of the Cold War before the death of Stalin.

12. Evaluate the role of NATO in the defense of Western Europe.

13. Analyze the movement towards economic unity in Western Europe.

14. Contrast and compare the status of the Eastern European satellites before and in the two decades after the death of Stalin.

15. Analyze how and why the Cold War gradually thawed.
16. Describe and analyze the resistance to Soviet authority in the Eastern Bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries.

17. Assess and analyze how problems in the World War II alliance of the United States, Great Britain and the Soviet Union helped lead to the Cold War.

18. How much did the Cold War between the United States and the Soviet Union affect European diplomacy in the last half of the 20th century?

19. In what ways were the diplomatic, military and political concerns of the United States and the Soviet Union parallel between the years 1945-1991. In what ways did they have different responses to similar problems?

20. Compare and contrast the political and economic effects of the Cold War (1945-1991) on Western Europe with the effects on Eastern Europe.


22. Describe the misconceptions the U.S.A and the U.S.S.R. had about each other and how they informed the Cold War. Include misconceptions that had developed prior to World War II.

23. What were the similarities between the U.S.A. and the U.S.S.R. in the problems they confronted and the solutions they devised between 1945-1991.

1. Assess the strengths and weaknesses of the economic revival of Western Europe between 1945 and 1970

2. To what extent and in what ways has 20th c. physics challenged the Newtonian view of the universe and society?

3. Analyze the ways in which technology was an issue in European social activism between 1945-1970. Be sure to include three of the following: environmentalism, peace movements, women's movements, workers' movements.

4. Analyze criticism of European society presented by European authors in the period 1940-1970. Be sure to discuss at least two works.

5. Analyze common political and economic problems facing Western European nations in the period 1945-1960 and discuss their responses to these problems.

6. Identify four specific changes in science and technology and explain their effects on Western European family and private life between 1918 and 1970.

7. Explain why the colonial empires of Great Britain and France ended after World War II.


9. Analyze the movement towards economic unity in Western Europe.

10. Using specific examples from Eastern and Western Europe, discuss economic development during the period 1945 to the present, focusing on ONE of the following:
    a) Economic recovery and integration
    b) Development of the welfare state and its subsequent decline.

17. Discuss the major trends in the European economy from 1974-1991

18. In what ways were the European alliances and diplomacy of the post-War era dramatic departures from previous European history?

19. How much did the Cold War between the United States and the Soviet Union affect European diplomacy in the last half of the 20th century?

20. How did the domestic policies of England, France and Germany in the post-War era reflect continuity with policies and issues of the previous 100 years?


22. Many historians have suggested that since 1945, nationalism has been on the decline in Europe. Using both political and economic examples from the period 1945-2000 evaluate the validity of this interpretation.

23. Analyze the factors working for and against European unity from 1945 to 2001
THEMATIC ESSAY QUESTIONS FOR WOMEN

1. Discuss the relationship between socialism and feminism from the beginning of the 19th century to the early 20th century.

2. How were the feminist movements in 19th and early 20th century England, France and Germany representative of each country's particular political, economic and social conditions or volksgeist?

3. Describe and analyze the arguments for and against women's suffrage. Which groups supported each argument and why?

4. What were the different legal, social, economic and ideological responses of Western European countries to the declining birthrate that began in the late 19th century?

5. Compare and contrast the attitudes of bourgeois women and working class women on at least three issues of feminism.

6. How did feminist ideology and programs change from the period of the French Revolution to the beginning of the Second World War?

7. Compare and contrast the roles of British working women in the preindustrial economy (before 1750) with their roles in the era 1850-1920.

8. Man for the field and woman for the hearth:
   Man for the sword and for the needle she:
   Man with the head and women from the heart:
   Man to command woman to obey:

   How accurately do the lines of poetry above reflect gender roles for European men and women in the late 19th century?

9. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.
CROSS CHRONOLOGICAL QUESTIONS FOR THEMATIC ESSAYS

1. Compare and contrast the cultural values of the Enlightenment with those of the sixteenth century Northern Renaissance.

2. Compare and contrast the patronage of the arts by Italian Renaissance rulers with that by dictators of the 1930's.

3. Compare the economic roles of the state under seventeenth-century mercantilism and twentieth century communism. Illustrate your answer with reference to the economic system of France during Louis XIV's reign under Colbert and of the Soviet Union under Stalin.

4. Contrast the ways in which European skilled craftsmen of the mid-eighteenth century and European factory workers of the late nineteenth century differed in their work behavior and in their attitudes toward work.

5. Compare and contrast the motives for Europeans overseas expansion during the Age of Discovery (15th and 16th C.'s) and during the Age of New Imperialism (19th and early 20th c.'s).

6. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.

7. Compare and contrast the efforts to ensure European collective security that were made by the victorious powers between 1815 and 1830 (after the Napoleonic Wars) with those made by victorious powers between 1918 and 1930 (after the First World War.)

8. Compare and contrast the roles of the peasantry and of urban workers in the French Revolution of 1789 to those of the peasantry and of urban workers in the Russian Revolutions of 1917.

9. Describe and analyze the ways in which the development of printing altered both culture and religion of Europe during the period 1450-1600.

10. Contrast European diplomacy in the periods 1890-1914 and 1918-1939 respectively. Include in your analysis goals, practices and results.

11. Between 1450-1800 many women gained power as rulers, some as reigning queens, others as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.

12. Analyze the major social, political, and technological changes that took place in European warfare between 1789 and 1918.

13. "Dictators in 20th c. Europe have had much greater control over culture and society than had divine right monarch of earlier centuries."
   Assess the validity of this statement, using specific examples from each era to support your position.

14. Compare and contrast the attitudes toward science and technology held by Enlightenment thinkers with the various attitudes held by European artists and intellectuals in the 20th century.

15. Compare and contrast the relationships between the great powers and Poland in the periods 1772-1815 and 1918-1939.

17. The nature and motivation for warfare in Europe has altered many times during the modern era. Describe, compare and analyze the motivation for the Wars of Louis XIV and Napoleon.

18. Louis XIV (reigned 1643-1715) was France’s most famous absolute monarch, while Napoleon III (reigned 1851-1870) a nephew of Napoleon Bonaparte, became emperor of France in an army-direct coup d'état and ruled in conjunction with a two-house legislature. Analyze similarities and differences in the nature and style of these two monarchies.

19. Using the Glorious Revolution of 1688, the French Revolution of 1789 and the Russian Revolution of 1917, discuss and analyze the nature and scope of the revolutionary tradition in modern Europe.

20. Describe and analyze the development of democracy in Great Britain during the 19th and 20th centuries.

21. Describe and compare the policies of mercantilism and laissez-faire.

22. How would European history be different if, instead of implementing the Balance of Power when Russia beat Turkey in 1771, which resulting in the first Partition of Poland, the Ottoman Empire had been destroyed and Austria and Russia went to war over the Balkans?

23. Machiavelli suggested that a rule should behave both “like a lion” and “like a fox.” Analyze the policies of TWO of the following European rulers, indicating the degree to which they successfully followed Machiavelli’s suggestions.
   Choose two: Elizabeth I of England
   Henry IV of France
   Catherine the Great of Russia
   Frederick the Great of Prussia

24. Discuss the relationship between politics and religion by examining the wars of religion from TWO of the following examples:
   Dutch Revolt
   French Wars of Religion
   English Civil War
   Thirty Years War

25. Compare and Contrast the degree of success of treaties negotiated in Vienna (1814-1815) and Versailles (1919) in achieving European stability.

26. Choose two monarchs and explain how they successfully or unsuccessfully dealt with challenges or threats to their power from the nobles.
   Henry VIII of England
   Catherine II of Russia
   Charles I of England
   James I of England
   Louis XIV of France
Louis XVI of France
Henry IV of France

27. Compare and contrast the French Jacobins use of state power to achieve revolutionary goals during the Terror (1793-1794) with Stalin’s use of state power to achieve revolutionary goals in the Soviet Union during the period 1928-1939.

28. Compare and contrast the foreign policy goals and achievements of Metternich (1815-1848) and Bismarck (1862-1890.)

29. Contrast the impact of nationalism in Germany and the Austrian Empire from 1848 to 1914.
30. Compare and contrast the extent to which the French Revolution (1789-1799) and the Russian Revolution (1917-1924) changed the status of women.

30. Unpopular minority groups have been a persistent historical dilemma. Explain and discuss the reasons why the Huguenots in 17th century France, the Irish in 19th century Great Britain, and the Jews in 20th century Central and Eastern Europe were unpopular with the majority and treated harshly.
THEMATIC ESSAYS FOR WORLD ECONOMY

1. Explain the changes from mercantilism to capitalism in the 18th century world economy and also the ideology behind them. Focus on England and France.

2. Describe and analyze how the opening of the Atlantic changed the world economy.

3. Explain the origins and consequences of the “Price Revolution” which began late in the 15th century.

4. Explain the role of the Agricultural Revolution in the early 18th century in the development of capitalism.

5. How was the New Imperialism different from the imperialism of the colonial powers in the 15th-17th centuries?


7. Assess the strengths and weaknesses of the economic revival of Western Europe between 1945-1970.

8. Describe and analyze the conditions in the world economy after World War I that led to the Great Depression.

9. Analyze the key developments that characterized the European economy in the second half of the 19th century.

10. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France 1600-1715.

11. Describe the major economic and political reasons for the “rise of the middle class” in England and France.

12. Analyze the changes in the European economy from about 1450-1700 brought about by the voyages of exploration and by colonization.

13. Compare and contrast the economic activities and political policies of England and France after the War of Spanish Succession up to the end of the Seven Years War.

14. Describe and explain how mercantilism was implemented in different parts of the world economy from 1714-1789. To what extent were mercantilist policies successfully implemented by the various European powers?
TIMELINES
SUPERFICIAL EXCURSION THROUGH MEDIEVAL EUROPE

732 - Charles Martel defeats the Muslims at Battle of Tours.

793 - First attack of Vikings on Europe.

862 - Traditional date for founding of Russia by Slavs inviting Scandinavian Rus to rule them.

945 - Princess Olga is the first Russian ruler to be Christian.

962 - Otto I becomes the first Holy Roman Emperor. The HRE is supposed to be the temporal head of Christianity, which puts him at odds with the Pope who wants that job for himself.

989 - Vladimir I of Kiev converts all the Russians to Orthodox Christianity.

1000 - End of Viking raids.

1054 - Pope and Patriarch (Archbishop of Constantinople) excommunicate each other. Christianity now split between Roman Catholicism and Greek Orthodoxy.

1066 - William of Normandy conquers the Angles and Saxons in England.

1077 - Henry IV of Germany "goes to Canossa" begs Pope Gregory VII's forgiveness to get his excommunication lifted.

1095 - Seljuk Turks take Jerusalem.

1096 - First Crusade. Byzantine Emperor Alexis Comnenus asks Pope Urban II for help to retake Jerusalem.

1215 - Magna Carta. Nobles force King John of England to sign it.

1225-1273 - Life of St. Thomas Aquinas, the guy who invented the concept of "just war" and "just price." Heavy hitter in "scholastic" philosophy.

1240 - Mongols destroy Kiev, rule all Russia.

1270 - 8th and final Crusade.

1302 - High point of papal power. Boniface VIII publishes bull, Unam Sanctum.

1337 - Hundred Years War begins between England and France.
1348 - Black Death kills off between 1/4-1/3 of entire population of Europe. Death drives up the price of people.

1350 - A convenient date to begin the Renaissance, an artistic and literary movement located primarily in Italy and Germany.

1453 - A big year: 1) Ottoman Turks take Constantinople. Goodbye, Byzantine Empire. 2) Hundred Years War over; France wins.


1461 - Reign of King Louis XI of France.

1462 - Beginning of reign of Ivan III

1469 - Ferdinand of Aragon and Isabella of Castile get married. Spain on the road to unification.

1480 - Ivan III liberates the Russians from the Mongols and becomes the first Tsar.


1492 - Another big year: 1) Spain completes "Reconquista" expels Moors from their last stronghold at Granada. 2) Spain kicks out all the Jews. 3) Columbus sails the ocean blue.

1517 - Martin Luther nails up his 95 Theses, beginning the Reformation. A convenient date to end the Renaissance as well.
USEFUL DATES FOR UNDERSTANDING CONFUSION IN THE CATHOLIC CHURCH AND THE
HOLY ROMAN EMPIRE

"This agglomeration which was called and which still calls itself the Holy Roman Empire is neither holy, nor
Roman nor an empire."


932-973 - Reign of Otto I of Germany. He establishes control over German duchies, conquers Italy and is stops
the westward advance of the Magyars (who become Hungarians later on) at the Battle of Lechfeld in 955.

962 - Otto I is crowned Holy Roman Emperor of the German Nation. He becomes the first Holy Roman Emperor,
hereafter abbreviated HRE. Because of the notion that the HRE is the temporal head of Christendom, the HRE's are
always in conflict with the Pope, who would like that role for himself.

1186 - Constance, daughter of Roger II of Sicily, marries Henry VI, HRE.

1192 - Sicily united with the HRE

1202 - Pope Innocent III asserts papal authority over HRE, and all other temporal government. His main antagonist
was Frederick II of Hohenstaufen who became HRE in 1220.

1250 - Frederick II dies and imperial power in Germany and Italy collapses.

1302 - Papal Bull *Unam Sanctum* bans churchmen from paying taxes to temporal rulers. It was opposed by England
and France.

1309-1377 - The "Babylonian Captivity" in which a series of Frenchmen, starting with Clement V, were elected
popes, with energetic participation of the Kings of France, and the papal court was moved to Avignon.

[1337 - Hundred Years War begins between England and France.]
[In the middle of the war lurks the Black Death]

1356 - Right to choose HRE vested in seven electors from political units in Germany, by the Golden Bull

1378 - The Great Schism of the West. Two rival popes, one at Avignon (Clement VII) and one at Rome (Urban VI.)

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1409 - Council of Pisa deposes both popes and elects a new pope. But the first two refuse to step down so then there are THREE!

1414-1418 - Council of Constance deposes the three aforementioned popes and this time it sticks. Council elects Martin V, who rules from Rome. Also on the agenda is the extirpation of heresy, particularly the Hussites.

1438 - First Habsburg chosen as HRE

[1453 - Turks take Constantinople, marking the fall of the Byzantine Empire]
[1453 - Hundred Years War ends. France wins.]

[1455-1480 - War of the Roses over succession to English throne.]

1493 - Maximilian I, Archduke of Austria is HRE. He initiates diplomacy by marriage.

1517 - Luther issues his 95 Theses

1519 - Charles V is elected HRE

1521 - Diet of Worms

1524-1526 - Peasant uprisings in southern and central Germany. Luther repudiates them.

1526 - Hungarians defeated by Turks at Mohacs. In panic they elect Charles V's brother Ferdinand to be their king.

[1527 - Charles V's troops sack Rome.]

1531 League of Schmalkalden organized by Protestant princes against Charles V.

1545 - Council of Trent in which the Catholics reaffirm their beliefs and go on the offensive against the Protestants. Ignatius Loyola founds the Jesuits.

1555 - Peace of Augsburg in which Charles V allows the Protestant princes in the HRE freedom of worship. Each prince will determine the religion of his people.

1556 - Charles V abdicates and his kingdom is divided into the Spanish and the Austrian branches.

1618-1648 - 30 Years War, featuring the Defenestration of Prague, which starts out as a religious/civil war and ends up as an international free for all, destroying both the prospects for political unity and the economy of the Germanic lands for years and years in the process.

1806 - Napoleon forces Francis II HRE to give up his title. Francis becomes Francis I of Austria. HRE gives up the ghost.
TIMELINE FOR ISLAM AND OTTOMAN EMPIRES

570-632 C.E. - Life of Muhammad. He is born in Mecca, a pilgrimage cite for Arabs who worship at the site of the Kaaba.

610 - Muhammad begins to preach monotheism

622 - Muhammad forced to flee to Medina.

630 - Muhammad and his followers capture Mecca in 630.

632 - Muhammad dies and he is succeeded by four caliphs, elected successors. These leaders form the Orthodox Caliphate. They were good generals and they conquered and converted southern Arabia, parts of the Byzantine Empire, north Africa, Spain, and the Persian Empire.

632-634 - Abu Bakr
634-644 - Umar
644-656 – Uthman. He was murdered by partisans of Ali.
656-661 - Ali. Ali was Muhammad's cousin and son-in-law. He was murdered and replaced by the

661-750 - Umayyad dynasty, which moved the capital of the empire to Damascus. At this time the sect of Shi'ites broke away from Islam. Shi'ites are a minority everywhere except Iran.

750- Umayyads massacred and overthrown by the

750-1258 - Abbasid dynasty, which moved the capital to Baghdad. Islamic Empire has a "Golden Age." (The Ummayads fled to Spain where they set up their own caliphate, which lasted until 1492.)

861 – Abbasid caliphs become the puppets of officers of Turkish elite guards.
929 - Abd al-Rahman III of Cordova adopts title of Caliph.
969 - Fatimids (Shi’i) take over Egypt.
1054 – Schism between the RCC and the EO.

1055 - Seljuk Turks, former nomads converted to Islam, capture Baghdad, and proclaim their leader the sultan, ruling on "behalf" of the Abbasids. IT IS THE END OF ARAB POWER IN ISLAM!
1058 – Abbasid Caliphs crown Seljuq Tughril Beg as “Sultan” (temporal leader.)
1071 - Seljuks beat the Byzantines at Manzikert and capture Jerusalem, the trigger for the First Crusade.
1099 – Christians take Jerusalem
1157 – Seljuq Shah builds Iranian empire in opposition to Abbasids.
1171 - Downfall of Fatimids.

1187 – Saladin retakes Jerusalem.

1219 – Genghis Khan launches attack on Islamic rule in Transoxiana and Persia
1221 – Genghis Khan (Temujin) leads the Mongol army into Persia. Mongols later split their domains into separate Khanates: Il-Khans (Persia) and Golden Horde (Russia.)

1250 - Ottoman Turks, having been driven west by the Mongols, take service with the Seljuks.
1250 – Mamluks take over Egypt from the French.
1258 – Mongol army captures Baghdad. END OF ISLAM’S GOLDEN AGE.
1260 - Mamluks defeat Mongols (Il-Khans) at Ain Julat.

1258 - Osman I, chief of the Ottomans, proclaims himself Sultan of all the Turks, and thus founds the Ottoman Empire.

1370-1405 – TAMERLANE, a Muslim of Mongol descent, reconstitutes the Empire of the Il-Khans, and conquers most of the Islamic world.
1421-51 – Murad II develops the janissary system.
1453 - Ottomans conquer Constantinople, the last nail in the coffin of the Byzantine Empire.

Ottomans expanded across Christian Europe in the 16th century, acquiring territory in Greece, Bulgaria, Serbia, Romania, Hungary and the Crimea. They took control of Egypt, parts of North Africa and Syria, Lebanon, Israel, Persia, Iraq and Yemen.

1501 – Isma’il begins Safavid Dynasty in Persia. He is the descendant of a 200 year old family of Sufi mystics.

1520-1566 - Reign of Suleiman the Magnificent: the Golden Age of the Ottoman Empire.

1529 - First Siege of Vienna. Turks held off but it is a close call.

1536 - Alliance between Suleiman and Francis I of France against the Habsburgs.

1571 - Battle of Lepanto: Turks are defeated by Spanish and Venetians. It is the end of Turkish sea power in Europe.
1587 – Shah Abbas – the high point of Safavid rule.

1683 - Turks fail again to successfully besiege Vienna. It's the beginning of the end for the Ottoman Empire.

1687 - Battle of Mohacs, in which the Ottomans are defeated and Hungary becomes a hereditary Habsburg possession.
USEFUL DATES FOR THE NEW MONARCHIES

"Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."
-----Alexander Pope, *An Essay on Criticism* (1711)

1337-1453 - Hundred Years War between England and France.

1378- "Babylonian Captivity" begins.

1414- Council of Constance ends the Captivity.

1438 - Pragmatic Sanction of Bourges in which Gallican church refuses to pay annates to the pope.

1516 - Concordat of Bologna. King Francis I of France makes a deal with Pope Leo X: he gets to pick all the bishops and abbots and the pope gets his annates.

1455-1485 - War of the Roses, a struggle between the descendants of Edward III for the English crown. Ends with Henry VII ascending the throne, founding the Tudor dynasty.

1461-1483 - Reign of Louis XI of France. Member of the Valois family.

1469 - Ferdinand of Aragon marries Isabella of Castile.

1478 - Ferdy and Izzy bring the Inquisition (founded in 12th century) out of mothballs.

1485-1509 - Reign of Henry VII.

1491 - Charles VIII of France marries the daughter of the Duke of Brittany. France acquires the territory.

1492- Ferdinand and Isabella do three things: 1. Complete the Reconquista, expelling the Moors from Granada. 2. Expel the Jews from Spain. 3. Underwrite Columbus's expedition to the New World, although they do not know it is new at the time.

1509 - Henry VIII succeeds his father

1529 - Peace of Cambrai: the French renounce their claims to Italy and Charles V (HRE) renounces his claim to lost Burgundian lands.
USEFUL DATES FOR THE REFORMATION

1328-1384 - Life of John Wyclif. The Lollards were his disciples. He was declared a heretic posthumously and the RCC dug up and burned his bones in 1428.

1369-1415 - Life of John Hus. Condemned as a heretic by the Council of Constance, he was burned at the stake.

1414-1418 - Council of Constance ends Great Schism.

1483-1546 - Life of Martin Luther.

1484-1531 - Life of Ulrich Zwingli.

1509-1564 - Life of John Calvin.

1517 - Luther's 95 Theses are posted on the door of the Court Church at Wittenberg.

1518 - Luther refuses to recant his assertions.

1519 - Charles V is elected HRE and Luther debates theologian John Eck on the issue of the authority of the Pope and church councils, the famous Leipzig Disputation.

1520 - Luther excommunicated by Pope Leo X. He burns the Bull that announces it.

1521 - He denies papal infallibility and so Luther declared an outlaw by Charles V and the Diet of Worms. ("Nobody loves me, everybody hates me...") Luther is rescued by the Elector of Saxony and placed in protective custody at Wartburg where he translates the Bible into German.

1524 - Peasant's rebellion in Germany is stirred by Luther's writings thought condemned by Luther himself.

1525 - Lutheranism becomes official religion of Saxony.

- in East Prussia, Albert of Branderberg converts the area belonging to the Teutonic Knights into a secular duchy.

1526-1532 - Charles V's war with the Turks.

1527 - Henry VIII of England petitions Pope Clement VII for a divorce from Catherine of Aragon. Pope won't agree because he is in debt to Charles V who is Catherine's nephew.
1529 - German Lutheran princes protest imperial decrees against their faith. That's how they come to be known as Protestant! It's political: princes against Emperor, not religious: Luther against Pope. Diet of Speyer

1530 - Archbishop of Canterbury Thomas Cranmer annuls the marriage of Henry VIII and Catherine.

1531 - Ulrich Zwingli killed.
- Schmalkaldic League founded including the majority of Protestant Princes and Imperial Cities for the defense of Protestantism

1534 - The Act of Supremacy completes the English Reformation.
- Jesuit order founded by Ignatius Loyola.

1534-1535 - The Anabaptist movement led by John of Leyden, takes control of Munster in an attempt to make it a "City of God."

1535 - In England Sir Thomas More, who wrote Utopia, is beheaded for refusing to take the oath of supremacy.

1536 - John Calvin's Institutes are published in Geneva.

1539 - British Parliament passes the Six Articles reaffirming many of the sacraments of the Catholic church.

1540 - The Jesuit Order is approved by the Pope to counter the spread of Protestantism.

1541 - Calvin constructs a government based on the subordination of the states to the church and becomes "ruler" over the city of Geneva until he dies in 1564.

1545 - The Council of Trent is called by Pope Paul III. It reaffirms the seven sacraments.

1546-1547 - Schmalkaldic War: Charles V vs. Schmalkaldic League

1547 - The Six Articles are repealed by Parliament.
- Schmalkaldic League defeated at Muhlberg

1549 - The British Parliament passes the Act of Uniformity, adopts the Anglican mass and a prayer book as new implements of the state religion.

1550 - John Knox establishes Presbyterianism in Scotland.
1551 - Thomas Cranmer publishes 42 Articles of Religion.
1553 - Michael Servetus, one of the founders of Unitarianism, is burned at the stake by John Calvin.

1555 - Peace of Augsburg established religious peace in the HRE. "The religion of the prince is the religion of the people." Only Catholics and Lutherans get to play. The Calvinists and other sects are excluded.

1562 - Conflicts between the Huguenots and Catholic nobles lead to civil wars (nine of them) that end in the Edict of Nantes that gives the Huguenots religious toleration in 1598.

1563 - British Parliament adapts thirty-nine of Cranmer's 42 Articles, and develops the Elizabethan prayer book.

1572 - St. Bartholomew's Day Massacre. Catholic France tries to off all the Protestants, mostly for political reasons.

1598 - Edict of Nantes. Henry IV of France tolerates the Huguenots after himself converting to Catholicism, asserting that "Paris is well worth a mass."

1618 - Defenstration of Prague starts the 30 Years War, the last act in the wars of religion. It's Calvinist Bohemians vs. the Catholic HRE, but it ends up being much more about the Balance of Power and the decline of the Habsburgs than about religion.

1642-1648 - The English Civil War. England turns Calvinist for a short time, then turns back when Oliver Cromwell's incompetent son Richard is tossed out, along with the Commonwealth.

1660 - Restoration of the Stuarts to the English throne. Score one for the Anglicans.

1648 - The Peace of Westphalia pretty much duplicates the Peace of Augsburg, except that this time the Calvinists get their props.
THEMATIC TIMELINE FOR ENGLISH RELIGIOUS/POLITICAL FREEDOM

1215 - Magna Carta. English barons force King John to sign it establishing their right to a council to discuss problems.

1265 - Simon de Montfort expands council by calling burgesses (freemen from towns) as representatives of certain boroughs.

1295 - Model Parliament. Edward I needs money for war. He calls 2 knights from each shire and two burgesses to vote taxes for him. It is the basis for the House of Commons.

1297 - Rights of Parliament to approve taxes and customs dues confirmed. Petitions from Parliament that get the King's approval become law. Parliament can initiate legislation.

1332 - Parliament meets in two "houses," Lords and Commons, for first time.

1337-1453 - Hundred Years War against France.

1348-1349 - Black Death

1381 - Peasant's Revolt

[Between the Black Death and the 100 Years War the population of nobles is decimated, wages go up because of fewer workers, and the King needs more money to fight the war.]

1445 - Invention of the printing press

1455-1485 - War of the Roses, civil war about who will succeed to the English throne.

1485-1509 - Reign of Henry VII

1509-1547 - Reign of Henry VIII

1531 - English clergy recognize Henry as Supreme Head of the Church in England.

1533 - Henry's marriage to Catherine of Aragon declared void. Pope excommunicates Henry.

1534 - Act of Supremacy. Makes Henry head of the Church of England and cuts all ties to Rome. (This is the law that they got Sir Thomas More on.)

1547-1553 - Reign of Edward VI
1549 - Act of Uniformity and new prayer book

1552 - 2nd Act of Uniformity

1553-1558 - Reign of Mary Tudor (aka Bloody Mary) who reinstates the Catholic Church

1558-1603 - Reign of Elizabeth I who reinstates Anglican Church

1559 - Act of Uniformity, makes only 1 legal church in England. New Act of Supremacy and new Prayer Book. Elizabeth is now supreme governor of all English institutions, church and state.

1563 - Statute of Artificers

1587 - Mary Queen of Scots (aka Mary Stuart) executed. She was Catholic.

1588 - Defeat of Spanish Armada. England is now safe from Catholic Spain.

1592 - Presbyterianism adopted in Scotland.

1593 - Act Against Sectaries. Legislation against Puritans.

1603 - Elizabeth I dies, succeeded by Mary Q-of-S's son James I. He believed in the "Divine Right of Kings."

1611 - King James Version of the Bible


1639 - Archbishop Laud tries to force the Scotch Presbyterians to conform to the Church of England. The Scots threaten to invade England.

1640 - Charles I has to recall Parliament because he needs money to fight Scottish invasion. The Short Parliament is followed by the Long Parliament. (Compare to France of Louis XVI.)

1641 - Parliament passes laws to limit the King's power

1642-1648 - English Civil War. King Charles invades Parliament and tries to arrest five leaders.

1644 - Oliver Cromwell organizes the New Model Army
1647 - Parliament tries and fails to dissolve the New Model Army

1648 - Capture of Charles I

1649 - Charles I is tried and executed.

1651 - Leviathan by Thomas Hobbes (Tyranny is better than chaos and death.)

1649-1653 - English Commonwealth - Rule by House of Commons

1653-1660 - English Protectorate - Rule by Oliver Cromwell

1658 - Cromwell dies. He is succeeded by his less skillful and less charismatic son Richard.

1659 - George Monck calls back Parliament.

1660 - Restoration of Stuart Monarchy. Charles II becomes king.

1679 - Habeas Corpus

1685 - James II, who is Catholic, becomes king. He's Charles II's brother.

1687 - Government positions opened to Catholics

1688 - Glorious Revolution. William of Orange, married to James II's Protestant daughter Mary, is invited by House of Lords to save England from Catholicism.

1689 - English Bill of Rights

1688-1702 - Reign of William and Mary. All's well that ends well.

1701 - Act of Settlement. Parliament decides there will never be another Catholic king of England. After the reign of Anne (the sister of Mary, daughter of the former James II) succession is settled on Sophia of Hanover, the great granddaughter of James I.
1625 - Charles I succeeds his daddy James I as King of England.  
His "favourite" is Buckingham.

1628 - Charles wants money to fight a war against France (1626-1630) and so Parliament passes the PETITION OF RIGHT which Charles must sign before Parliament will give him any money. It prohibits benevolences, billeting of soldiers in private houses, and imprisonment without specific charges.

1629 - Parliament meets, furious at the King's persistent levying of "tonnage and poundage." Eliot reads his "resolutions" which say that whoever introduced innovations in religion or disagreements with the one true church; whoever advised levy of tonnage and poundage without consent of the Parliament and who ever voluntarily paid such duties was an enemy of the kingdom. John ELIOT was arrested and sent to the Tower and Parliament dissolved. Notice that early on religion and politics are confounded. Beginning of the ELEVEN YEARS TYRANNY.

1634 - SHIP MONEY CASE focus of hatred of Charles I. It extends to the whole country a tax heretofore levied only on seaboard towns. The idea is that the whole country should support the navy. Typical position of the King (ANY European king) vs. the nobles. JOHN HAMPDEN defies the tax, goes to court and loses, but the public is on his side.

1637 - Under pressure from the Archbishop of Canterbury, William LAUD, an attempt is made to force the Anglican religion on the Presbyterian Scots. Bad idea.

1639 - First Bishop's War. Scots rise against Charles I. Charles I makes peace with Pacification of Dunce, avoids a big battle, the armies are disbanded but the Scots Parliament remains firm.

1640 - Charles I is strapped for funds and unable to conquer the Scots without more money. So he calls Parliament - the SHORT PARLIAMENT - that refuses to vote him any money until he settles their grievances, so he dissolves it. 
- Second Bishops War breaks out, Charles I is defeated and he must agree to pay the Scots a big indemnity. To get the money he must call Parliament and make it work this time.

1640
- Beginning of the LONG PARLIAMENT (which lasts until 1660.) The Scots won't disband until they are paid, so the Parliament has Charles where they want him. 1. Laud is impeached and sent to the Tower. 2. Parliament passes Triennial Act that calls Parliament every three years whether the King wants to or not. 3. Another bill is passed to prevent Charles from dissolving the Long Parliament without its own consent. 4. The ROOT AND BRANCH BILL that abolishes Anglican bishops is introduced, which leads to a split between the moderate Puritans and the more radical Presbyterians.

1641 - Abolition of the courts of Star Chamber and High Commission. 
- Parliament hears of the massacre of Protestants in Ulster, in which 30,000 people are killed, but is unwilling to entrust Charles with an army. Instead they pass the GREAT REMONSTRANCE, which is a long list of all their complaints about his reign.

1642 - Charles orders the impeachment of five members of Parliament for treason. Commons refuses to order their arrest. Charles shows up in Parliament with soldiers, but the five had been warned and escaped. Parliament then passes bills excluding bishops from the House of Lords and giving command of the militia to the Parliament. The
king, with some of his supporters, leaves London for York, taking the Great Seal with him. Thus Parliament commits to passing laws that are NOT submitted to the king and are NOT signed with the Great Seal.

- Parliament makes one final appeal to Charles, submitting to him the NINETEEN PROPOSITIONS among which are: 1. King should assent to the militia bill 2. fortified places entrusted to officers appointed by Parliament 3. liturgy and church government should be reformed according to the wishes of Parliament 4. Parliament should appoint and dismiss all royal ministers and guardians of the king's children. 5. Parliament should have the power to exclude from the House of Lords all peers created after that date. To no one's surprise, the King refused.

- Expecting violence, Parliament raises an army and creates a committee of public safety (not to be confused with the French version of the same thing which won't happen until 1792) and Charles raises his army and the Great Rebellion is begun.
THE CIVIL WAR

"In this corner, the challenger..." Parliament took with it East Anglia, London, and the south of England. Socially it included the middle classes, the great merchants and many great nobles. Religiously they tended to be Puritans. Their nickname was ROUNDHEADS.

"In this corner, the champion..." North England and west-central England stood by the King. The King was supported by the gentry, the Anglican clergy (surprise) and the peasantry. Royalists were sometimes called CAVALIERS.

OLIVER CROMWELL (1599-1658) emerges as the best general on either side - he works for Parliament. Cromwell is a member of the lesser landed GENTRY and he is an ardent PURITAN. His forces are called the IRONSIDES.

1643 - The SOLEMN LEAGUE AND COVENENT makes England, Ireland and Scotland all the same religion: Presbyterian. Scots agree to help the English against the king.

1644 - BATTLE OF MARSTON MOOR. Royalist cavalry leader Prince Rupert defeats the Scots and then is trounced thoroughly by Oliver Cromwell and his Ironsides. This is the crucial battle of the war that gives the north to Parliament.

1645 – LAUD is tried and executed. Meanwhile England is moving toward more extreme Protestantism. Cromwell, with his Independents, rose to leadership. The whole Parliamentary army is reformed, the NEW MODEL ARMY, on the model of Cromwell's Ironsides.

1646 - BATTLE OF NASEBY is the decisive defeat of the King's forces, after which royalists and royalist towns surrender one after the other. Charles surrenders himself to the Scots.
  - Parliament submits the NEWCASTLE PROPOSALS to captive Charles. They demand 1. that Parliament control the militia for 20 years 2. that Charles take the Covenant (and turn himself into a Presbyterian) 3. that Charles support the Presbyterian establishment. Charles knows that trouble is brewing between the Presbyterians in Parliament and the Independents in the Army, and so he refuses the propositions.

1647 - The Scots turn Charles over to the Parliament, but soon the Army and Parliament are in open conflict. Parliament votes to disband the army not needed for garrisons or service in Ireland. The Army collects Charles before an agreement can be reached between the King and the Presbyterians. Furthermore the army has taken an oath at TRIPTOW HEATH not to disband until freedom of conscience is obtained.
  - The Army asks Parliament to exclude 11 members that it doesn't like in the HUMBLE REMONSTRANCE, which is anything but humble. Many members of Parliament flee to the army.
  - The Army is now making proposals of its own to the King: that worship be free for all; that Parliament control the army and navy for ten years and then appoint officers of state; that Parliament serve for three years. Needless to say, these proposals are rejected by the King.
  - Parliament presents the FOUR BILLS to the King: 1. Parliament to command the army for 20 years. 2. All declarations and proclamations of the King against Parliament are recalled. 3. All peers created since the great seal was sent to Charles to be incapable of sitting in the House of Lords. 4. The two houses should adjourn at pleasure.

Charles has been negotiating with the Scots, who really really hate the idea of the Independents getting freedom of religion. He agrees to dump Anglicanism and accept Presbyterianism. The Scots agree to support him with their army, so we end up with

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1648 - THE SECOND CIVIL WAR
It's a war between Scotland and England, between royalists and Roundheads and also between Presbyterians and Independents. (Can't tell the players without a scorecard!)

It runs from January 1648 to August of 1648 when Oliver Cromwell defeats the Scots at the BATTLE OF PRESTON. Charles ends up captured by the army.
- Meantime the Army is becoming impatient and Colonel Pride forces 96 Presbyterians out of Parliament in PRIDE'S PURGE (the aftermath of Pride's Binge, no doubt) and the result is the RUMP PARLIAMENT of only 60 members.
- The Rump votes that Charles be brought to trial.

1649 - The army council drew up a temporary INSTRUMENT OF GOVERNMENT. Charles was tried before a high court whose jurisdiction he did not recognize. He was sentenced to death and beheaded on January 30.

THE COMMONWEALTH
1649-1660
It is a republican form of government with power in the hands of Cromwell. Technically the Rump Parliament is the legislative body. The title and office of King is abolished and so is the House of Lords.

1649 - With the death of Charles I, the Scots and the Irish revolt, proclaiming Charles II as king. Cromwell goes to Ireland and massacres thousands of Irish at Drogheda and Wexford. In the Cromwellian Settlement the Catholic landholders are dispossessed in favor of Protestant landholders.

1650 - Cromwell defeats the Scots and pursues Charles II unsuccessfully. Charles II escapes to France in disguise. "He who fights and runs away, lives to fight another day."

1651 - First Navigation Act. Forbids the importation of goods into England except in English vessels. A classic measure of mercantile policy, it helps the English merchant marine gain ascendancy over the Dutch.

1652 - War with the Dutch breaks out over the First Navigation Act. (Peace is made in April 1654)
- Things are still bad between the Rump and the Army and so

1653 - Cromwell dumps the Rump, dissolves the council of state, and sets up a new council and a nominating parliament called the BAREBONES or Little Parliament. Cromwell's supporters then give him all their powers and Cromwell sets up the
- PROTECTORATE (Cromwell himself, of course, is the Lord Protector of the Commonwealth of England, Scotland and Ireland)
The Protector and the council could issue ordinances but only the Parliament could grant supplies and levy taxes.

1654 - The New Parliament quarrels with the Lord Protector who responds by dissolving it.

1655 - Cromwell divides England into 12 military districts, each with a force supported by a tax on royalist estates. Anglican clergy are forbidden to preach and Catholic priests are ordered out of the country. Censorship of the press. Cromwell enforces rigid "Puritanical" rule on arts and morals.
1656 - War with Spain (Hey, why not?) It lasts until 1659.
   - Cromwell's Third Parliament still suffers from exclusion of members, those to whom Cromwell objects. They pass the Humble Petition and Advice (very humble) which establishes a second house, deprives the Protector of the power to exclude members, reduces power of the council, fixes supply for the army and navy, and tolerates all trinitarian Christians except the Anglicans and the Catholics.
   - Cromwell rejects the title of King.

1658 - Cromwell dies on September 3. He is succeeded by his son Little Richard. The Parliament is in a fight with the Army once again and the army induced Richard to dissolve the Parliament. Undaunted - for once - the Parliament met anyway and Richard was induced to resign as Protector. He was protecting himself, I guess. The army tried to object, there were insurrections and in the end the Parliament won.

1660 - General Monk led his army from Scotland to London, reconstituted the Long Parliament with the surviving members excluded by Pride's Purge.
   - Charles II issued his DECLARATION OF BREDA that proclaimed amnesty to all not especially excepted by Parliament, promising freedom of religion and confirmation of confiscated estates in the hands of the actual holders. He was officially proclaimed king by Parliament on May 8, 1660.

AND THEY ALL LIVED HAPPILY EVER AFTER. At least until 1688.
TIMELINE ON FRANCE

1066 - William of Normandy ("The Conqueror") invades England

1204 - Philip II conquers English territory in Northern France (Normandy, Maine, Anjou and Touraine.)

1214 - Battle of Bovines. Philip II takes remaining English lands except Guinne and Gascony.

1234-1301 - Philip II gets Chartres, Blois, Toulouse, Macon, Poitou and Bar from French nobles.

1288 - Valois Dynasty begins. Charles IV dies. Succeeded by cousin Philip VI.

1328 - Charles IV's nephew, Edward III of England, claims French throne

1337-1453 - 100 Years War with England

1348-1349 - The Black Death

1349 - Dauphine becomes the province of the heir, who is, therefore called the "Dauphin."

1355 - Parisians led by cloth merchant Etienne Marcel rise against taxes.

1358 - The Jacquerie, uprising of French peasants against harsh conditions. They try to ally with Parisian rebels but are crushed by nobles and merchants.

1382 - Uprising in Paris against taxes

1415 - Henry V of England wins Battle of Agincourt

1420 - Henry marries French princess and becomes heir to France by Treaty of Troyes

1429 - Battle of Orleans in which Joan of Arc leads troops.

1453 - England defeated. They get to keep only Calais and Channel Islands

1477 - Louis XI seizes Burgundy and Artois

1480 - Louis XI seizes Lorraine

1491 - Charles VIII marries Anne of Brittany and thus acquires Brittany.

1517 - Luther nails up his 95 Theses

1520 - Luther called to account at the Diet of Worms

1555 - Peace of Augsburg after years of religious wars. The Prince of each German state will decide the religion of the area.

1559 - Henry II, a Valois, dies. One sixth the population of France is Calvinist (Huguenot.) He has four
incompetent sons by Catherine de Medici, who rules in their names. On-going fight between the Bourbons (Protestants) and Guises (Catholics.)

1562-1589 - 9 Civil Wars


1574 - Charles IX dies, succeeded by Henry III who "reigned but did not rule."

1589 - Catherine de Medici dies. Henry III orders Catholics Guises murdered, is murdered his own self by a friar. The heir is Henry of Navarre, a Bourbon descendant of St. Louis (Louis IX.) Henry is a Huguenot.

1593 - Henry IV converts to Catholicism, announcing "Paris is worth a mass."

1598 - Henry IV promulgates Edict of Nantes, giving religious toleration to Huguenots everywhere except Paris. He announces his goal of "a chicken in every pot."

1610 - Henry IV is stabbed to death.

1610-1643 - Reign of Louis XIII

1624 - Louis XIII appoints Cardinal Richelieu his advisor. Richelieu's program: 1) weakens Huguenots 2) weakens nobles 3) strengthens government powers to tax and to dispense justice 4) beats the Spanish and Austrian Habsburgs in the 30 Years War.

1627 - Catholics besiege Protestant stronghold of La Rochelle

1635 - Richelieu sends French to fight against Habsburgs on the same side as the Swedish and German Protestants in Thirty Years War.

1642 - Richelieu dies

1643 - Louis XIII dies

1643-1715 - Reign of Louis XIV. "The Sun King," begins when he is five years old. His mother Anne is Regent. Cardinal Jules Mazarin is prime minister.

1648 - 30 Years War ends. The German economy is ruined. In the Peace of Westphalia France takes Alsace and emerges as Europe's strongest country. A triumph for Mazarin.

1648-1653 FRONDE rebellion against Mazarin

1661 - Mazarin dies. Louis XIV rules and dominates France until 1715. Louis XIV's minister of finance is Jean-Baptiste Colbert (1619-1683) who pursues a policy of a) mercantilism and b) subsidies and tax benefits for French manufacturers.

1667-1697 - Louis XIV tries three times to expand French borders to the Rhine River.
1683 - Colbert dies. Louis XIV revokes the Edict of Nantes. Huguenots flee. There goes the middle class. Compare to Spain in 1492.

Louis tries for military gain but is restrained by a coalition of smaller countries. Welcome to the Balance of Power!

1697 - Louis XIV reacquires Alsace but ends up nearly broke.

1700 - Charles II of Spain dies and will his kingdom to Louis XIV's grandson Philip. There suddenly exists the possibility that France and Spain will be united.

1701 - England, Austria, Dutch Republic, Denmark, Portugal, several German States, and the Duchy of Savoy unite against France and Spain in The War of Spanish Succession.

1713 - War of Spanish Succession ends in the Peace of Utrecht. Britain is the big winner. The German state of Prussia is recognized as a kingdom, as is the Duchy of Savoy.

1715 - Louis XIV dies of gangrene. He is succeeded by his five year old grandson Louis XV.

1715-1774 - Reign of Louis XV: "Apres moi, le deluge!"

1774-1792 - Reign of Louis XVI: "Hey, what happened?" End of Ancien Regime.
EVOLUTION OF SPANISH NATION-STATE AND ITS ECONOMY FROM FEUDAL CHAOS TO CONSOLIDATION TO CHAOS AGAIN

1469 - Ferdinand of Aragon and Isabella of Castile marry, sort of uniting their kingdoms, but not really.

1492 - Spanish Inquisition; Moors kicked out of Granada; Columbus's first voyage; Jews forced to convert or flee.

1517 - Luther's 95 Theses

1519 - Charles V the HRE, who is also Charles I of Spain, ascends both the thrones.

1521 - Diet of Worms (yum!)

1545 - Council of Trent initiates the Counter-Reformation
   - Silver mines open in Potosi, Peru

1555 - Peace of Augsburg. Religion of Prince = Religion of State

1556 - Charles I of Spain (Charles V, the HRE) abdicates, divides the Habsburg holdings between his son and his brother Ferdinand and retires to a monastery. He is succeeded in Spain by his son Philip II, who builds Escorial and leads Spain into its Siglo del Oro.

Spain gets a lot of gold from the "New World," buys a big army and fights Turks and Protestants.

1571 - Turks defeated at Battle of Lepanto

1581 - After much bloodshed, United Provinces of the Netherlands becomes a republic independent of Spain.

1588 - "Invincible Armada" defeated by England

1598 - Philip II dies

1598-1621 - Reign of Philip III

1602 - Dutch East India Company founded

Between 1598 and 1650 the Spanish economy goes into rapid decline. The King owes money to foreign creditors. Too much gold from the Spanish colonies has caused inflation. Exile and defeat of Moors and Jews has decimated the middle class. Middle class is necessary to a) trade b) speculation and c) invention. Because of limited manufacturing, due to weakened middle class, Spain has a bad balance of trade. That means Spain imports more than Spain exports. Therefore the Spanish are spending their capital on goods from England, France and Holland, their chief religious and colonial rivals.

1618-1648 - Thirty Years War
1621-1665 - Reign of Philip IV

1665-1700 - Reign of Charles II. He was kind of an imbecile but he was together enough to realize that dying without heir was a bad idea. So in his will he left his kingdom to the grandson of Louis XIV - the Sun King - to whom he was vaguely related by marriage. Louis had married his sister. His other sister was married to the HRE
and there was the problem. The rest of Europe went up in arms at the thought of France, already the strongest power on the continent, getting hold of Spain, and thus we have the War of the Spanish Succession (1701-1714) that ended in the Peace of Utrecht. The Bourbons took over the throne of Spain but France was weakened and England emerged as the strongest European country.
MUCH ADO ABOUT THE DUTCH

REMEMBER: The REFORMATION starts in 1517, and CHARLES V (the HRE who is also CHARLES I of SPAIN) abdicates in 1556, splitting the Habsburg domain and leaving the Netherlands to be governed by his son, Philip II of Spain. Philip wants to impose religious uniformity on the Netherlands (as he does on everyone else, too) and thereby hangs a tale.

The principal opponent of Philip II's policy is William of Orange (aka The Silent) who lived from 1533-1584.

1548 - Charles V annexed 17 provinces of the Netherlands to Burgundian lands of the HRE.

1556-1598 - Reign of Philip II of Spain

1566 - The Protestants (primarily Calvinists) began to worship openly and there were attacks on Catholic churches.

1567 - Philip II sends in the Duke of Alva with 20,000 Spaniards. William of Orange’s estates were confiscated. The Spanish governor the DUKE OF ALVA began widespread persecutions of Protestants and in

1568 - Protestant nobles Egmont and Horne were executed. Dutch opposition known as the SEA BEGGARS escaped the persecution and began attacking Spanish ships, triggering the period known as the DUTCH REVOLT.

1573 - the Duke of Alva was recalled at his own request and Don John of Austria succeeds him. He ruled until 1578.

1576 - The SPANISH FURY: Spanish soldiers sack Antwerp, leading to the PACIFICATION OF GHENT, in which all 17 provinces unite against Spain regardless of national or religious differences.

1578 - Peace of Arras: the 10 southern (Catholic) provinces unite with Spain. Don John of Austria is succeeded by the Duke of Parma (Alexander Farnese) who rules until 1592.

1579 - Union of Utrecht: the 7 northern (Calvinist) provinces unite against Spain.

1581 - The Northern Provinces proclaim their independence as the United Provinces, electing William of Orange as the hereditary Stadtholder.

1588 - The Invincible Armada belies its name and goes down to the bottom of the sea, glug, glug, glug.

1602 - Dutch East India Company founded.

1609 - Spain and the Netherlands sign the TWELVE YEARS TRUCE.

1621 - Dutch West India Company founded.

1626 - Dutch found New Amsterdam, eventually New York

1634 - Dutch establish base at Curacao.
1641 - Dutch seize Malacca from Portugal and dominate trade in the East Indies.

1648 - Peace of The Hague: Spain recognizes the United Provinces. The Southern Provinces remain under Spanish rule as the Spanish Netherlands and will later become Belgium. END of the DUTCH REVOLT.

Once having gained independence the United Provinces also known as the Dutch Republic, have their Golden Age. Amsterdam becomes a center of banking and trade, and the Dutch found a huge colonial empire in Asia, South Africa and the Western Hemisphere. Their major rivals are the English (who had been their allies in the war against Spain. After 1650 there are three Anglo-Dutch Trade Wars.


1657-1660 - The Dutch intervene successfully in Swedish-Danish War to prevent the entrance of the Baltic from falling exclusively under Swedish control.

1666-1667 - Anglo-Dutch Trade War ends in the Pease of Breda. France declares war on England in support of the Dutch. The province of Holland secretly agrees to exclude all members of the House of Orange from the Stadholdership because of Oliver Cromwell's uneasiness about their connection to the house of Stuart. William II is married to the daughter of the late beheaded Charles I.

1668 - England, Holland and Spain ally to check aggression of Louis XIV in the Spanish Netherlands. Louis buys off England and Sweden and concentrates his hatred on the Dutch.

1670 - SECRET TREATY OF DOVER between Louis XIV and Charles II of England, in which France promises England money to fight the Dutch and restore Catholicism to England.

1672-1674 - Third Anglo-Dutch Trade War

1672-1678 - War between France and the Netherlands ends in Treaty of Nijmegen. The Dutch were unprepared for a land war and Louis overran the country.

1672 - William III of Orange becomes the hereditary Stadtholder of the Netherlands and major nemesis of LOUIS XIV of France.

1684 - France invades the Spanish Netherlands (Belgium) and occupies Luxembourg.

1688 - William III of Orange becomes William III of England, because he's asked to by the English Parliament and he is married to former King James II's daughter Mary.

1688-1697 - War of the League of Augsburg vs. Louis XIV. Ends in the Treaty of Ryswick (1697) France and the Netherlands agree to status quo ante.
HAPLESS HABSBURGS AND HARRIED HOHENZOLLERNS
DATES FOR LATER HRE'S/HABSBURG EMPERORS

1711-1740 Charles VI (who organized the Pragmatic Sanction)
1742-1745 Charles VII of Bavaria HRE
1745-1768 Francis I of Lorraine (married to Charles VI's daughter Maria Theresa)
1765-1792 Joseph II (Maria Theresa's son)
1790-1792 Leopold II
1792-1835 Francis II (became Francis I of Austrian Empire when Napoleon ended the whole HRE in 1806.)

SUCCESSION OF LATER HOHENZOLLERNS
(Electors of Brandenburg and Dukes of Prussia)

1619-1640 George William
1640-1688 Frederick William the Great Elector
1688-1713 Frederick III. He becomes Frederick I King of Prussia 1701-1713 through deal with the HRE (1701) and the Peace of Utrecht (1714.)
1713-1740 Frederick William I. He was a Bad Dad and he really liked those Tall Soldiers. And he was a cheapskate, to boot!
1740-1786 Frederick II THE GREAT, aka Old Fritz
1786-1797 Frederick William II
1797-1840 Frederick William III
1840-1861 Frederick William IV (He’s the one who wouldn’t pick up the crown out of the gutter” when it was offered to him by the Frankfort Assembly.)
1861-1888 William I (First Kaiser of the German Empire, thanks to Otto von Bismarck)
1888-1917 William II (Last Kaiser of the German Empire)
FRANCE, ITALY, GERMANY

1774-1792 - Louis XVI
Louis XVII never rules. He dies in jail during the Revolution.

1792-1804 Governments of the First Republic
   a) National Assembly
   b) Convention
   c) Directory
   d) Consulate

1804-14 - Napoleon I (1796-1821) First Empire

1806 - Francis II, the last Holy Roman Emperor, becomes Francis I of Austria.

1814-1824 - Louis XVIII

1815 - Congress of Vienna. Papal States restored. Austria leads German Confederation of 40 states.

1821-1827 - Greeks win independence from Turks.

1824-1830 - Charles X

1830-1848 - Louis Philippe (1773-1850) "The Citizen King"

1831 - Giuseppe Mazzini establishes Young Italy.

1848 - Communist Manifesto published.
   - Liberal and nationalist revolutions take place all over Europe. Prussia gets new constitution.
   - New Parliament replaces legislature of German Confederation. Legislators try to form government for all Germany. They offer crown to Frederick William IV of Prussia, but are stopped by Austria (1850.)

1848-1851 - Louis Napoleon (1818-1873) President of Second Republic.

1851-1870 - Louis Napoleon declares himself Napoleon III. Beginning of Second Empire.

1853-1856 - Crimean War. England, France and others vs. Russia when Russia invades the Ottoman Empire.

1859 - Kingdom of Sardinia under Victor Emmanuel II (1820-1878) wins war against Austria with help from France. Sardinia captures Lombardy.

1860 - Giuseppe Garibaldi (1807-1882) heads rebel force that conquers Kingdom of the Two Sicilies, gives territory to King Victor Emmanuel to create unified Italy.

1861 - Victor Emmanuel II creates Kingdom of Italy and organizes Parliament.


1866 - Seven Weeks War, Prussia vs. Austria. Prussia wins. Treaty excludes Austria from Confederation of North
German states.

1867 - Austro-Hungarian Empire, Dual Monarchy formed.

1870 - Rome, controlled by Pope Pius IX, is seized by army of Victor Emmanuel II. Italian unification completed.

1870-1871 - Bismarck manipulates France into declaration of war using famous Ems Telegram. Prussia invades France, in victory unifies remaining German states in the south. France to pay indemnity and lose Alsace-Lorraine. Napoleon III is captured, then flees to England. Defeat of King Ludwig II of Bavaria. Wilhelm I is first Emperor of United Germany. Bismarck remains chancellor from 1871-1890 until fired by Kaiser Wilhelm II, who is the grandson of Wilhelm I.

Bismarck refuses to make peace with France until the French have a representative government, so he is in effect responsible for the formation of the Third Republic.

Meantime the Parisians are getting more and more radical and establish the Paris Commune in 1871, which leads to a bloody civil war between the Commune and the Provisional Government that is running the country until the elections can take place by universal male suffrage. Republicanism is again tainted as an irresponsible movement given to reckless violence. The country is split between the republicans, the moderates and the monarchists, but the monarchists are split between themselves. They can't agree on which royal house should rule: Bourbon or Orleans. (Those who favor a restoration of the Bourbon are the "Legitimists.") That is why Adolph Thiers called the Third Republic "the government that divides us least."

1871-1873 – Adolph Thiers becomes first president of Third Republic.

1941 - Third Republic dissolves into Occupied France and the Vichy Regime during World War II.
UNIFICATION OF ITALY STEP BY STEP

1848 - Piedmont (Sardinia) is ruled by the House of Savoy as a constitutional monarchy under Victor Emmanuel I.

1852 - Camilo Cavour becomes Prime Minister
1855 – Italy enters Crimean War
7/1858 – Secret meeting between Napolon III and Cavour at Plombieres. France will help Piedmont fight Austria in exchange for Nice and Savoy. Their idea is for Italy to be a federation of 4 states: 1) an Upper Italian Kingdom including Piedmont, Lombardy and Venetia 2) a Kingdom of Central Italy including Tuscany, Umbria and the Marches 3) Rome and surrounding Papal States with the Pope’s temporal power severely restrained and 4) the Kingdom of Naples

4/1859 - Austria declares war on Italy. French come to the rescue.

6/1859 – Italy and France win battles of Solferino and Magenta, a huge cost, but provoke possible intervention by Prussia.
6/1859 - Napoleon III makes a surprise separate peace with the Austrians at Villafranca. In the terms of the peace Piedmont gets Lombardy but Austria keeps Venetia. Piedmont and Italian Patriots are infuriated!

Tuscany, Modena, Parma and Romagna are annexed to Piedmont after plebescite elections result in approval.

France is willing to accept this situation as of 1860 because they get back Nice and Savoy.

1860 - As of this year Italy is in three parts: a) North Italy is mainly in the kingdom of Piedmont. b) Papal States c) Kingdom of the Two Sicilies - which includes Naples.
   1. Garibaldi, a republican from Piedmont, invades Sicily. Cavour is glad of it, but won't overtly acknowledge any Piedmontese participation.
   2. Garibaldi goes north from Naples to Rome. There he meets the Piedmontese army (To avoid conflict with France Cavour does not want Rome captured.)
   3. All the Papal States BUT ROME are annexed to Piedmont.

1861 - Parliament representing all Italy but Rome and Venetia proclaims Kingdom of Italy.

1866 - Venetia added as Italy's prize for help to Prussia vs. Austria in Seven Weeks War.

1870 - Rome annexed after withdrawal of French troops in the midst of the Franco-Prussian War.
UNIFICATION OF GERMANY STEP BY STEP

1840-1861 - Reign of Frederick William IV, who wouldn't take the crown of "Germany" out of the gutter, when offered it by the powerless Frankfurt Assembly.

1861-1888 - Reign of William I.

1861 - Otto von Bismarck appointed chief minister.

1861-1866 - Bismarck wages "constitutional struggle" against the liberals. The government keeps on collecting taxes that have not been approved. The money is used to train and equip the army.

1864 - Austria and Prussia fight Denmark for Schleswig and Holstein. Denmark defeated. Austria gets Holstein; Prussia gets Schleswig.

1866 - Seven Weeks War: Prussia vs. Austria and German Confederation. Bismarck set it up over control of S/H. Prussia annexes S/H and also the kingdom of Hanover, Duchy of Nassau, Duchy of Hesse-Cassel and free city of Frankfurt. The former German federal union disappears.

1867 - Bismarck organizes the North German Confederation which includes Prussia and the remaining 21 "German" states. EXCLUDED are Austria (gee) and also Bavaria, Baden, Wurttemberg, and Hesse-Darmstadt, all south of the river Main, and mostly Catholic.

(Meantime Italy takes Venetia from Austria)

Bismarck makes a constitution for the NGC. It is a federal system but William I, the King of Prussia is the hereditary head. The Parliament has an upper chamber to represent the states, but not equally. The lower chamber, the Reichstag (an important word to remember) is elected by universal male suffrage. Bismarck was good at using the "masses" as allies against the private interests. He also coopted the Lassallean socialists who, unlike Marx, believed that working class conditions could be improved through actions of existing governments. The deal was that they got more “democracy” and he got the emerging Empire. Then he had to placate them with social programs, which he did.

7/1870 - Bismarck sets up France with the EMS TELEGRAM, tricking them into a declaration of war.

9/1870 - France is trounced. French army surrenders after defeat at Battle of Sedan. Napoleon III is taken prisoner.

Insurrection in Paris proclaims THIRD REPUBLIC.

(Meantime Italy takes Rome.)

Prussia is supported in the F/P War by the south German states, that he deftly scared into fearing French aggression! War ends in the Treaty of Frankfurt.

Terms of the Treaty:
1. Bismarck insists on Constituent Assembly elected by universal suffrage in France to get a government that can surrender to him.
2. France has to pay 5 billion gold franc indemnity. (Remember, they started it, even though Bismarck hoped for it and provoked it. The business about indemnity will come back to haunt Europe in 1918.)
3. France cedes Prussia the border provinces of Alsace and Lorraine (which have long identified themselves...
as French in language and culture.)

January 18, 1871 - Otto von Bismarck proclaims the GERMAN EMPIRE. The king of Prussia becomes the Kaiser and the south German states accept his imperial authority. The new German Reich is a federated state. The deal is done, by the way, not with plebiscites, as in Italy, but by agreement between the separate governments and Prussia.

TA DA! GERMANY!
1854-1856 - Crimean War in which Russia gets whupped by Britain, France and Turkey.

1869 - Suez Canal Completed. (It was celebrated by the first performance of Verdi’s Aida, by the way.)

1870-1871 - Franco-Prussia War initiated to promote German unity. France loses Alsace-Lorraine and must pay war reparations.

1871 - Danilevsky's Russia and Europe predicts war of Russia vs. Europe, plus a pan-Slav Eastern Federation. (Yugoslavia, here we come!)

1873 - The Three Emperors League formed: Germany, Austria-Hungary and Russia.

1877-1878 - Russo-Turkish War. Russia starts it. They clobber the Turks. They want Warm Water Ports. The Treaty of San Stefano makes Romania, Montenegro and Serbia independent. Bulgaria gets "autonomy." Turks also cede various lands to Russia.

THE PROBLEM OF WHO SHOULD CONTROL THE BALKANS (Russia, Turkey, Austria and of course all the Balkan nationalities themselves are contenders) is the EASTERN QUESTION! A BIG DEAL! Western Europe, especially England, is most afraid of Russia. So is Austria.

1878 - Berlin Congress. Solves problem of who owns former Turkish land, much to the detriment of Russia, who has to give a bunch of it back. Austria-Hungary occupies Bosnia.

1879 - German and Austria-Hungary join in defensive military alliance: The Dual Alliance. The point is to isolate France.

1881 - France seizes Tunisia, provoking Italy.

1882 - Italy joins alliance with Germany and Austria-Hungary.

1884-1885 - Berlin Conference on Africa. Divides Africa on principle of "effective occupation."

1885 - General Charles "Chinese" Gordon is killed at Khartoum.

1887 - Bismarck negotiates the Reinsurance Treaty with Russia to replace the expiring alliance of the Three Emperors. Russia is to be neutral unless Germany attacks France and Germany is to be neutral unless Russia attacks Austria-Hungary.

1889 - Naval Defense Act provides that the British fleet will always be as strong as the fleets of the two next strongest powers combined. It is called, obviously, the "Two Power Standard."

1890 - Bismarck is fired by Kaiser Wilhelm II, a world-class dummy and egomaniac. Wilhelm allows Bismarck's diplomatic masterpiece, the Reinsurance Treaty with Russia, to lapse, leaving Russia with no allies, so Russia is forced to scurry over to the French side in desperation.

1891 – Trans-Siberain Railroad begun

1894-1895 - First Sino-Japanese War
1894 - France and Russia become allies.

1895 Cecil Rhodes attempts to provoke war with Transvaal by the Jameson Raid that leads to the Kruger Telegram of Wilhelm II to Paul Kruger president of Transvaal. Exacerbates tension between England and Germany.

1895-1896 - Ethiopian War. Italy tries to expand beyond its colony of Eritrea and loses. 3/1/96: Battle of Adowa. 25,000 Italians (with guns) vs. 100,000 Ethiopians (with spears) under Menelek. Those who were not killed were captured and held for ransom.

1898 - Spanish-American War. Spain loses.

1898 - Kitchener goes south "up the Nile" defeats the Muslims and meets the French at Fashoda. The French back down and recall their general, Marchand. Crisis averted

1898 - Germany passes 1st Naval Act, the work of Admiral Tirpitz, influenced by Alfred Thayer Mahan, to compete with Great Britain's navy.


1899 - Rudyard Kipling writes "The White Man's Burden" to encourage the United States to get into the Empire business.

1900 - Germany enacts Second Naval Law. The goal is to build a fleet capable of engaging the Royal Navy in battle.

1903 - J. A. Hobson's book critiquing Imperialism is published.

- Trans-Siberian Railroad completed


1904 - Britain and France enter into the Entente Cordiale.

1905 - Germany challenges French "sphere of influence" in Morocco, precipitating "Tangier Crisis." Algeciras Conference reaffirms Morocco's independence but France's special interests are recognized.

1907 - The Anglo-Russia Convention settles the question of Britain's and Russia's spheres of influence in Persia. Makes England and Russia allies.

1908 - Bosnia annexed by Austria-Hungary. Russia thinks it should go to Serbia.

1908 - "Young Turks" revolt in Turkey

- Ruler of Bulgaria crowns himself king.

1910 - Transvaal, Orange Free State, Cape Colony and Natal combine to form the Union of South Africa

1911 - Italo-Turkish War. Italy wins and takes Libya from the Turks.

1911 - Agadir Crisis: Germany challenges France's converting Morocco into a protectorate and loses.

1911 - Black Hand, Serbian nationalist terrorist group, founded.
1912-1913 - 1st Balkan War. Serbia, Montenegro, Greece, Bulgaria (with tacit support of Russia) vs. Turkey. Austria intervenes, creates Albania, leaving Serbia no outlet to the sea.


1914 - Black Hand assassination of Arch Duke Franz Ferdinand, heir to Austro-Hungarian throne, and his corpulent wife Sophie on June 28. Trigger to World War One. (Partly Franz-Ferdinand was targeted because he was believed to favor reform (similar to Alex II of Russia.)

  - Kaiser Wilhelm issues the "Blank Check" to Austria, promising backing for any action Austria might take. Austria issues ultimatum to Serbia, that it expects (and hopes) will be rejected. It is.
  - Austria declares war on Serbia.
  - Russia mobilized to help Serbia, scares Germany by mobilizing on German front. France "in effect" gives Blank Check to Russia. Germany declares war on Russia, but since Russia is the ally of France... well, you know what happens next.
1916 - Lenin published *Imperialism, The Highest Stage of Capitalism*
QUICK ROMP THROUGH RUSSIAN ABSOLUTISM

1462-1505 - Ivan III liberates the Russians from the Mongols who had ruled it from 1240-1480, stops paying tribute and becomes the first Tsar.

1533-1584 - Ivan IV "The Terrible" First Grand Duke of Moscow to be called Tsar. He doesn't want Russia to turn into Poland.
1552 - Ivan T. T. conquered Kazan from the Tatars.
1553 - Richard Chancellor from England arrives in Moscow from Archangel on the White Sea. Archangel is only inlet from West through which military materials can be imported. English want to trade goods from Persia.
1589 - Russians set up independent Russian patriarchy

1598 - Death of Tsar Theodor, last of Rurik dynasty. Start of the Time of Troubles.

1598-1605 - reign of Boris Gudonov - see opera of the same name by Modest Mussorgsky
1604-1613 – “Time of Troubles” nobles (boyars) elect Tsars, compare to HRE and Poland.

1613 - Founding of Romanov Dynasty by Tsar Michael. Repress representative institutions such as the Duma, a national assembly similar to Estates General with limited powers.

1649 - Code of Laws establishes serfdom in Russia

1650's- Take-off point. Russia is ALMOST, but not quite, at Baltic and Black Seas.
- Russian Patriarch undertakes reforms, especially mistakes in the translation of the Bible. Reforms forced through by government and army. Those who reject them are OLD BELIEVERS.

1667 - Uprising of serfs and Cossacks led by Stephen Razin. He was caught and put to death in 1671.
1675 - Lords can sell peasants without land.
1682 - Peter The Great becomes "joint Tsar." In his youth he went to Holland and England. Visits Europe between 1697-1698. Impressed with importance of BOATS! Brings in foreign knowledge and expertise.

1689-1725 - Reign of Peter the Great
   Peter TG was six foot eight, or thereabouts. He was impressed by the industry and culture of the West, especially the French. After traveling to France in his youth he returned to Russia to westernize his country. Among his accomplishments were building the modern Russian navy, assuming state control over the Orthodox church through the office of the Procurator of the Holy Synod and forcing the Russian nobility to dress like Westerners and to shave their beards. His reforms were, for the most part, short lived, because the nobles were not behind him. Peter favored top down reforms including state service, meritocracy. It’s the King vs. the Nobles one more time.
1698 – rebellion of streltsi – old army elite. They were “liquidated.”

GREAT NORTHERN WAR 1700-1721
1700 – 8,000 Swedes defeat Peter and the 40,000 Russians at Narva. Russian expansion reaches the Berin Sea. Peter puts the ROC under control of the state. Appoints no new patriarch, begins governance of the church through the Procurator of the Holy Synod, a state office.

1703 - Founding of St. Petersburg “A Window on the West.”

1721 Great Northern War ends in Peace of Nystadt.
MEANWHILE serfdom becomes industrial as well as agricultural.

<table>
<thead>
<tr>
<th>West</th>
<th>Russia faces East</th>
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<tr>
<td>RCC and Protestantism</td>
<td>ROC</td>
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<tr>
<td>increasingly industrial</td>
<td>overwhelmingly agricultural</td>
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<tr>
<td>Middle class involved in commerce.</td>
<td>state controlled industry. Hardly any middle class.</td>
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<td>Entrepreneurial state controlled industry</td>
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<td>representative institutions. strong state</td>
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<td>Manorial system all but gone.</td>
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<td>Duma weak.</td>
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<td>Risktaking not favored. Limited</td>
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<td>middle class is composed of civil service</td>
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<td>factories.</td>
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mercantilism. trade for raw materials
Siberia for raw materials to trade, furs, timber. Use rivers for navigation.

“Asian” superstition, veiled women, limited technology, clocks.

Russia and Prussia:
BOTH
- lack “natural frontiers”
- grew by adding territories to nucleus
- state arose as a means to support army
- autocratic government
- landlords and peasants predominant groups
- bring in foreign experts (even in farming!)
- middle class is composed of civil service bureaucrats and state employed managers in state factories.

1725-27 - Catherine I
1725-1730 - Peter II
1730-1730 - Anna Ivanova
1730-1741 - Ivan IV. He is deposed by military revolt and succeeded by
1741-1762 - Empress Elizabeth

1762-1796 - Catherine II, "The Great." She marries Peter III, heir to the throne, then murders him.
Catherine thinks she is an "Enlightened Despot" because she admires French culture and is the patroness of Diderot - buying his library when he was strapped for funds and then letting him keep it. She doesn't do anything to "westernize" the Russian economy, which is the part of Russia that really needs Westernization.

One of her numerous lovers is Potemkin, for whom the famous "Potemkin villages" are named.

1772 - First Partition of Poland, between Russia, Prussia and Austria. The idea is to avoid conflict in the Balkans between Russia and Austria-Hungary, both slobbering over the area left vulnerable to conquest by the decline of the Ottoman Empire. The Ottomans are artificially propped up by Europe to maintain the Balance of Power and to avoid a war over the spoils. Everybody gets a piece of Poland to placate the land hungry eastern powers.

1773-1775 - Peasant uprisings led by Cossack Pugachev. Convinces Catherine that freedom for the serfs - heartily opposed by the nobles - is really a bad idea.
1793 - Second Partition of Poland (between Russia, Prussia and Austria.)

1795 - Third Partition of Poland (same players.)

1796 - Catherine dies. Succeeded by Paul I

1801-1825 - Alexander I, the so-called "liberal" Tsar. Participates in Congress of Vienna. Converted to arch-conservatism by Metternich. He forms the so-called "Holy Alliance" with Prussia and Austria.

1801 - Russia takes Georgia

1825-1855 - Reign of Nicholas I

1825 - Decembrist Uprising. Nicky's first problem, it was a military uprising of officers who favored democratic reforms. Their slogan was "Constantine and Constitution." (Constantine was Nicky's brother who adamantly did not want to be Tsar. It is alleged that the officers were so ignorant that they thought Constitution was Constantine's wife.) The officers thought it would lead to reform but in reality it led to their deaths.

1826-1828 - War between Persia and Russia. Russia takes Armenia.

1854-1856 - Crimean War: Russia vs. Britain, France, Turkey. Russia wants to take advantage of the crumbling Ottoman Empire to obtain warm water ports. Russia loses. Another "Balance of Power" issue.

1855-1881 - Reign of Alexander II

1861 - Alexander II frees the serfs.

1867 - Austrian Empire becomes the Austro-Hungarian Empire. Hungary gets equal status in the Dual Monarchy.

1870 - Franco-Prussian War. Prussia wins.

1871 - Unification of Germany completed.

1873 - Alliance of three Emperors: German, A/H, Russia.

1877-78 - Russo-Turkish War. Turkey loses.

1878 - Berlin Congress, organized by Bismarck, makes Russia give back most of what it gained at the treaty of San Stefano which ended the Russo-Turkish War.

1881-1894 - Assassination of Alexander II leads to reign of Alexander III. Pogroms against Jews begin.

1894-1917 - Reign of Nicholas II.

1905 - Russia decides to expand east but the Japanese aren't having any, and most of the rest of the world is not aware that they have the terrific military machine that they do. They crush the Russians at Port Arthur and the Battle of Tsushima Straits. To avoid the complete collapse of the Russians to the Asian power, President Teddy Roosevelt offers to mediate at the Portsmouth Conference (in Portsmouth, New Hampshire) for which efforts Russian face is sort of saved and Teddy is awarded the Nobel Prize.
The war has cost Russia power and money. Russia turns her colonial/imperial ambitions to the West and begins to be more active in the Balkan conflicts.

Russo-Japanese War leads to Revolution of 1905, which was triggered by Father Gapon listening to the peasants' grievances on Bloody Sunday. Tsar's forces responded with bloodshed even though the Tsar was not around at the time.

As things got out of hand Tsar Nicholas responded with troops pulled back from the eastern front but also with the October Manifesto, promising a representative institution, the Duma, which was constituted six times (and subsequently dissolved) but which never had power anyway. Eventually Nicky's finance minister, Stolypin, proposed reforms that led to weakening of peasant’s ties to mirs and increased powers for zemstvos. Still wasn't enough to satisfy the Bolsheviks ("majority") or the Mensheviks ("minority") of the Social Democratic Party, which will later evolve into the Communist Party under Lenin.

1914 - World War One begins when the Arch Duke Franz Ferdinand, and his corpulent wife Sophie, is assassinated by the Black Hand (aka Union or Death) a Serbian nationalist terrorist group. Russia is allied with Serbia, based on their notion of "Pan-Slavism" which is thinly disguised imperialism with designs on the Balkans. Russian mobilization to aid Serbia provokes German attack on France and there you go...

March 1917 - The First Revolution of 1917.

As World War One goes from bad to worse for Russia the army and the people lose faith in the Tsar and the government. No wonder - they are hungry and they do not have very much ammunition. Finally Tsar's advisors tell him to abdicate in favor of a Provisional Government under Prince Lvov. Provisional government does not have much power, is divided within itself over conduct of the war and can't cope with the growing power of the Communists. To appease those who want more radical reform they put Kerensky, a Socialist, in as leader as the government crumbles.

October 1917 - Communists in the Petrograd Soviet under Lenin overthrow the Provisional Government. Lenin's platform is "Peace, Land and Bread." He makes a disastrous separate peace with the Germans at the Treaty of Brest-Litovsk in which Russia gives up about 1/3 of its land, including lots of good agricultural land.

Beginning of the Russian Civil War. The opposition to the Communists (the "White Russians") is disunited. Lenin's ace in the hole is Leon Trotsky, a genius at organization who created and ran the Red Army.

Lenin introduces "war communism" - confiscation - to fund the government and the army. The economy gets worse and worse and he later has to change plans and go with modified capitalism in the N.E.P. But Lenin has a stroke and dies at the young age of 54. He does not want Stalin to take control of the party and the country but there's nothing he can do. Stalin out maneuvers Trotsky, whom he later has murdered in Mexico with an ice pick.

With the ascendance of Stalin one can argue that absolutism has been defeated by totalitarianism.
SLOGGING STEP BY STEP THROUGH THE COLD RUSSIAN WINTER

1905 - Russo-Japanese War. Russia gets whupped at BATTLE OF MUKDEN, and Russian fleet sunk to the bottom of the sea at BATTLE OF TSUSHIMA STRAITS. Teddy Roosevelt negotiates the Portsmouth Treaty, wins himself the Nobel Peace Prize. Plehve also assassinated. (The war was his bright idea.)
- Bloody Sunday triggers the Revolution of 1905
- To calm the moderates and split the revolutionaries, Tsar issues OCTOBER MANIFESTO, creates Duma. It does not have any power.

1906 - STOLYPIN’S REFORMS let the peasants leave the MIRS, encourage private property and individual initiative. Stops redemption payments. Builds propertied class as friends of the state. Origins of the Kulaks, i.e., “Big Farmers.” Stolypin was assassinated in 1911. The assassin was a Social Revolutionary who liked the communal aspects of the mirs – or – he was an agent of the Tsar’s Police.

8/14 - World War I begins. Bad plan.

5/15 - Russian defeat in Galicia. Army inadequately supplied.

9/15 - Tsar dismisses Grand Duke Nicholas, the popular commander in chief, and takes command himself! His absence from Moscow leaves the city in the control of EMPRESS ALEXANDRA who is hostile to the Duma and hopelessly under the spell of the Mad Monk RASPUTIN.

12/16 - Rasputin is assassinated by Prince Felix Yussupov and other aristocrats. Too little, too late.

3/17 - Strikes and riots break out in St. Petersburg which was renamed Petrograd at the beginning of the war. The strikes are followed by a general mutiny of the troops in the capital. Shortly thereafter the Tsar tries to dismiss the Duma and the Duma refuses to obey. Instead they create themselves into a PROVISIONAL GOVERNMENT (3/12/17)

The new government is headed by PRINCE GEORGE LVOV and includes PAUL MILUKOV (a Constitutional Democrat), Alexander Guchov (a leader of the Octobrists) and ALEXANDER KERENSKY (a socialist.)

Nicholas abdicates in favor of his younger brother, who immediately abdicates in favor of the Provisional Government.

The PROVISIONAL GOVERNMENT proclaims civil liberties and recognizes all citizens as legal equals. It announces a plan to redistribute lands, including those confiscated from the Romanovs and the Russian Orthodox Church. The idea is to wait for an elected Constituent Assembly to complete the plans.

The PROVISIONAL GOVERNMENT has an enemy, the PETROGRAD SOVET, which was organized by the Socialists in March of 1917. The Provisional Government wants to keep fighting the war. It is basically a liberal and bourgeois sort of government, and, as you know, liberalism was already outdated in Western Europe

The PETROGRAD SOVET on the other hand, wants a "general democratic peace," without annexations or indemnities. (Good Luck!) Because the leaders of the Soviet fear that the generals are "counter-revolutionary" they issue ORDER NUMBER 1, which deprives officers of all authority and sets up a system of committees to administer the army. The PG cannot make its counter-order stick. Russia appears to have two governments.

4/17 - Vladimir LENIN and his buddies, including ZINOVIEV, arrive in Petrograd from Switzerland, having been transported free of charge by the Germans, who hope his presence will foment even more strife.

LENIN’S PLAN has four points:
1. Transfer of power from the "bourgeois” PG to the Soviets.
2. Immediate end to the war.
3. Immediate seizure of land by the peasants.
4. Immediate control of industry by committees of workers.

Meantime the PG members are fighting among themselves about what terms they should insist on to end the war. They object to a separate peace.

6/17 - KERENSKY takes over as Minister of War; he launches a disastrous offensive and the Russians are completely defeated.

7/17 - The Petrograd Soviet attempts to seize power in Petrograd but they are premature and the attempt is suppressed. Lenin tried to stop them and failed, but he was blamed anyway. TROTSKY is arrested and LENIN flees to Finland. The failed coup however, triggers the RESIGNATION OF PRINCE LVOV, whose job is taken by KERENSKY.

9/17 - Meanwhile, back at the ranch, the conservative GENERAL KORNILOV tries to take Petrograd and fails because his own soldiers do not support him and also because Kerensky gets some help from the left, urging them to help repress the "counter-revolution." KORNILOV bites the dust, but KERENSKY is now in the hands of the BOLSHEVIKS.

10/17 - the Bolsheviks finally obtain a majority (remember the name "Bolshevik" means "majority") in the Petrograd Soviet, Trotsky becomes its chairman and Lenin (back from Finland) decides to stage another coup.

10/24/17 (Old Style) or 11/6/17 (Modern Style):

THE BOLSHEVIK REVOLUTION (It's gonna be, shoo-be-doo-bop, all right): Bolsheviks, soldiers from the Petrograd garrison, SAILORS from KRONSTADT and others storm the Winter Palace and take over power. Kerensky flees to America and dies a peaceful death in California in 1970. Congress of Soviets pronounces Provisional Government dead. It is replaced by the Council of People's Commisars, lead by Lenin.

11/7/17 - The new government is called the COUNCIL OF PEOPLE'S COMMISSARS and it is headed by LENIN, TROTSKY (commissar for foreign affairs) and JOSEPH STALIN (commissar for national minorities.) One of the first things they do is organize the EXTRAORDINARY COMMISSION TO COMBAT COUNTER-REVOLUTION, aka the CHEKA, which is the secret police. Lenin announces desire for a "just democratic peace" to end World War I and the "abolition of all landlord property" without compensation.

11/25/17 - The elections to the long-awaited Constituent Assembly return a two to one majority for the Social Revolutionaries (420 SR's versus 225 Bolsheviks) the Red Troops disperse it when it tries to meet for the first time. Initial Actions of the Bolsheviks include: nationalizing of banks, repudiating national debt, control of factories given to workers, government control of trades unions (deprives them of the right to strike and permits the government to use a system of compulsory labor in emergencies), confiscation of church property, religious instruction in schools abolished, only civil marriages permitted.

Because private trade is suppressed the government undertakes to distribute food and other commodities to the urban population. It sent brigades of workers out to the country to "liberate" various food stuffs from the peasants: WAR COMMUNISM.

3/18 - Bolsheviks negotiate TREATY OF BREST-LITOVSK that gives away Poland, Ukraine, Estonia, Latvia and Lithuania. Russia hasn't been this small since before PETER THE GREAT.

- Extra Added Attraction: The Bolsheviks rename themselves the COMMUNIST PARTY.

BUT: lots of people don't like the Bolsheviks, uh, Communists. Conservatives, liberals, royalists, Social
Revolutionaries, socialists, Cossacks, Allies, Poles, you name it. So there ensues a GREAT CIVIL WAR from 1918-1920. The Bolsheviks would have been gonners if it hadn't been for the disunity of the opposition and the RED ARMY organized by LEON TROTSKY who was a genius at that sort of thing.

7/18 - The Soviet Constitution was promulgated. Its "highlights" include: no secret ballot, no parties but the Communist Party, and representation based on occupation. Factory workers get more representation than peasants (even though peasants are a numerical majority) and the "non-toiling" classes get no vote at all.

- Tzar Nicholas and his family (including Anastasia, and I don't care what anybody says) are murdered.

1920 - The Allies have been blockading Russia, there's been a civil war and the government's revolutionary economic policy has led to an almost total collapse of the Russian economy.

Both industrial and agricultural production are down, cities suffer from shortages of food and fuel, the peasants are miffed because the workers and the government keep taking their food. Both peasant uprisings and workers riots take place.

Beginning of RED TERROR – Lenin wants to kill everyone opposed to the regime. Checka: First question you should ask of accused is to what class does he belong?

2/21 - The KRONSTADT UPRISING: sailors who were among the earliest supporters of the revolution mutiny and riot, protesting the route the revolution has taken. They are repressed only with difficulty and abundant bloodshed.

3/21 - LENIN decides that something must be done and he institutes the NEW ECONOMIC POLICY (aka NEP.) The NEP abolishes the food levy and replaces it with a limited grain tax, leaving the peasants the opportunity to dispose of their own surplus grain. Partial freedom of trade is restored and a new land statute is enacted in 1922 that lets small individual farms be reconstructed. Licenses are given to private persons to start new businesses. Large industry and transportation remain nationalized.

The NEP is billed as a "temporary retreat" from communism. After the GREAT FAMINE of 1921-1922 the Russian economy begins to recover rapidly. Along with this recovery are the abatement of the RED TERROR and a relaxation of censorship. Lenin starts a program aimed to eliminate ILLITERACY.

4/22 - Russia and Germany sign the TREATY OF RAPALLO

12/22 - The Union of Soviet Socialist Republics is officially organized. The member states (there are four to start with: Russia, the Ukraine, White Russia, and Transcaucasia) keep a lot of cultural autonomy, but political control is always from Moscow.

1/21/24 - Death of LENIN
1/26/24 - Petrograd renamed LENINGRAD

LENIN'S death marks the beginning of a power struggle within the Communist Party. On the left are Trotsky, Zinoviev and Kamenev. Trotsky wants "PERMANENT REVOLUTION" while Stalin insists on "SOCIALISM IN ONE COUNTRY." Trotsky and the others are expelled from the party in 1927. Trotsky flees Russia and ends up in Mexico where he is assassinated in 1940. He takes an ice pick in the brain.

On the right is Bukharin, who favored the NEP. He is expelled from the party in 1929.

1928 - The NEW SOCIALIST OFFENSIVE is Stalin's program of speedy industrialization.

The FIRST FIVE YEAR PLAN begins on 10/1/28. It collectivizes agriculture, slaughters the KULAKS, and develops heavy industry for national defense. The quality of life does not go up although the government's objectives are mostly achieved. That's because the increased agricultural production is exported to sustain Russian development of industry. It keeps the balance of payments favorable - and remember Russia has no credit - so that Russia will eventually be self-sufficient.
1932-1933 - Another severe FAMINE

1933 - The PURGE OF THE COMMUNIST PARTY. About 1/3 of the total members (1,000,000 people) are expelled. Expulsion results in exile or death.

9/34 - Russia joins the League of Nations. Big Whup.

12/34 - Assassination attempt on Serge Kirov, one of Stalin's buddies, reveals opposition to Stalin within the party, and results in yet another outbreak of Terror, and further purges.

1/35 - Old party stalwarts Zinoviev, Kamenev and others, all of whom were close to Lenin, and already close to death by natural causes, are tried for treason. They get prison for 5-10 years.

1/36 - The old commie geezers above are tried AGAIN in a spectacular humiliating and public trial and they CONFESS! This time they are executed.

12/36 - A NEW "DEMOCRATIC" CONSTITUTION for Soviet Russia. This time all votes are equal and no groups are disenfranchised. Still only one party allowed, and you can guess which one.

1/37 - Purges hit the generals of the army. Marshall Garmarnik commits suicide and Marshal Tukhachevski is executed, along with seven other high ranking generals.

7/38 - War breaks out between Russia and Japan on the frontier of Manchukuo.

5/39 - Maxim LITVINOV is dismissed as commissar for foreign affairs, which post he has held for 18 years. He is succeeded by Vyacheslav MOLOTOV (of "Molotov Cocktail" fame.)

8/39 - To the shock of most of the world, the Nazi-Soviet Non-Aggression pact (also called the MOLOTOV-RIBBENTROP PACT) is concluded, just in time for the Germans to invade Poland and start World War II.
TIMELINE FOR THE RISE OF FASCISM AND NAZISM AND THE ROAD TO WWII

COMMENTARY ON GERMANY

The Weimar Republic, which succeeded the German Empire after World War One, had many strikes against it. It was attacked from the very beginning by both the left and the right.

1. Everyone hated the Versailles Treaty but the Empire was destroyed before it was signed (ironically, in the hopes of getting better peace terms) so the new government took all the blame.

2. Reparations were universally considered unfair and onerous.

3. The government mishandled the French occupation of the Ruhr leading to the Great Inflation.

4. Germans had no history of effective democracy to build upon.

5. Fear of Communism was rampant. Nazism is a specifically racist form of nationalism combined with totalitarianism. The Nazis hated Jews, Slavs, Communists, gay people, gypsies and Christians.

COMMENTARY ON ITALY

Fascism has been called "nationalism on steroids." It's not quite racism but it does assert that the state is more important than the individual and that the Italian state is more important than other states. Name comes from a bundle of sticks. The economic idea behind it is the "corporative state." The government controls all aspects of the economy, including private capital, for the good of the nation. The economy is organized into separate "corporations," reminiscent of guilds. Employer/employee relations are based on the hierarchical feudal model (social mobility is not expected) except that instead of a king at the top of the pyramid there is the dictator, or as Mussolini was called, Il Duce.

What were the conditions in post World War One Italy that allowed the rise of fascism?

1. The parliamentary system was dysfunctional. Because the government did not have or was unwilling to use its power to deal with the post-war debt and strikes there arose a power vacuum. The strikes led to violence. Mussolini's squadristi broke up the strikes, to the satisfaction of the middle and lower middle classes.

2. In 1924 Socialist deputy Matteotti was murdered after his attempts to expose fascist violence and fraud in the government. Soon the public was intimidated by the fascists.

3. Many people were responsive to the psychological exhilaration of the fascist propaganda.

4. Fascism appeared to address people's fears of the rise of Communism.

5. Fascists played on the Italians' hostility to their former allies England and the United States. England in particular refused to honor the secret agreement made with Italy in 1915 by which Italy was to get Austrian lands and some of the German and Turkish possessions in exchange for joining the Allied cause.

6. In certain instances, efficiency - albeit with blood and intimidation - was substituted for chaos in the Italian government and economy.
THE DATES

1919 - Spartacist Revolt. Led by Karl Liebknecht and Rosa Luxemburg, it is an attempt to bring the proletarian revolution to Germany. Social Democratic Provisional Government crushes it quickly and ruthlessly.

1920 - Kapp Putsch. Failed right-wing attack on the Weimar government.

1922 - Italy goes Fascist. Mussolini named premier.
- Treaty of Rapallo between Germany and Russia
- Walter Rathenau and Matthias Erzberger assassinated. Rathenau was the German foreign minister, and a Jew, who had organized German production in World War One. Erzberger was a moderate, a leader of the Catholic Center party who had signed the armistice.

1923 - French occupy the Ruhr Valley in an effort to claim reparations from Germany. Leads to Great Inflation of 1923.
- Beer Hall Putsch. A failed Nazi attempt to take over the government. Hitler is jailed, during which time he writes Mein Kampf.

1924 - Dawes Plan., named after Charles G. Dawes. United States will lend Germany money so they can pay reparations to England and France so England and France can pay war debts to the United States.

1925 - Locarno Treaties

1928 - Kellogg-Briand Pact

1929 - Young Plan: reorganization of reparations payment plan.
- Great Depression
  (Q: RRP says the Great Depression caused Hitler's success. What do you think?)

1933 - President Hindenberg names Hitler Chancellor of Germany.
  A fire in the Reichstag is blamed on the Communists and leads to Hitler's winning dictatorial powers from the Reichstag through the passage of the Enabling Act. (3/33.)

1934 – “Night of the Long Knives” Hitler attacks and destroys the SA, his own personal Brownshirts that are getting too big for their breeches, and Roehm, their leader, is murdered.

1935 - Germany denounces disarmament clauses of Versailles Treaty.
- Italy occupies Addis Ababa
- Nazis enact Nuremberg Laws

1936 - Germans reoccupy Rhineland
- Beginning of Spanish Civil War

1938 - Anschluss. Germany takes Austria.
- Munich Agreement. Edouard Daladier and Neville Chamberlain go try to talk sense to Hitler. Instead they force Czechoslovakia to sign its own death warrant. Chamberlain returns to England announcing that he has procured "Peace in our time." The word for it is APPEASEMENT.
- Kristallnacht. The Night of Broken Glass.

1939 - Nazi-Soviet Non-Aggression Pact
- Hitler annihilates the rest of Czechoslovakia in the German quest for "Lebensraum."
- Danzig-Poland Crisis. The Germans attack Poland.
- England and France declare war on Germany.
COUNTDOWN TO CATASTROPHE
Political and Economic Events 1919-1939

Your generic questions are: When could the Nazis have been stopped? And why weren’t they stopped?

   b. 1st Congress of Third International
   c. Bavarian Socialist Republic squashed by Weimar Republic
   d. Fascist party organized in Italy

   1920 a. NAZI party founded
         b. right wing Kapp Putsch fails. General Seeckt refuses to fire on Luttwitz. The Weimar Republic is in deep doo-doo.

   1921 a. Reparations amounts fixed by international commission at 132 billion gold marks (equivalent to 32 billion dollars)

   1922 a. Mussolini takes control of Italy (legally.) March on Rome.
         b. Russia and Germany sign Treaty of Rapallo: Russia buys manufactured goods from Germany; German officers train the Red Army in Russia and keeps itself up to date.
         c. Murders of Erzberger and Rathenau by right wing.
         d. USSR established

   1923 a. Invasion of Ruhr by France (Poincare)
         b. right wing Beer Hall Putsch fails. Hitler goes to jail, writes Mein Kampf
         c. Great Inflation

   1924 a. Dawes Plan
         b. Murder of Italian socialist Matteoti by Fascists
         c. Stalin comes to power in Russia

   1925 a. Locarno Treaties “The Spirit of Locarno”
         1. Germany with France and Belgium. Frontiers guaranteed.
         2. Germany with Poland and Czechoslovakia. Agree to arbitrate frontiers.
         3. France with Poland and Czechoslovakia. Defense against Germany.
         5. "Little Entente" Czechoslovakia, Yugoslavia, Romania.
         (What would have happened if Britain had come in to guarantee the eastern borders of these nations?)

   1926 a. Germany joins the League of Nations

   1928 a. Kellogg-Briand Pact, “I ain’t gonna study war no more, I ain’t gonna study war no more…”

   1929 a. The Young Plan
         b. Stock Market Crash triggers world wide GREAT DEPRESSION

   1930 a. 107 seats in the Reichstag won by the Nazis (up from only 12 in 1928) Nazi popular vote is up from 800,000 to 6.5 million.
         b. Communist representation also growing up from 54 to 77 seats.
         c. America passes the Hawley-Smoot Tariff

   1932 a. Portugal's Salazar forms corporate clerical state. Say hello to the Middle Ages, one more time!

   1933 a. Hitler comes to power - legally
b. Fire in the Reichstag blamed on the Communists
c. Nazi party purges. Ernst Roehm is assassinated in the Night of the Long Knives.
d. USSR joins the League of Nations. Germany leaves the League of Nations.
e. World Economic Conference

1934
a. Britain announces rearmament in the air.

1935
a. Nuremberg Laws
c. Plebecite unites the Saar with Germany
d. Mussolini invades Ethiopia
e. Franco-Russia Assistance Pact, also Czech/French agreement
f. US begins its neutrality policy

1936
a. Germany reoccupies Rhineland France does nothing because it has a weak government, public opinion is against it and the high command opposed intervention and deliberately exaggerated the number of German troops. French passivity shows the Germans (and the world) that France does not have the will to enforce the Versailles Treaty.
b. Germany inaugurates its Four Year Economic Plan
c. Spanish Civil War (ends in 1939.) Right wing General Francisco Franco wins. Goodbye, Spanish Republic
d. Hitler repudiates Locarno
e. Popular Front governs France

1937
a. Japan invades China

1938
a. Anschluss: Germany annexes Austria
   b. Germany annexes Sudetenland (German speaking Czechoslovakia)
d. Kristallnacht – Night of Broken Glass

1939
a. Nazi/Soviet Pact
   b. Germany annexes Bohemia/Moravia from Czechoslovakia, makes "Slovakia" an independent state, under its protection, of course.
c. Germany invades Poland.  

POW!
SOME THINGS TO NOTE:
The rivalry between the United States and the U.S.S.R. makes Europe scared and less significant. It needs the European Union in self-defense.
Because the super-powers are “polarized,” it’s the COLD WAR! Brrrrr.

**General Motives of USSR**
1. Fear of west and especially USA because of “Cordon Sanitaire” at the end of World War I, Red Scare, and allied efforts to support the White Army.
2. Hostility to west because of delay at establishing a second front in World War II
3. Promotion of national security
4. Spreading of World Communism not so much because Trotsky’s idea of “permanent revolution” was defeated and Stalin was eager to make Russia self-sufficient, and after all, the Russians called WWII “The Great Patriotic War.”
5. Russian nationalism
6. Mistrust of west after bomb over Hiroshima and Nagasak and sudden currency change in Berlin

**General Motives of USA**
1. Once again the political Right is attractive because of fear of the Left.
2. Government believed what the USSR said at the beginning of the regime about communism spreading and taking over the world, but did not pay attention to ideology such as “socialism in one country” and practice that followed.

1945 - War ends in Europe.

March 1946 – Cessation of Lend-Lease. US turns down the USSR request for reconstruction loans and cuts off reparations deliveries to USSR from Germany

1946-1949 - Greek Civil War. Communists backed by Tito in Yugoslavia try to take over from the nationalists (who are also royalists) backed by Great Britain and USA. It is the trigger for "Containment"

1946-1947 - Dean Acheson and George Kennan formulate policy of "containment" of communism.

1946-1949 - 4th Soviet Five Year Plan.
   - U.S. turns down Soviet request for Reconstruction loan.

1947 - Truman Doctrine. It becomes the policy of the U.S.A. "to assist free peoples who are resisting attempted subjugation by armed minorities or by outside pressures."
   - COMINTERN (d. 1943) reborn as COMINFORM

1948 - Western powers revoke worthless German currency without discussing it with U.S.S.R. and create the Deutschemark. Triggers BERLIN BLOCKADE that leads to BERLIN AIRLIFT. It lasts about a year.
   - Marshall Tito defies leadership of USSR and Yugoslavia goes its own (dictatorship and communist) way. NATIONALISM!
   - Marshall Plan (European Recovery Act) goes into effect. Soviets and their satellites, though invited, decline to participate.
   - Czech communists seize control of Czechoslovakia and depose Benes’ democratic coalition. Also NATIONALISM.
   - Soviets lift the Berlin Blockade.
   - Communists win the Chinese Revolution.
   - NATO established
   - Soviets become a nuclear power
   - 2 German states formed: FRG (Bonn) and GDR (Berlin)

1951 – Churchill’s “Iron Curtain” speech
1952 - United States tests the first thermonuclear (hydrogen) bomb.
1953 - “Doctor’s Plot.” Jewish doctors in Soviet Union blamed for planning to assassinate Stalin. It would have been a good idea but they didn’t do it. They are freed when Stalin dies.
1954 - France defeated by Vietnam at Dien Bien Phu, withdraws from South East Asia.
1955 - Warsaw Pact organized. Soviet’s response to the formation of NATO.
   - Soviets and the Allies agree to end military occupation of Austria
1956 - Khrushchev’s speech on de-Stalinization criticizes the "cult of personality."
   - Suez Crisis United States stops Britain, France and Israel from military action in Egypt when Egypt wants to take over the canal.
   - "Eisenhower Doctrine" asserts American primacy in defense of the Middle East.
   - Hungarian revolt brutally crushed by USSR. (Nagy returns. He advocates return to multi-party system and Hungary’s exit from the Warsaw Pact. Soviets force his ouster. Janos Kadar is replacement. Nagy tried and hanged. 200,000 Hungarians flee.) NATIONALISM!
   - Polish steel workers demand “Bread and Freedom.” Pole fight Poles. Gomulka had been forced out by Stalin but he comes back. He’s a Polish Communist NATIONALIST!
1957 - Sputnik launched. Russians have the first satellite that orbits the earth. U.S. panics and starts to hyper-fund space research and science education.
1958 - Soviets develop the first ICBM.
   - Khrushchev talks about “peaceful co-existence” but also said “we will bury you.”
1959 - Fidel Castro leads revolution against Battista in Cuba
1960s - Oil replaces coal as major source of European energy.
1961 - Bay of Pigs. U.S.A.’s botched attempt to invade Cuba and toss out Fidel Castro. (He's still there.)
   - Berlin Wall erected to keep East Berliners in East Berlin.
   - Beginning of American advisors in Viet Nam
1962 - Cuban Missile Crisis. U.S.A. blockades Cuba to keep further Russian armaments out. U.S. and U.S.S.R. were "eye ball to eye ball and they blinked." (Dean Acheson)
   - Beginning of Chinese-Soviet Rift
1964 - Khrushchev falls. Succeeded by Leonid Brezhnev. "Brezhnev Doctrine" asserts that the Soviets can intervene to protect socialism and socialist governments against pro-capitalist change. The "Thaw" ends, nevertheless Brezhnev advocates "peaceful co-existence."
1965 - The first Marines go to Viet Nam
1972 - SALT I "Detente" begins here. The goal is still "peaceful co-existence"
1973 - 3rd Arab-Israel War.
   - Last troops withdraw from Viet Nam
1974 - Western European economic boom winds down. Arab control of oil does not help.
   - Beginning of worldwide recession.
1975 - Helsinki Accords. The high point of detente. It ratifies European boundaries after WWII and provides for
surveillance on human rights.
- Pol Pot takes over Cambodia, creates the Killing Fields
- Soviets invade Afghanistan. Detente abates, relations between US and USSR become strained.

1982 - Brezhnev dies. Followed in rapid succession by Andropov (former head of the KGB) and Chernenko. Finally Gorbachev takes over and rules from 1985-1991.

1984 - President Jimmy Carter decides to keep the U.S.A. out of the winter Olympics in Moscow to protest Soviet aggression in Afghanistan.

1985 - Gorbachev takes over the U.S.S.R. He has two ground-breaking policies: 1. glasnost, "openness" in public discussion and culture. 2. perestroika, the fight against economic stagnation.
1988 - U.S.S.R. has constitutional reforms. A new national legislature is created. Multi-candidate elections to replace the one party slate.

1989 - Berlin Wall comes down.
- Czechoslovakia rejects Soviet influence - "'89 is '68 upside down." NATIONALISM!
- Hungary lets refugee East Germans enter Austria. NATIONALISM!

1990 - More Soviet constitutional reforms. The Congress of People's Deputies creates presidency with broad executive powers comparable to the U.S.A. or France. Boris Yeltsin leads fight against Gorbachev, accusing him of going too slowly.
- Gorbachev and Bush hail the end of the Cold War.

Baltic Republics instantly demand independence: Estonia, Latvia and Lithuania. Ukraine and Belarus also separate. Problems include release of long suppressed ethnic tensions: Azerbaijan vs. Armenia, religious violence between Muslims and orthodox Christians in Tajikstan, tribal violence in Georgia and Chechnya.

Soviet economy goes from bad to worse.
1991 - USA and USSR sign strategic arms treaty pledging to scale down their arsenals of long range missiles.
- (6/91) Yeltsin elected President of the Russian Republic. Changes Leningrad back to St. Petersburg
- Soviet Union dissolves itself
1993 - Peaceful division of Czechoslovakia into the Czech Republic and Slovakia

Gross Periodization for the Cold War
I: 1945-1953 – Origins until the death of Stalin
II: 1953-1964 – Brinksmanship until ouster of Khrushchev
1964-1972 – Brezhnev Doctrine
III: 1972-1979 - Begin Détente, SALT, Helsinki Accords, SALT II
1985: Gorbachev promotes perestroika and glasnost
1989-1991- Gorbachev succeeded by Yeltsin, end of communism in USSR and satellites
# CHARTS AND COMMENTARY

## THE RENAISSANCE

CULTURE IS BORN AGAIN - and this time, let's get it right!

## WRITERS

<table>
<thead>
<tr>
<th>Writer</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dante 1265-1321</td>
<td>Famous for <strong>Divine Comedy</strong> (imaginary journey through Hell, Purgatory and Heaven) written in the VERNACULAR that became &quot;Italian.&quot; His muse was Beatrice.</td>
</tr>
<tr>
<td>Petrarch 1304-1374</td>
<td>Considered the &quot;first man of letters.&quot; His muse was Laura.</td>
</tr>
<tr>
<td>Boccaccio 1313-1375</td>
<td>Friend of Petrarch, he is known as the father of classic Italian prose. His <strong>Decameron</strong>, in Italian, contains a classic description of the Black Death.</td>
</tr>
<tr>
<td>Benvenuto Cellini 1500-1571</td>
<td>His <strong>Autobiography</strong>, and excellent record of life in Renaissance Italy, shows why he was the prime exemplar of &quot;virtu.&quot; He worked under Michelangelo and under the patronage of Clement VII.</td>
</tr>
<tr>
<td>Lorenzo Valla 1406-1457</td>
<td>He was the founder of textual criticism, the one who proved that the &quot;Donation of Constantine&quot; was a forgery.</td>
</tr>
<tr>
<td>Pico della Mirandola 1463-1494</td>
<td>Leading scholar of the Italian Renaissance. He was the protege of Lorenzo the Magnificent. He looked for truth outside Christian scriptures, was accused by Pope Innocent III of heresy and later cleared by Alexander VI.</td>
</tr>
<tr>
<td>Niccolo Machiavelli 1469-1527</td>
<td>Author of <strong>The Prince</strong>, the first modern work on political science. It was notable for being descriptive rather than prescriptive. His model for the ideal Prince was Cesare Borgia. He hoped the Medicis would learn from his example.</td>
</tr>
<tr>
<td>Thomas More 1478-1535</td>
<td>Author of <strong>Utopia</strong>, he opposed Henry VIII's break from the Catholic church even though he was the lord chancellor of England. Bad move. He lost his head for his principles.</td>
</tr>
<tr>
<td>Name</td>
<td>Birth - Death</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Erasmus of Rotterdam</td>
<td>1466-1536</td>
</tr>
<tr>
<td>Thomas a Kempis</td>
<td>1380-1471</td>
</tr>
<tr>
<td>Leonardo Bruni</td>
<td>1369-1444</td>
</tr>
<tr>
<td>Giorgio Vasari</td>
<td>1511-1574</td>
</tr>
<tr>
<td>Marsilio Ficino</td>
<td>1433-1499</td>
</tr>
<tr>
<td>ARTISTS</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>Raphael 1483-1520 Urbino, Italy</td>
<td>Worked for Popes Julius II and Leo X, chief architect of St. Peter's.</td>
</tr>
<tr>
<td>Leonardo da Vinci 1452-1519 Florence painter, sculptor, architect, engineer and scientist</td>
<td>Michelangelo's rival, his patrons were Lorenzo the Magnificent and Lodovico Sforza. Famous for &quot;The Last Supper,&quot; &quot;Mona Lisa&quot; and tones more.</td>
</tr>
<tr>
<td>Donatello 1386-1466 Florence Sculptor</td>
<td>leading sculptor of the early Renaissance, he broke with classicism and moved on to realism. He associated with Ghiberti and Brunelleschi.</td>
</tr>
<tr>
<td>Masaccio 1410-1428 Florence Painter</td>
<td>Sometimes called &quot;The Father of Modern Art,&quot; his works mark the advance from medieval to Renaissance painting.</td>
</tr>
<tr>
<td>Brunelleschi 1377-1446 Florence Architect</td>
<td>Reputed founder of Renaissance architecture and FIRST TO ESTABLISH SOUNDLY SCIENTIFIC THEORY OF PERSPECTIVE.</td>
</tr>
<tr>
<td>Botticelli 1444-1510 Florence Painter</td>
<td>Most famous for his &quot;Birth of Venus&quot; he assisted at decorating the Sistine Chapel. He was also a follower of Savonarola.</td>
</tr>
<tr>
<td>Giovanni Bellini 1430-1516 Venice Painter</td>
<td>Leading painter of the Venetian school he was the master of Giorgione and Titian. He is known chiefly for his altarpieces and his madonnas.</td>
</tr>
<tr>
<td>Ghirlandiao 1449-1494 Florence Painter</td>
<td>He was the founder of a school of painting, and was the teacher of Michelangelo.</td>
</tr>
<tr>
<td>Giotto 1266-1336 Florence Painter</td>
<td>Most important pre-Renaissance painter, he was a friend of Dante. He is sometimes called the &quot;Father of Renaissance Painting.&quot; His work is notable for its use of realistic reproduction of scenes of nature.</td>
</tr>
<tr>
<td>Artemesia Gentileschi</td>
<td>Her father was also a painter whose patrons included King</td>
</tr>
<tr>
<td>(1590-1642)</td>
<td>Italian Painter</td>
</tr>
<tr>
<td>RELIGIOUS LEADERS</td>
<td></td>
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<tr>
<td>-------------------</td>
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</tr>
</tbody>
</table>
| **Nicholas of Cusa**  
1401-1464  
Rhineland (Germany)  
curchman, focus on mystical philosophy | **Roman Catholic prelate and philosopher. He anticipated Copernicus by his belief in the earth's rotation and revolution around the sun.** |
| **Meister Eckhart**  
1260-1327  
German Dominican theologian | **Founder of German mysticism and father of German philosophical language. His philosophy was influenced by scholasticism, neo-Platonism and Arabic and Jewish ideas.** |
| **Pope Nicholas V**  
(rule: 1447-1455)  
Italian | **A great patron of art and literature** |
| **Pope Pius II**  
(rule: 1458-1464)  
Italian | **Also known as Aeneas Silvius.  
He was a patron of learning and author himself. His work on geography is said to have influenced Columbus.** |
| **Pope Innocent VIII**  
(rule: 1484-1492)  
Italian | **A busy guy, he declared Henry VII to be the lawful King of England and appointed Torquemada as the Grand Inquisitor of Spain.** |
| **Pope Alexander VI**  
(rule: 1492-1503)  
Spanish | **He used bribery to get himself elected to the papacy. His kids were Cesare Borgia and Lucretia Borgia. He ordered the execution of Savonarola. Great patron of the arts, especially Bramante, Michelangelo and Raphael. He is alleged to have said, "God has given us the papacy. Now let us enjoy it!"** |
| **Pope Julius II**  
(rule: 1503-1513)  
Italian | **He commenced to rebuild St. Peter's, patronized the arts and aided Raphael, Michelangelo, Bramante and others.** |
| **Pope Leo X**  
(rule: 1513-1521)  
Italian | **He was the second son of Lorenzo the Magnificent. He was a patron of the arts. He failed to realize the importance of the Reformation and he issued the bull excommunicating Luther.** |
| **Savonarola**  
1452-1498  
Ferrara, Italy  
Dominican monk and church reformer | **He denounced in vehement sermons the corruption of secular life, the licentiousness of the ruling class and the worldliness of the clergy. He drove Piero Medici from power in Florence and became the virtual dictator of the city, preaching a crusade for the establishment of an ideal Christian state. He was denounced by Pope Alexander VI, lost power in Florence to the aristocrats and was ultimately captured by them. He was tried for sedition and heresy, then tortured, hanged and burned.** |
<table>
<thead>
<tr>
<th>SCIENTISTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regiomontanus</td>
<td>An influential thinker, he laid the foundation for mathematical conception of the universe.</td>
</tr>
<tr>
<td>(His real name was Johann Muller)</td>
<td></td>
</tr>
<tr>
<td>1436-1476</td>
<td></td>
</tr>
<tr>
<td>Germany mathematician and scientist</td>
<td></td>
</tr>
<tr>
<td>Nicholas Copernicus</td>
<td>He concluded that the earth moves around the sun (heliocentric theory) and not the other way around (geocentric theory.) Realizing the dangerous - to him – implications of his ideas, his were not published until after his death.</td>
</tr>
<tr>
<td>1473-1543</td>
<td></td>
</tr>
<tr>
<td>Poland scientist</td>
<td></td>
</tr>
<tr>
<td>Paracelsus</td>
<td>He undertook to revolutionize medicine at the University of Basel. He was an interesting mix of scientist and charlatan.</td>
</tr>
<tr>
<td>(His real name was Hohenheim)</td>
<td></td>
</tr>
<tr>
<td>Behaim and Schoner</td>
<td>They made world maps that influenced the course of world-wide exploration.</td>
</tr>
<tr>
<td>German cartographers</td>
<td></td>
</tr>
<tr>
<td>Gutenberg</td>
<td>He was the first to produce books with movable type, about 1450.</td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
</tbody>
</table>
### POLITICAL LEADERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giovanni de Medici</td>
<td>Merchant who made lots of money, strong supporter of smaller guilds and common people. He was the virtual ruler of Florence between 1421-29.</td>
</tr>
<tr>
<td>Cosimo de Medici</td>
<td>Banker, patron of the arts and &quot;father of his country&quot;</td>
</tr>
<tr>
<td>Lorenzo de Medici aka &quot;The Magnificent&quot;</td>
<td>Big time patron of the arts, father of a Pope and general aggrandizer of his family. He is alleged to have been an immoral and tyrannical ruler. What was Machiavelli complaining about?</td>
</tr>
<tr>
<td>Cesare Borgia</td>
<td>He was the son of Pope Alexander VI; conquered much of central Italy, including Urbino, and acted with cruelty and treachery. He was Machiavelli's ideal &quot;Prince.&quot;</td>
</tr>
<tr>
<td>Isabelle d'Este</td>
<td>Married to Giovanni Gonzaga she was an outstanding diplomat and patron of learning.</td>
</tr>
</tbody>
</table>

### OTHER IMPORTANT FAMILIES

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sforza</td>
<td>They ruled Milan from 1450-1535. Famous among them is Lodovico &quot;Il Moro&quot; (1451-1508) who was patron to Leonardo da Vinci. Another important one was Giovanni who married Lucretia Borgia in 1493.</td>
</tr>
<tr>
<td>Visconti</td>
<td>Powerful Lombard family, of the Ghibelline faction, ruled Milan from 1311-1447 until beaten by the Sforza.</td>
</tr>
<tr>
<td>Gonzaga</td>
<td>Descended from Luigi Gonzaga, they controlled Mantua throughout the Renaissance.</td>
</tr>
</tbody>
</table>
It is located primarily in cities because that's where the contact with other cultures happens first. In the south they have more money, because of more trade with the Arabs and the Byzantines, so they have more to spend on art. In the north they focus more on learning and science and technology. That's one reason why the Reformation starts there - that and its distance from Rome where the Popes are and all the money raised for the Church goes. The north is far behind the south in the establishment of institutions of higher learning so between 1386 and 1506 fourteen new universities are founded in Germany. It is probably cheaper to start a university than it is to paint the Sistine Chapel.

There is a lot more secular content in art but the Renaissance DOES NOT abandon interest in religion, since the biggest patron of the arts continues to be the church. Secular influence in painting is shown in patron's portraits being used as the faced for holy subjects. Also rich patrons, often bankers and merchants as well as political powers and nobility, use their money to decorate their own homes and public spaces.

Intellectually there is a focus on this world rather than the afterlife, and on description rather than prescription. A big breakthrough is the use of the vernacular in literature. For the first time authors and artists are making money writing and painting: it is the birth of an array of new professions that cater to wealthy patrons. Writing addresses new subjects - especially human experience, manners, politics and so on, these new subjects were called "the humane letters," from whence the term "humanism" is derived.

But where's the "rebirth?" In Italy it is the re-discovery of the ancient Greek and Latin - pagan - texts that had been preserved in the Arab world during the European Dark and Middle Ages. In northern Europe they are equally excited about the re-discovery of the texts of the ancient church fathers, another factor leading to the locus of the Reformation being north.

The Germans used this new knowledge and the Renaissance spirit of the individual and took it in a religious direction, to mysticism. Mysticism holds that the individual soul can commune with God all by itself without the church, without other people, without sacraments. These mystics did not rebel against the church, but they did not think they really needed it to attain salvation.

Another idea that is reborn is the notion of patriotism towards one's city, also an idea that was born in the classical past. There develops a new idea for the ideal Renaissance man. He has "virtu" the "quality of being a man." He is active, skillful, multi-faceted in his knowledge and experience. This idea rejects the medieval values of contemplation and renunciation.

It is important to remember that the Renaissance was NOT a rebirth in law, government or economic production. All of Europe's most basic institutions had originated in the Middle Ages.
## ROAD MAP TO HEAVEN
Comparative Theology of the Reformation

<table>
<thead>
<tr>
<th></th>
<th>Catholic</th>
<th>Anglican</th>
<th>Lutheran</th>
<th>Calvin</th>
<th>Zwingli</th>
<th>Knox</th>
<th>Anabaptists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head</td>
<td>Pope and religious hierarchy</td>
<td>King and religious hierarchy</td>
<td>Ministerial government divinely ordained.</td>
<td></td>
<td></td>
<td>no head</td>
<td></td>
</tr>
<tr>
<td>Sacraments</td>
<td>Seven</td>
<td>First three: Communion, Baptism and Penance then two: Communion and Baptism</td>
<td>Two: C and B</td>
<td>Two: C and B</td>
<td>Two: C and B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clergy</td>
<td>Celibate Priests. Only clergy may interpret scripture</td>
<td>Married Priests</td>
<td>Ministers and priesthood of all believers</td>
<td>Ministers, elders, deacons, people.</td>
<td>Ministers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justification</td>
<td>Faith and Works</td>
<td>Faith and Works</td>
<td>Faith: When one is justified one is forgiven, therefore one can repent fully and do good works. Good works are a CONSEQUENCE of justification.</td>
<td>Faith: Good works may or may not be EVIDENCE of justification.</td>
<td>Faith: Justification is God's endorsement of the morals of the individual. Good works are a precondition of justification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Role of State

| Role of State | Pope theoretically has spiritual leadership over the Catholic sovereigns | The state dominates the church. | Religious choices up to the individual but owes obedience to lawful ruler two Kingdoms: Spiritual and Temporal | Religious organization dominates the state, and in fact IS the state, example: Geneva | Religion dominates the state. |

### Where

| Where | Italy, parts of Germany, Ireland, Poland, France | England | Parts of Germany Sweden, Norway, Denmark | Holland France, Switzerland - Geneva | Switzerland Zurich | Scotland | Switzerland |

### Eucharist

| Eucharist | Transubstantiation: the bread and wine are magically transformed into the body and blood of Christ in the Eucharist. | Consubstantiation: Yes, Christ is present in the Eucharist, but not actually physically present | Eucharist is just a symbol. No magic. | Eucharist is a memorial not a sacrifice. |

### Other

| Other | indulgences, purgatory, | Predestination "What must I do to be saved?" "Protestant ethic and the spirit of capitalism" - Max Weber. "The elect." | Reformation concerned more with the moral regeneration of the church – the community - than the individual. |

Calvin and Zwingli think Luther is too subjective and too focused on the individual. They want criteria upon which to reform the church and society, which they find in Scripture. Luther is, in short, concerned with DOCTRINE while Calvin and Zwingli are concerned with LIFE and MORALS.
ENLIGHTENMENT FOR THE PEOPLE
(Of course, pay attention to Hobbes, Locke and Rousseau from whom all these ideas grow)

THE PEOPLE:

d'Alembert - co-editor of the Encyclopedia

Beccaria - Italian who sought to humanize criminal law.

Buffon - A naturalist, opposed to Linnaeus's rigid system of classification. Argued for the Great Chain of Being, nature as an interconnected web. Also an Encyclopedist.

Edmund Burke - Reflections on the Revolution in France. The first "conservative"

Condorcet - Sketch of the Progress of the Human Mind. The French are in the vanguard of civilization. Later he died, a victim of the Reign of Terror, on the guillotine.

Deism - The "Religion of the Enlightenment" it asserts that God exists and created the universe but thereafter assumed no control over it or the people in it. It can also refer to the belief that reason alone is enough to prove the existence of God. Deists, therefore, reject both revelation and human-created religious institutions and authority.

Diderot - editor of the Encyclopedia. Found himself hard up for funds and Catherine the Great deigned to buy his library - and then she let him keep it.

Mme. Geoffrin - Ran a salon for philosophes.

Edward Gibbon - Wrote Decline and Fall of the Roman Empire in which he blamed the Christians for weakening the Roman's values and will to fight.

Helvetius - A wealthy guy, he wrote On the Mind and On Man and gave big parties at which philosophes gathered to eat drink and be merry.

d'Holbach - Another French Encyclopedist, especially hostile to religion.

F.A. Mesmer - Arranged séances in Paris in which people received "animal magnetism" to supposedly cure various ailments. It's an ancestor to hypnosis. The French Royal Academy of Sciences investigated and declared his theories unfounded. That's where "mesmerized" comes from.

Thomas Paine - wrote *Common Sense* and *Age of Reason*, agitated for American Revolution, died in the gutter. Attacked organized religion, but he was a Deist not an atheist. He said "My mind is my church."

Adam Smith - Wrote *Wealth of Nations* in 1776, famous example of mass production and division of labor in the pin factory, supply and demand, market regulated by the "invisible hand," self-interest results in the good of society, anti-mercantilist, objects to government regulation of economy.

Mme. de Stael - Brought the works of Kant, Fichte, Shelling and Schlegel to France. Also had a salon. She said "The more I see of man, the more I like dogs."

Voltaire - The premier philosophe. He was buddies with Frederick the Great, wrote *Age of Louis XIV*, favored natural religion and natural morality, "ecrasez l'enfame!" Hated bigotry, obsessed with freedom of speech, did not favor any one form of government, especially if the Enlightened Despots were really enlightened.

Mary Wollstonecraft - She wrote *Vindication of the Rights of Woman*, famous for her statement "the mind has no sex." Her daughter was Mary Wollstonecraft Shelley, who wrote *Frankenstein*.

Enlightened Despots: Historians generally agree on these three: Joseph II, Frederick II (aka "The Great") and Catherine II, to a lesser degree. Defining traits of Enlightened Despots: They are rational, reformist, favor top-down rapid change, secular, anti-aristocracy, justify their position based on their "usefulness" to society. (Frederick II said he was the "first servant of the state" for example.) Nevertheless, no Enlightened Despot ever refused to accept a throne for him/herself or for his/her children based "merely" on hereditary succession.

Philosophes: From the French word for philosopher, refers to thinkers who approached any subject in a critical and inquiring spirit. Generally they were publicists, and populizers of ideas, not really philosophers proper, though Rousseau is the significant exception. They spread the ideas of the Enlightenment, addressing the new, educated middle class reading public. Not usually atheists, they favored "natural" religion

Physiocrats - French guys who were the original economists. Especially important were Quesnay, the physician to Louis XV, who coined the phrase "laissez-faire" and Turgot who was the finance minister to Louis XVI.
GENERIC IDEAS OF THE ENLIGHTENMENT:
Universalism - the unity of humanity under natural law and the rule of reason
Secularism - favored religious toleration and church in subordinate position to the state
Anti-aristocracy - Ultimate consolidation of power in the king and the state
Viewed the state as the main agency for progress (RRP)
Intellectual freedom - especially Voltaire
Belief in Science and Progress
Belief in Equality of Human Rights
## SCIENCE GUYS
What they did, Where they did it, Why it was important

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHEN</th>
<th>WHERE</th>
<th>WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plato</td>
<td>427-347</td>
<td>Greece</td>
<td>True reality is not what meets the eye</td>
</tr>
<tr>
<td>Aristotle</td>
<td>384-322</td>
<td>Greece</td>
<td>He codified all Greek thought. Master of the deductive method.</td>
</tr>
<tr>
<td>Strabo</td>
<td>63 bce-24 ce</td>
<td>Greece</td>
<td>Geographer whose books described Europe, Asia, Egypt, and Libya</td>
</tr>
<tr>
<td>Galen</td>
<td>Ca.200 c.e.</td>
<td>Greece</td>
<td>Greek physician whose works were considered authoritative until the Scientific Revolution.</td>
</tr>
<tr>
<td>Ptolemy</td>
<td>Ca.200 c.e.</td>
<td>Greece</td>
<td>Astronomer who wrote the <em>Almagest</em>, in which he describes his system of astronomy and geography based on the theory that the sun, planets and stars revolve around the earth. It was displaced by the Copernican system during the 16th and 17th centuries. His <em>Geography</em> contains estimates of the size of the earth and a list of places by longitude and latitude.</td>
</tr>
<tr>
<td>Arabs</td>
<td></td>
<td>Duh</td>
<td>Arabic numerals, algebra and zero. They got the idea from Indian mathematicians.</td>
</tr>
<tr>
<td>Thomas Aquinas</td>
<td>1225-1274</td>
<td>Italy</td>
<td><em>Summa Theologica</em>. He was the most important &quot;scholastic&quot; philosopher. Alleged that faith cannot be endangered by thinking. &quot;Realism&quot; held that a general idea is more &quot;real&quot; than a particular example. (Compare to Plato) Superior reality of abstractions. He had a hierarchical view of the universe. All things subordinated to God in descending order. Each with its own role to fill. Does not favor the growth of natural science</td>
</tr>
<tr>
<td>Medieval Thought</td>
<td></td>
<td></td>
<td>It was rationalistic and deductive. They start with definitions and general propositions and then figure out what further knowledge can be logically deduced. It used &quot;Aristotelian&quot; methods.</td>
</tr>
<tr>
<td>Name</td>
<td>Birth - Death</td>
<td>Nationality</td>
<td>Contributions</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Gutenberg</td>
<td>1450</td>
<td>Germany</td>
<td>Invented books made with movable type. Bible printed in 1455. He also printed indulgences.</td>
</tr>
<tr>
<td>Johann Muller Aka Regiomontanus</td>
<td>1436-1476</td>
<td>Germany</td>
<td>Developed mathematical conception of the universe</td>
</tr>
<tr>
<td>Nicholas of Cusa</td>
<td>1401-1464</td>
<td>Rhineland</td>
<td>Mystical philosopher who also added developments to Renaissance math and science.</td>
</tr>
<tr>
<td>Copernicus</td>
<td>1473-1534</td>
<td>East Prussia Poland</td>
<td>Held that the earth moved around the sun. Published posthumously. (A lesson for Galileo)</td>
</tr>
<tr>
<td>Behaim</td>
<td>1459-1507</td>
<td>Germany</td>
<td>Cartographer and navigator.</td>
</tr>
<tr>
<td>Schoner</td>
<td>1477-1547</td>
<td>Germany</td>
<td>Cartographer whose globe was the first to bear the name &quot;America.&quot;</td>
</tr>
<tr>
<td>Paracelus</td>
<td>1493-1541</td>
<td>Basel, Switzerland</td>
<td>Revolutionized medicine through his teaching that diseases are specific entities that can be cured by specific remedies. He emphasized the importance of observation and experience.</td>
</tr>
<tr>
<td>Leeuwenhoek</td>
<td>1632-1723</td>
<td>Dutch</td>
<td>Invented and used microscopes. Became founder of modern biological science; published drawings of blood corpuscles, sperm and bacteria.</td>
</tr>
<tr>
<td>Huyghens</td>
<td>1629-1695</td>
<td>Dutch</td>
<td>Improved telescope; made clocks move with pendulums; discovered the rings of Saturn and launched the wave theory of light.</td>
</tr>
<tr>
<td>Montaigne</td>
<td>1533-1592</td>
<td>France</td>
<td>Noted for skepticism. He asked &quot;Que sais-je?&quot; (&quot;What do I know?&quot;) and answered &quot;Nothing.&quot;</td>
</tr>
<tr>
<td>Francis Bacon</td>
<td>1561-1626</td>
<td>England</td>
<td>Champion of the inductive method. Held that &quot;Knowledge is power&quot;- it should be put to practical use. Wrote <em>Novum Organum</em> (1620)</td>
</tr>
<tr>
<td>Name</td>
<td>Birth - Death</td>
<td>Country</td>
<td>Contributions</td>
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<tr>
<td>Rene Descartes</td>
<td>1596-1650</td>
<td>France</td>
<td>Champion of the deductive method. Wrote <em>Discourse on Method</em> (1637)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Held that there are two kinds of matter: thinking substance (everything within the mind) and extended substance – the objective world – everything outside the mind. It is called Cartesian dualism. He invented coordinate geometry. He wrote &quot;Cogito ergo sum&quot;: I think therefore I am.</td>
</tr>
<tr>
<td>Tycho Brahe</td>
<td>1546-1601</td>
<td>Denmark</td>
<td>Astronomer. Although he never fully accepted Copernican theory his greatest achievement was the data he gathered on the actual positions and movements of the heavenly bodies.</td>
</tr>
<tr>
<td>Johan Kepler</td>
<td>1571-1630</td>
<td>German</td>
<td>Brahe's assistant. He discovered and proved that the orbits of planets are ellipses.</td>
</tr>
<tr>
<td>Galileo</td>
<td>1571-1642</td>
<td>Italian</td>
<td>Built a telescope in 1609. Used the concept of inertia. Found mathematical laws describing movements of bodies on earth. Concept of inertia requires explanation of change in motion, not origin of the motion itself, so his system did not need to postulate an Unmoved Mover or God. Catholic Church did not like his ideas and forced him to recant. Even though he did he was still placed under house arrest for the remainder of his life.</td>
</tr>
<tr>
<td>Vesalius</td>
<td>1543</td>
<td>Belgium</td>
<td>Studied the structure of the human body.</td>
</tr>
<tr>
<td>Ambroise Pare</td>
<td>1510-1590</td>
<td>France</td>
<td>Father of modern surgery. He improved the treatment of gunshot wounds.</td>
</tr>
<tr>
<td>William Harvey</td>
<td>1628</td>
<td>England</td>
<td>Wrote <em>On the Movement of the Heart and Blood</em>. It confirmed the circulation of the blood through arteries and veins.</td>
</tr>
<tr>
<td>Malpighi</td>
<td>1661</td>
<td>Italy</td>
<td>Discovered capillaries.</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Country</td>
<td>Note</td>
</tr>
<tr>
<td>----------------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>John Napier</td>
<td>1614</td>
<td>Scotland</td>
<td>Invented logarithms.</td>
</tr>
<tr>
<td>Blaise Pascal</td>
<td>1623-1662</td>
<td>France</td>
<td>Christian philosopher and mathematician. Developed theory of probability. He also had a triangle. Wrote <em>Pensees</em>. Wrote &quot;Man is a reed, but he is a thinking reed.&quot; &quot;I am terrified by the eternal silence of these infinite spaces.&quot;</td>
</tr>
<tr>
<td>Leibnitz</td>
<td>1646-1716</td>
<td>German</td>
<td>Invented the calculus simultaneously with Newton.</td>
</tr>
<tr>
<td>Isaac Newton</td>
<td>1642-1727</td>
<td>England</td>
<td>Brought Kepler's and Galileo's ideas together in his Laws of Motion. All motion whether in the heavens or on earth could be timed and measured by mathematical formulae. Developed calculus to measure and predict curves and trajectories - a big deal for the development of weapons. Discovered the laws of universal gravitation. He said he “stood on the shoulders of giants.” He wrote “Principia Mathematica.”</td>
</tr>
<tr>
<td></td>
<td>1662</td>
<td>England</td>
<td>Royal Society of London founded.</td>
</tr>
<tr>
<td></td>
<td>1666</td>
<td>France</td>
<td>Royal Academy of Sciences founded.</td>
</tr>
<tr>
<td>Jean Mabillion</td>
<td>1681</td>
<td>France</td>
<td>He was a monk. He wrote <em>On Diplomatics</em> that established the science of paleography - the deciphering, reading, dating and authenticating of manuscripts.</td>
</tr>
<tr>
<td>Peter Bayle</td>
<td>1647-1706</td>
<td>France</td>
<td>Skeptic. Wrote <em>Thoughts on the Comet</em>. Favored religious toleration.</td>
</tr>
<tr>
<td>Jethro Tull</td>
<td>1674-1741</td>
<td>England</td>
<td>Invented seed drill to plant seeds in rows.</td>
</tr>
<tr>
<td>Thomas Newcomen</td>
<td>1702</td>
<td>England</td>
<td>Developed first steam engine.</td>
</tr>
<tr>
<td>John Kay</td>
<td>1733</td>
<td>England</td>
<td>Invented the fly shuttle. Now only one person is needed to work a loom instead of two.</td>
</tr>
<tr>
<td><strong>Year</strong></td>
<td><strong>Country</strong></td>
<td><strong>Invention</strong></td>
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</tr>
<tr>
<td>1760's</td>
<td>England</td>
<td>Spinning jenny invented. It is a mechanized spinning wheel.</td>
<td></td>
</tr>
<tr>
<td>Richard Arkwright</td>
<td>1769</td>
<td>England</td>
<td>Invented and patented the water frame, a device for multiple spinning of many threads. At first it runs on water power; later it runs on steam power</td>
</tr>
<tr>
<td>James Watt</td>
<td>1763</td>
<td>England</td>
<td>Made significant improvements on Newcomen's steam engine so it was more economical for use in factories</td>
</tr>
<tr>
<td>Charles Darwin</td>
<td>1809-1882</td>
<td>England</td>
<td>Studied evolution. Wrote <em>Origin of Species</em> (1859) and <em>Descent of Man</em> (1871) Observed the struggle for survival and the survival of the fittest. Explained species adaptation and survival as &quot;natural selection.&quot; Nature was no longer perceived as harmonious. Instead it became the scene of struggle. Successful adaptation to surroundings defined &quot;good&quot; characteristics. Big implications for social and political theory and practice.</td>
</tr>
<tr>
<td>Louis Daguerre</td>
<td>1829</td>
<td>French</td>
<td>Pioneers the camera.</td>
</tr>
<tr>
<td>George Stephenson</td>
<td>1829</td>
<td>England</td>
<td>“The Rocket” wins the design competition for tubular steam boiler locomotive. Service begins on the Liverpool-Manchester Railway in 1830.</td>
</tr>
<tr>
<td>Samuel F. B. Morse</td>
<td>1832</td>
<td>American</td>
<td>Develops electric telegraph</td>
</tr>
<tr>
<td>Kirkpatrick MacMillan</td>
<td>1839</td>
<td>Scotland</td>
<td>First real bicycle invented. The craze will explode, especially in France at the end of the 19th century.</td>
</tr>
<tr>
<td>Gregor Mendel</td>
<td>1822-1884</td>
<td>German</td>
<td>Studied hereditary, explained how it operates through dominant and recessive genes and how hybridization takes place. His work is the basis for the science of genetics.</td>
</tr>
<tr>
<td>Name</td>
<td>Birth-Death</td>
<td>Nationality</td>
<td>Contributions</td>
</tr>
<tr>
<td>---------------------</td>
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<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>James Frazer</td>
<td>1854-1914</td>
<td>England</td>
<td>Wrote <em>The Golden Bough</em>. Developed the science of anthropology. Asserts that the practices, rites and ideas of Christianity may be found in &quot;primitive&quot; societies.</td>
</tr>
<tr>
<td>William Wundt</td>
<td>1832-1920</td>
<td>German</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Ivan Pavlov</td>
<td>1849-1936</td>
<td>Russian</td>
<td>Psychologist who studied the &quot;conditioned reflex.&quot;</td>
</tr>
<tr>
<td>Sigmund Freud</td>
<td>1856-1939</td>
<td>German</td>
<td>Founded psychoanalysis. Wrote <em>Interpretation of Dreams</em>. Postulated three parts of the human psyche: the Id, the Ego and the Super-ego. Emphasized the importance of sex and the role of the unconscious. Said &quot;Sometimes a cigar is just a cigar.&quot; Although he wasn't a cross-dresser, he is known for the Freudian slip.</td>
</tr>
<tr>
<td>Antoine Becquerel</td>
<td>1896</td>
<td>France</td>
<td>Discovered radioactivity</td>
</tr>
<tr>
<td>Pierre and Marie Curie</td>
<td>1859-1906 and 1867-1934</td>
<td>Poland and France</td>
<td>Discovered and studied radium and polonium.</td>
</tr>
<tr>
<td>J.J. Thomson</td>
<td>1856-1940</td>
<td>England</td>
<td>Investigated mass and charge of electrons and radioactivity.</td>
</tr>
<tr>
<td>Ernest Rutherford</td>
<td>1871-1937</td>
<td>England</td>
<td>Enunciated theory that the atom is not indivisible and consists of small impenetrable nucleus surrounded by electrons revolving in planetary orbits.</td>
</tr>
<tr>
<td>Max Planck</td>
<td>1900</td>
<td>Germany</td>
<td>Discovered that energy is emitted or absorbed in specific units that he called &quot;quantum.&quot; He also had a constant all his own.</td>
</tr>
<tr>
<td>Niels Bohr</td>
<td>1913</td>
<td>Denmark</td>
<td>Postulated that the atom has a nucleus of protons, surrounded by electrically charged units called electrons rotating around the nucleus.</td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Nationality</td>
<td>Achievement</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Albert Einstein</td>
<td>1879-1955</td>
<td>German, later American</td>
<td>Matter is transferable into energy. ( E=(mc)(mc) ). Developed the theory of relativity.</td>
</tr>
<tr>
<td>Alexander Graham Bell</td>
<td>1875</td>
<td>American</td>
<td>TELEPHONE invented.</td>
</tr>
<tr>
<td>Thomas Alva Edison</td>
<td>1877</td>
<td>American</td>
<td>Invents the first motor-driven phonograph. It plays cylindrical wax records.</td>
</tr>
<tr>
<td>George Eastman</td>
<td>1884</td>
<td>American</td>
<td>First modern camera.</td>
</tr>
<tr>
<td>Karl-Friedrich Benz</td>
<td>1885</td>
<td>Mannheim, Germany</td>
<td>First successful gas driven motor vehicle. Benz will later be a founder of Mercedes-Benz. It’s the beginning of the automotive age.</td>
</tr>
<tr>
<td>Guglielmo Marconi</td>
<td>1895</td>
<td>Italian</td>
<td>Pioneers wireless telegraphy that will turn into RADIO.</td>
</tr>
<tr>
<td>Wilhelm Roentgen</td>
<td>1895</td>
<td>German</td>
<td>Discovers X-rays</td>
</tr>
<tr>
<td>Werner Heisenberg</td>
<td>1927</td>
<td>German</td>
<td>He announced the famous &quot;uncertainty principle&quot; according to which it is impossible to measure simultaneously both the position and the velocity of an individual electron.</td>
</tr>
<tr>
<td>Philo T. Farnsworth</td>
<td>1927</td>
<td>American</td>
<td>Broadcast a horizontal line across the room of his San Francisco office. It is the beginning of TELEVISION! By 1945 5,000 American homes have televisions.</td>
</tr>
<tr>
<td></td>
<td>1946</td>
<td>America</td>
<td>ENIAC is the world’s first automatic electronic digital computer.</td>
</tr>
<tr>
<td>Enrico Fermi and Leo Szilard</td>
<td>1942</td>
<td>Italy and Czechoslovakia</td>
<td>Under their influence the United States produced the first sustained nuclear chain reaction that lead to the development of the atomic bomb. Einstein wrote a letter to FDR telling him to listen to them.</td>
</tr>
<tr>
<td></td>
<td>1952</td>
<td>USA USSR</td>
<td>Development of the thermonuclear (hydrogen) bomb.</td>
</tr>
<tr>
<td></td>
<td>1990’s</td>
<td>USA</td>
<td>Internet and World Wide Web developed for national defense.</td>
</tr>
</tbody>
</table>
SOME IMPLICATIONS OF ADVANCES IN SCIENCE AND TECHNOLOGY

1. The Copernican revolution removed the earth from the central position in the universe.

2. Newtonian physics leads to "state of nature" philosophy, which applies the concept of people in a vacuum. It also leads to the conclusion that the universe is understandable with enough reason and mathematics.

3. Darwinian evolution leads to the vision of humans as just another species, and threatens the idea of creation by God. Makes the drive to survive "natural." Leads to Social Darwinism.

4. 20th century physics and 19th century social sciences lead to relativism both in the physical world and between cultures.

5. Bio-medical advances lead to increased lifespan, eradication of various diseases and new ethical dilemmas.

6. Radio, telephone, television lead to homogenization of culture, broader world understanding and lowest common denominator of entertainment. Also more rapid communication, more available information.

7. Computer technology leads to increase in information and speed with which that information can be disseminated and manipulated. Increased opportunities for research and entertainment.
HOBBES, LOCKE AND ROUSSEAU

- or -

How many electoral votes go to the state of nature?

<table>
<thead>
<tr>
<th></th>
<th>Thomas Hobbes</th>
<th>John Locke</th>
<th>Jean-Jacques Rousseau</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1588-1679</td>
<td>1632-1704</td>
<td>1712-1778</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>French</td>
</tr>
<tr>
<td>S. of N.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Refers to people as imagined to exist in a vacuum.</td>
<td>War of &quot;all against all&quot; Lack of resources. The reasonable person will attack first since he knows that everyone else covets his property and would attack him/her if possible. People are fundamentally equal in the S. of N. because each has the ability to kill the other either with force or with cleverness.</td>
<td>People are willing to cooperate; not naturally hostile to their fellows. People are created equal in the S. of N. - not equal in ability but equal in rights. All people have the right to life, liberty and property.</td>
<td>People are solitary, have few needs. There are enough resources because people hardly need anything. People are not equal in ability but it does not matter until they develop civilization.</td>
</tr>
<tr>
<td>Natural Law</td>
<td>Describes how people behave in the state of nature - how they would act if there were no society or political institutions. It is descriptive. It is discovered by reason. People are driven by NATURAL LAW to preserve themselves and therefore they have a NATURAL RIGHT to do so.</td>
<td>Describes the &quot;rights&quot; with which people are endowed at creation: life, liberty and property. It is prescriptive, but also descriptive. It is discovered by reason.</td>
<td>Describes how people behave in the state of nature and what happens to them as they learn language and move into civilization. Also descriptive. R. thinks things are better in the S. of N. but he holds that once people come out of it they can never go back.</td>
</tr>
<tr>
<td>Social Contract</td>
<td>People give up some of their rights to the sovereign in an irrevocable agreement by which the sovereign protects them.</td>
<td>People agree to give up some of their rights in exchange for the protection afforded by government, but if the gov't does not do its job they may change it.</td>
<td>The social contract is between the people and each other, not the people and the government. Each person gives up ALL of h/h rights to the &quot;General Will&quot; which then incorporates every individual. All decisions made by the General Will, including the</td>
</tr>
<tr>
<td><strong>selection of the Sovereign, are, therefore, unanimous.</strong></td>
<td></td>
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<td>-------------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>role of state</strong></td>
<td>State keeps people from killing each other.</td>
<td>State protects a person's right to property.</td>
<td>State enacts the General Will.</td>
</tr>
<tr>
<td><strong>Property</strong></td>
<td>A limited resource that people fight over.</td>
<td>Property is among one's natural rights.</td>
<td>Property is the invention - the worst invention - of society. So-called &quot;right&quot; to property is a ruse to manipulate those who do not have any.</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>There must be only one religion, just as there must be only one ruler. Otherwise people will fight.</td>
<td>Favors religious toleration.</td>
<td>Abhors organized religion, especially Christianity, but does not reject God.</td>
</tr>
<tr>
<td><strong>gov't</strong></td>
<td>Absolute monarchy</td>
<td>Representative government: constitutional monarchy, democracy or republic.</td>
<td>Complete consensus based on dictatorship of the General Will.</td>
</tr>
<tr>
<td><strong>Reason</strong></td>
<td>People are reasonable.</td>
<td>People are reasonable.</td>
<td>People are reasonable but impulse and emotion more important.</td>
</tr>
<tr>
<td><strong>What is the question?</strong></td>
<td>How to stop chaos and violence?</td>
<td>How to protect my stuff.</td>
<td>How to combat inequality</td>
</tr>
<tr>
<td><strong>On human equality</strong></td>
<td>each person is equal to others in strength or ability to kill everyone else</td>
<td>all are equal in natural rights: life, liberty and property.</td>
<td>All are equal in their needs and in their ability to meet them in the state of nature.</td>
</tr>
<tr>
<td><strong>Natural Rights</strong></td>
<td>One has a natural right to do anything to preserve oneself.</td>
<td>One has a natural right to life, liberty and property and the natural right to enforce the natural laws, unless one deliberately gives up some of these rights to a government.</td>
<td>One does not have natural rights because &quot;right&quot; is an abstract concept that cannot exist in the State of Nature, a condition without language.</td>
</tr>
</tbody>
</table>
CATALOG OF REVOLUTIONARIES AND THEIR ENEMIES
Famous French Folk and Family From 1750-1815

THE ROYALTY

Louis XV (1710-1774) - He said "Apres moi, le deluge." His First Minister was Fleury. He lost a bunch of money and land in war (the usual behavior of French monarchs,) most notably to England in the Seven Years War.

Louis XVI (1754-1793) - The grandson of Louis XV. He exacerbated the government's financial difficulties by involving France in the American War of Independence. Then he called the Estates General, in hopes of getting taxes, and you know the rest.

Louis XVII (1785-1795) - The son of Louis XVI and Marie Antoinette, he died in the Temple prison in Paris. His death quashed the hopes of the royalists and the constitutional monarchs that there might be yet another Louis around whom to rally.

Louis XVIII (1755-1824) - He prudently ran away from Paris in 1791 and sat out the Revolution in England, a guest at L'Hôtel du Roi Manqué. After the Congress of Vienna, he became King of France.

Marie Antoinette (1755-1793) - Maria Theresa's little girl. She did NOT say "Let 'me eat cake." She did spend wantonly, alienate the monarchy from the people and get her head cut off.

Leopold II (1747-1792) - Joseph II’s younger brother

Joseph II (1741-1790) - He was the quintessential Enlightened Despot, Maria Theresa's oldest surviving son, Marie Antoinette's big brother.

Francis II (1768-1835) he was the last Holy Roman Emperor and the first Emperor of Austria (as Francis I.) He married his daughter Marie Louise to Napoleon.

Alexander I (1777-1825) - The so-called Liberal Tsar. He started out promising liberal constitutional reforms, but Metternich persuaded him to change his mind.

Pope Pius VI (1717-1799) - Got to watch while the French confiscated church property in the Revolution. He was later seized by the French and died soon after.

Pope Pius VII (1742-1823) - He was the Pope who made the famous Concordat with Napoleon in 1801 after which he was compelled to consecrate him as Emperor (1804.)

Philippe Egalite (1747-1793) – AKA Louis Philippe Joseph, duc d’Orleans. He was the cousin of Louis XVI and the father of future French king Louis Philippe. He supported the Third Estate against the privileged orders, renounced his title in 1792 and voted for the King’s death as a member of the Convention. Later on his son defected to the Austrians and he was arrested and guillotined.
FINANCE MINISTERS

Turgot (1727-1781) - He was an economist who became the controller general of finance under Louis XV in 1774, after which he tried to reform the national economy. The nobles opposed his Six Edicts that led to his overthrow in 1776 and he died forgotten.

Necker (1732-1804) - Swiss statesman and financier who was the director of the French treasury and director-general of finances in 1776-1777. He was dismissed in 1781 but recalled in 1788 to deal with the worsening financial crisis. His proposals for social and constitutional change aroused heated opposition at court and he was dismissed again. This dismissal was one of the triggers for the public disorder that ended in the storming of the Bastille. He was quickly recalled in 1789, but quit the following year.

Calonne (1734-1802) - Finance minister under Louis XVI. When he came in as controller general of finance in 1783 he found the treasury in hopeless disorder with no money and no credit. He proposed the Assembly of Notables, hoping to get approval for taxation of nobles and clergy (1787) but, of course, no dice. He was removed from office and went to live in England, staying at the Hotel du Roi Manque (where else?) until Napoleon allowed him to return to France in 1802, where he died soon after.

Lomenie de Brienne (1727-1794) - He was a cardinal in the RCC and controller general of France, succeeding Calonne in 1787. He actually convoked the meeting of the Estates General for May 1, 1789 and was forced out of office by the public in 1788.

Maupeou (1714-1792) – He destroyed the old Parlements under Louis XV, but Louis XVI caved in, fired him, and restored the old ones again.

WOMEN

Charlotte Corday (1768-1793) - She sympathized with the aims of the Revolution, but the excesses of the Jacobins horrified her. She obtained an audience with Jean Paul Marat and stabbed him while he was in the bathtub. She was guillotined four days later.

Olympe de Gouges (1748-1793) - She wrote the "Declaration of the Rights of Woman and Citizen" in 1791 and was guillotined two years later in the Terror.

Mme. Roland - A Girdonin sympathizer she was arrested and guillotined in 1793. Her last words were "Oh, Liberty! What crimes are committed in thy name!"

Mme. de Stael (1766-1817) - She was Necker's daughter and a famous salon hostess. She wrote romantic novels, "Corinne" is the most famous, as well as tons of letters, memoirs, essays and criticism. She fled France in 1803.

FOREIGNERS

Edmund Burke (1729-1797) - British statesman and political philosopher, he is the most famous exemplar of the Conservative viewpoint. He wrote "Reflections on the French Revolution" in 1790 and it was read all over Europe.

Arthur Young (1741-1820 - Agricultural and travel writer he traveled all over England and France observing the conditions of farms and the people who lived on them.

Duke of Wellington (Arthur Wellesley) (1769-1852) - English general who fought against Napoleon in the
Peninsular War, and who won his most famous victory at the Battle of Waterloo.

Horatio Nelson (1758-1805) - One of the greatest naval commanders of all time, he is famous for defeating Napoleon's forces at the Nile and then, decisively at Trafalgar where he died of wounds received in battle. "England expects that every man will do his duty." By the end of his life, he had lost an eye and an arm. His body was brought back to England for a state funeral pickled in a cask of brandy to keep it from going bad.

ROYALISTS AND EMIGRES

Dumouriez (1739-1823) - A French general who first defeated the Prussians at Valmy in 1792, and the Austrians at Jemappes but then in 1793 he lost to the Austrians at Neerwinden. His monarchist leanings caused him to be denounced by the revolutionaries and to save his head he defected to the Austrians. His defection in 1794 triggered the formation of the Committee of Public Safety and the Reign of Terror. Later on he settled in England, and you know which hotel he stayed at.

MODERATES

La Fayette (1757-1834) - French soldier and politician who fought in America against the British during the War of Independence. In the National Assembly he presented a draft of the "Declaration of the Rights of Man" based on the United States Declaration of Independence. To escape Jacobin opposition he went to Belgium where he was imprisoned by the Austrians until Napoleon got him freed in 1797. During the Restoration he sat in the Chamber of Deputies and became a radical leader of the Opposition, and then the commander of the National Guard in the 1830 Revolution.

Comte de Mirabeau (1749-1791) - Although he was an aristocrat he had a long history of opposition to the crown, having published a sensational work "Essay on Despotism" which got him sentenced to death, which sentence was not actually carried out, obviously. He was elected to the Estates General by the Third Estate of Marseilles and he became a force in the National Assembly. He favored a constitutional monarchy on the British model, the benefits of which he could not persuade Louis XVI, and the more radical members of the Assembly did not like his views either. Nonetheless he was elected President of the Assembly in 1791 and he died soon later.

Condorcet (1743-1794) – He was a statesman, philosopher and mathematician. He was the President of the Legislative Assembly and usually sided with the Girondins. As the Revolution progressed he was accused and condemned by the Jacobins and later found dead in prison. He believed in the ideal of progress and the perfectibility of the human race, which he did not, alas, live to see.

Brisсот (1754-1793) – He was a revolutionary politician who did time in the Bastille for writing a brochure attacking the Queen. He was also present at the storming of the Bastille in 1789. He was later recognized as the head of the Girondins, sometimes even called the Brissotins. In the Convention, his moderation did him no good and he met the guillotine in 1793 with a bunch of fellow Girondins.

Philippe Egalite – see him under “ROYALTY”

Abbe Sieyes (1748-1836) - He asked "What is the Third Estate?" in his famous pamphlet and he answered "Everything!" He became a member of the National Convention, served on the Committee of Public Safety in 1795 and in the Directory. In 1799 he helped to organize the revolution that led to the demise of the Directory and the institution of the Consulate. When Napoleon assumed supreme power his authority waned and he went to live in his house in the country. When the Bourbons were restored he decided it was prudent to light out for the territories, so he lived in Belgium until 1830, returned to France after the ascent of Louis Philippe, the Citizen King.
Josephine - He was an industrial scientist who later became the minister of the interior in 1792 under Louis XVI. He was reinstated after the monarchy fell, but he was a Girondin, so he got in trouble with the Jacobins, by now on the rise. He ran away from Paris, but his wife was caught and executed. Roland committed suicide.

RADICALS
Georges Danton (1759-1794) - He was a lawyer practicing in Paris at the time of the revolution. He was a founder of the Cordeliers Club. He became Minister of Justice in 1792, voted for the death of the King and was one of the original members of the Committee of Public Safety. He tried to abate the severity of his own Revolutionary Tribunal but he lost to Robespierre. He was subsequently charged with conspiracy and guillotined.

Jacques Hebert (1757-1794) - He was a popular political journalist whose pseudonym was le Pere Dumas. He was a member of the Cordeliers and Jacobins clubs. He became a member of the Revolutionary Council, played a major part in the September Massacres and the overthrow of the monarchy. He denounced the Committee of Public Safety for not doing enough to help the poor and he energetically supported the de-Christianization policies of the Convention. He tried to incite a public uprising against the CPS but Robespierre and Danton arrested and guillotined him along with 17 of his supporters, know as, what else?, Hebertists.

Jean Baptiste Robert Lindet (1746-1825) - He was a French lawyer and member of the Legislative Assembly, and National Convention. He prepared the "Report on the Crimes Imputed to Louis Capet" which was the basis for Louis XVI's trial, and subsequent conviction, for treason. He survived the Terror and served as minister for finance in 1799.

Jean Paul Marat (1743-1793) - He was a revolutionary journalist who was also a member of the Cordeliers Club. He established the radical paper "L'Ami du Peuple" (The Friend of the People.) He was elected to the National Convention and advocated radical reforms. After the king's death he was in the midst of a struggle with the Girondins and he was stabbed to death by a Girondin supporter, Charlotte Corday.

Petion (1756-1794) - He was a deputy to the Estates General, a member of the Jacobin Club, an ally of Robespierre and the mayor of Paris from 1791-1792. He was the first president of the National Convention. He favored the Girondins, which led to his being suspected of being a Royalist. He was imprisoned in 1793, escaped and committed suicide.

Louis Saint-Juste (1767-1794) - He wrote "The Spirit of the Revolution." and was elected to the National Convention in 1792. He was a devoted follower of Robespierre and a member of the CPS in 1793, contributing to the destruction of Danton and Hebert. He became the president of the Convention in 1794 and sponsored the radical Ventose Laws that redistributed property to the poor. He was guillotined with Robespierre in the Thermidorian Reaction.

NAPOLEONIC PERSONNAGES
Napoleon Bonaparte (1769-1821) - He received command of the Army of the Interior in 1795 the same year that he dispersed a mob of Royalist sympathizers with a "whiff of grapeshot." In gratitude he Directory appointed him to command the Army of Italy and the rest, as they say, is history.

Joseph Fouche (1759-1820) - He was elected to the National Convention in 1792 as a Jacobin, survived the Terror and in 1799 became minister of police under Napoleon, where he remained until 1815. With the Restoration he had to run away and he died, not in England, but in Trieste.

Josephine de Beauharnais (1763-1814) - She was Napoleon's first wife. Being childless, she was divorced by
Napoleon in 1809.

Tallyrand (1754-1838) – He was ordained a bishop, elected to the Estates General and made president of the Legislative Assembly in 1790. He ran away to the United States until the fall of Robespierre and then became the foreign minister of the Directory from 1797-1807. He helped to consolidate Napoleon’s position first as First Consul and later as Emperor but he was not below trying to betray Napoleon to Alexander I of Russia to cover his bets. He became foreign minister to Louis XVIII and did a great job for France at the Congress of Vienna, then lived mostly in retirement until he became the chief advisor to Louis Philippe at the July Revolution.

Gracchus Babeuf (1760-1797) – He tried to organize a conspiracy to destroy the Directory with the goal of establishing an extreme democratic and communistic system, “The Conspiracy of Equals.” When he was discovered he was guillotined.

SPECIAL CHARACTERS

Jacques-Louis David (1748-1825) - He won the Prix de Rome in 1774 and became known for his paintings on classical themes and historical events. He was an enthusiastic supporter of the Revolution and painted several of its leaders, including the famous portrait of Marat in the bathtub. He was imprisoned twice after the death of Robespierre and barely escaped with his life. He was released in 1795 and in 1804 was appointed court painter to Napoleon. After the Restoration of the Bourbons in 1815 he was condemned as a regicide and banished. He died in Brussels.

PLUS: PICKY PICKY DATES FOR THE FRENCH REVOLUTION

7/5/88: Louis XVI agrees to call the Estates General
5/5/89: Estates General opens
6/17/89: NA declared: BEGINNING OF CONSTITUTIONAL MONARCHY
7/7/89: CA declared
9/30/91: Last session of CA
10/1/91: LA opens
9/20/92: LA ends: END OF CONSTITUTIONAL MONARCHY
9/21/92: Convention begins: BEGINNING OF REPUBLIC
4/93: CPS begins
11/12/94 Reign of Terror ends
8/94: CPS ends
10/95: Convention ends
94-99: Directory
99-04: Consulate: STILL IN THE REPUBLIC, BUT BEGINNING THE AGE OF NAPOLEON.
04-15: Empire: END OF THE REPUBLIC, BUT STILL THE AGE OF NAPOLEON.
LEFT, RIGHT, LEFT, RIGHT
Marching Into The French Revolution

LEGISLATIVE REFORMS OF THE NA/CA PERIOD (1789-10/1791)
- "Night of August 4" : abolition of all feudal privileges
- Declaration of the Rights of Man and Citizen
- France divided into 83 "departements"
- confiscation of church property to back assignats (like bonds.)
- abolition of guilds
- Le Chapelier law of 1791 forbids labor unions
- Civil Constitution of the Clergy (1790) The good Catholics, especially outside of Paris and among the poor, favor the "refractory" clergy. This law is probably the biggest mistake of the period.

And other important events:
Doubling of the Third
Oath of the Tennis Court
Great Fear
Storming of the Bastille
Women's march on Paris for bread
Flight to Varennes

* 

LEGISLATIVE REFORMS OF THE LA (Constitution of 1791) to 9/20/92
- "active" and "passive" citizens, based on property
- electors chosen by "active" citizens

GIRONDINS are the sub-group of the left between the Plain and the Mountain in the LA. They lead France into war, favoring international revolution. Among them are Condorcet, the "humanitarian lawyer" Brissot, civil servant Roland and his wife, Mme. Roland. LAFAYETTE also favors war. He thinks it will curb the radicalism of the revolution, holding it back at constitutional monarchy and he believes war will restore the popularity of Louis XVI and unite the country.

Meantime, France's neighbors are getting nervous. Prussia and Austria issue the BRUNSWICK MANIFESTO (7/25/92) and Leopold II issues the DECLARATION OF PILLNITZ, which only serves to increase the determination of the French.
Gold is leaving the country with the emigres, leading to rising prices and high inflation.
Other important events:
Recruits from Marseilles give France new national unity and a new national anthem. "Aux armes, citoyens...!"
8/10/92 Commune of Paris established (the first one. There's another coming down the pike in 1870. Stay tuned.) It starts the "Second French Revolution."
9/2-7/92 September Massacres - probably organized and certainly countenanced by Danton, suspects were dragged from the prisons and after hasty trials were done away with by the mobs.

* 

The French gain a victory at Valmy and the "Mountain" emerges as the Revolutionary leadership to the left of the Girondins. "Mountain" leadership is allied with the sans-culottes of Paris. Then the tide of war turns against France, Dumourriez defects and the GIRONDINS are blamed as traitors. Many (those with good sense) flee. There is an uprising in the Vendee (to the south) because the peasants are opposed to
conscription. Leadership fears the revolution is attacked from within as well as from without. The far far left, the "enrages", emerge as the leaders of the revolution.

The most important figure in the CPS - established as a reaction to the defection of Dumouriez - is Robespierre, aka "The Incorruptible." His goal is to create the "Republic of Virtue" (sounds a little like Oliver Cromwell, yes?) Under his leadership is initiated the REIGN OF TERROR in which those suspected of counter-revolutionary activity are quickly arrested and usually convicted. (See "A Tale of Two Cities" for the English version.) 70% of Terror victims were peasants and laborers. In all about 40,000 total victims.

LEGISLATIVE REFORMS OF THE NATIONAL CONVENTION (1792-1795)
- Trial and conviction of Louis XVI
- Establishment of the Committee on Public Safety
- Bulletin des Loix
- levee en masse
- general maximum: ceilings on prices and wages
- abolition of slavery
- Republican calendar: 10 day weeks, called the decadi, new years, new months, each with thirty days. It is anti-Christian, favored by Hebertists. Includes Cult of Reason, opposed by Robespierre, and turned into the Cult of the Supreme Being, a Deistic notion.
- the CPS wrote a constitution in 1793 including Universal Manhood Suffrage but it was never put into effect because of the war.
- Law of Suspects defines who “suspects” are: those who through word or deed support “federalism and tyranny.”
- Laws of Ventose (March 94) confiscates property of suspects
- Law of Prairial, 6/10/94 establishes the Terror. Defines enemies of the Republic and says “Don’t punish them, wipe them out!“

Military success makes the French less willing to tolerate the Terror, which is busy consuming itself at all events. First Robespierre turned on Hebert and then on Danton, "The People's Friend." Finally the people turned on him and his lieutenant, Saint-Juste, and they were both summarily executed. This marks the beginning of the THERMIDORIAN REACTION (hence the lobster dish of the same name) or, by its alias, the "White Terror."

With the THERMIDORIAN REACTION property qualifications for voting come back and the ceiling on food prices is removed.

LEGISLATIVE REFORMS OF THE DIRECTORY (based on the Constitution of the Year III, 1795-1799) It is, oddly enough, the first formally constituted French Republic.
- Constitution commits the Republic to expansion.
- gives all males the vote, but only for "electors" per the constitution of '91.
- the legislative assembly is made up of two chambers. The lower chamber is the Council of Five Hundred; the upper chamber is the Council of Ancients, and has 250 members. The two chambers choose the Directory, a group of five Directors.

In this period, Napoleon quells the annoyed masses with his famous "whiff of grapeshot."

The Right wing opposition consists of the Royalists loyal to the Bourbon succession, in the person of Louis XVIII. Left opposition rallies around a bunch of crackpots, for example Gracchus Babeuf's "Conspiracy of Equals" of 1796. He wanted to abolish private property. Yeah, right. Babeuf was guillotined.

In March of 1797 the first free elections are held and the constitutional monarchists and the royalists win. (It is an
ongoing theme in French "democracy." Wait and see.) England wants peace. The Royalists and constitutional monarchists want peace. The Republicans want war.

COUT D'ETAT OF FRUCTIDOR: The Directory uses Napoleon, who wants war to annul the results of the elections. Austria makes peace with Napoleon at Campo Formio.

COUP D'ETAT OF BRUMAIRE: Napoleon takes over. Abbe Sieyes, he who once asked "What is the Third Estate?" now says France needs "Confidence from below; authority from above."

* LEGISLATIVE REFORMS OF THE CONSULATE (1799-1804)
The new constitution (yes, another one!) was adopted by plebiscite: an all or nothing vote. With the Consulate ENDS the Revolution.

- France reverts to a form of Enlightened Despotism. Napoleon may be called the last of the ED's.
- Bonaparte entrenches himself by promising peace, which he then actually obtains, at least for a while.
- Fouche (a former Hebertist, extreme Terrorist) becomes the Minister of Police.
- Concordat of 1801 with the Vatican.
  1. Pope can now depose French bishops
  2. Public Catholic worship permitted
  3. Seminaries permitted
  4. Pope recognizes the Republic
  5. Vatican gives clear title to new owners of former church property.
  6. Avignon is accepted as part of France.
  7. Religious toleration - except that Napoleon agrees that Catholicism is the "religion of the majority of the French."
  8. Clergy get salaries from the State - even Protestants!
     The Concordat disarms the counter-revolution!
- Law and administration all concentrated in the state. Neither military commission nor civil service jobs are for sale. "CAREERS OPEN TO TALENT."
- Secondary school reorganized and scholarships made available.
- order in finance and taxation achieved, enforcing the changes made in 1789.
- DIRECTORY had repudiated public debt, so CONSULATE could establish sound currency and government order. The Bank of France is created.
  - Like a true E.D., Napoleon codified the laws and named them after himself: NAPOLEONIC CODE. Highlights of the CODE: It insured legal equality of all French citizens, organized the new laws of property, debts, contracts and so on. Recognized civil marriage and divorce, but gave the father enormous power over the family, including his children, reminiscent of the old "pater familias."
     Limited women’s property rights and other rights. Removed primogeniture. In short, it organized and codified all the changes that had occurred in France since the beginning of the Revolution. Also keeps labor unions illegal.
  - Napoleon created the LEGION OF HONOR, a non-hereditary reward for exceptional service to France. It promoted patriotism and created a new elite.
  - Napoleon let the émigrés come back, albeit watched by the Secret Police

* LEGISLATIVE REFORMS OF THE EMPIRE (1804-1814/15)
- The new constitution (yes, another one) is ratified by plebiscite and Napoleon becomes Napoleon I, Emperor of the French.
- Napoleon divorces Josephine and marries Marie Louise, daughter of the Austrian Emperor Francis II, niece of the late lamented Marie Antoinette. The idea is to create a hereditary Napoleonic nobility.
NAPOLEONIC EMPIRE has three parts.
The GRAND EMPIRE includes the French Empire (including Belgium and the left bank of the Rhine) and the DEPENDENT STATES (Switzerland, Illyrian Provinces, Grand Duchy of Warsaw, Confederation of the Rhine and the newly created Kingdom of Westphalia, where the ham comes from.) The third part is the ALLIED STATES that include, Prussia, Russia and Austria and also Denmark and Sweden. Needless to say, England feels left out.

Napoleon makes all his brothers and brothers-in-law kings:
Joseph becomes King of Naples (1804-1808) and then King of Spain.
Louis becomes King of Holland
Jerome becomes King of Westphalia
Caroline becomes Queen of Naples when Joseph goes to Spain and then she marries Murat who becomes King of Naples, until he tries to backstab Napoleon and ends up dead.
Eugene Beauharnais (Josaphine's brother) ends up as the viceroy of the King of Italy.
"Uncle" Joseph (Napoleon's mother's brother) becomes a cardinal.

SOME REASONS WHY PEOPLE OBJECT TO NAPOLEON TRYING TO RULE THE WORLD:
- The Dependent States must provide France with both money and soldiers.
- Napoleon tries to strangle England economically with his CONTINENTAL SYSTEM, but it is a wretched failure and causes widespread antagonism to Napoleonic rule. People like to make money.
- The spread of Napoleonic rule, top down, rationalistic and generally Enlightenment based, awakens NATIONALISM, especially in the Germans. Hence the rise of concepts like "volksgeist," the works of Herder and Fichte, particularism, and, of course, romanticism.

The Prussia defeat at Jena in 1806 shows the German lack of patriotism and military superiority, which motivates people like SCHARNHORST and GNEISENAU to work for army reform. In the government, people like BARON STEIN and then HARDENBERG work for political efficiency to help the military. You will see the results as Prussia unifies itself into Germany and then proceeds to whup France in the rematch.
- The Russians take a dim view of enemy invasions during the winter. (Remember Poltava, when Peter the Great made a fool out of the Swedes!) So, generally, do the enemy, as soon as they start to starve and freeze which doesn't usually take very long.
  611,000 enter Russia
  400,000 die
  100,000 are taken prisoners. (You do the math!)
LEAVING 111,000 to retreat in disorder.

With the defeat of Napoleon at the Battle of the Nations the Congress of Vienna tried to return to the world as it was before the Revolution. But that, of course, is another story.

The French still cannot tell right from left, and their most democratic elections result in the selection of the candidates who least favor democracy. That is why you cannot buy gloves in France and all French politicians wear mittens!
PHASE ONE

The word "Whig" originally meant Scottish Presbyterian rebels in the English Civil War.

The WHIGS started out as the Country Party, after the Restoration of Charles II. The first important Whig was Anthony Ashley Cooper, the 1st Earl of Shaftesbury. He got the shaft from Charles II because he supported the anti-Catholic TEST ACT and the EXCLUSION BILLS (1679) In addition to anti-Catholicism the Whigs favored individual liberty, so they were often opposed to increased power of the Church of England. Their first agenda item was to exclude the Roman Catholic Duke of York, later to be James II, from succession. As you know, they failed.

* 

The word "tory" comes from the Irish word "toraidhe" which means, "outlaw."

The TORIES started out as the Court Party. They were supporters of Charles II, made up of Royalist and Anglican sympathizers and they sought the orderly function of the government. They became a party after the breakup of the "cabal" a group of advisors to Charles II in the 1670's, the precursor to the modern cabinet. The member of the "cabal" were Lords Clifford, Arlington, Buckingham, Ashley (the same one as above) and Lauderdale. ("cabal." Get it?)

"Tory" was applied to those who wanted to keep James II. They accepted (finally) the Glorious Revolution but were persistently associated with the Jacobite Rebels of "The 15" and "The 45." They were excluded from office following the Hanoverian succession in 1714 until the reign of George III, who was, after all, a madman.

PHASE II

WHIGS were the group that was largely responsible for the Glorious Revolution. The JUNTO was a group of Whigs in power under William III and Anne (1696-1710) This group was allied to Marlborough and Godolphin and included Lords John Somers, Thomas Wharton, Halifax, Charles Spencer, and Sir Robert Walpole, the man who invented the concept of PRIME MINISTER.

In 1714 the Whigs insured the Hanoverian succession. They branded the Tories as Jacobite and remained the ruled oligarchy until the reign of George III. There was a great deal of dissension among rival groups of Whigs. They were bound together by family ties and patronage, not policy.

Walpole's great opponent was, naturally, a Tory, WILLIAM PITT THE ELDER aka "The Great Commoner." One of the issues they disagreed on was the English involvement in the War of Austrian Succession (1740-1748.)

In 1780 they were supplanted by a revived Toryism of William Pitt the Younger. The great leader of the Whigs in the reign of George III was CHARLES JAMES FOX. Whigs were subsequently associated with the new industrial interests, nonconformity, and reform.

In 1830 the Whigs returned to power and introduced the Reform Acts.
Whigs also supported the repeal of the CORN LAWS. Sir Robert Peel, a Tory, switched to the side of repeal and split the Tory party in 1846, which strengthened the Whigs.

The party had effective leadership under LORD JOHN RUSSELL, ancestor of mathematician and philosopher Bertrand Russell, who was Prime Minister from 1846-1852.

By 1867 the Whigs had evolved into the LIBERAL PARTY under WILLIAM E. GLADSTONE.

*  

TORIES returned to power under Pitt the Younger (1759-1806.) Pitt was one of the most effective of all British leaders. He secured the passage of the East India Act in 1784, and organized the Sinking Fund to pay off the national debt in 1786. He negotiated three European coalitions against the French (1793, 1798, 1805) and introduced an income tax to meet the costs of the wars against France. When he was Prime Minister he effected the Act of Union between Great Britain and Ireland in 1800, but he resigned as Prime Minister when George III refused to accept Catholic Emancipation, which Pitt had promised to the Irish.

Tories were opposed to the French Revolution (and thus favored prosecution of the Napoleonic Wars.) Fear of the "mob" led to repressive leadership under LORD LIVERPOOL during this period. During his term the LUDDITES were actively repressed, the SIX ACTS were passed and the PETERLOO MASSACRE took place.

(By the way: Luddites were 19th century workers who destroyed factory machinery. Name comes from an alleged "Ned Lud" who signed a workingman's manifesto. Organized Luddite activity broke out in 1811-1812.)

CASTLEREAGH, British Foreign Secretary, was instrumental in orchestrating the PEACE OF VIENNA ending the Napoleonic Wars.

The leadership of "liberal" Tory GEORGE CANNING in the 1820's led to a split in the party between the liberal and the right-wing elements. Canning replaced Castlereagh's international policies with policies that opposed international intervention against liberal and revolutionary movements, such as those in Greece and Spain.

The most important Tory leader of this period was Sir Robert Peel, after whom the London police officers are called "Bobbies."

Peel had a predilection, nearly always fatal for a politician, for thinking about and judging issues on their merits. One significant example is his stand on Catholic Emancipation. (Tories opposed it. They favored protection of the special privileges of the Church of England.) Nevertheless Peel introduced legislation enabling Catholics to become members of Parliament. In another instance, conditions in Ireland and poor harvests made him change his mind and vote for repeal of the Corn Laws. (Tories tended to come from the landed aristocracy which made most of their income from agricultural products, especially grain, thus benefiting from the artificially high prices secured by the Corn Laws.)

Another important Tory was LORD PALMERSTON who is noted for his aggressive and imperialistic foreign policy.

PHASE III

The WHIGS evolved into the LIBERAL PARTY in the 1860's. The Liberal Party included radicals and a few former Conservatives, (followers of Peel) and Whigs. Between 1867 and 1894 the Liberal Party was dominated by Gladstone. The party favored free trade, reform, and restraint in foreign affairs. The party had a crisis in 1886 and
lost members when Gladstone came out in favor of Irish Home Rule.

In 1922 the Liberals were replaced by the LABOUR PARTY as the other major political party.

The CONSERVATIVE PARTY adapted to the effects of the Reform Act of 1832, following Robert Peel's Tamworth Manifesto which argued for the acceptance of moderate reform when necessary. Conservatives faced a crisis in 1846 when their leader, Peel, came out for repeal of the Corn Laws, which split the party in 1846. (Peelites joined the emerging Liberal Party.)

BENJAMIN DISRAELI was the leader of the party during the latter part of the 19th century. His policies included commitment to traditional institutions, defense of the British Empire, and social reform.

In 1886 the party acquired new members when Liberals left their own party due to Gladstone's advocacy of Home Rule for Ireland.
QUICK SUMMARY of LIBERAL IDEOLOGY

1. Liberals are opposed to collectivist ideas. The individual is the most important unit in society.

2. Liberals' goals, therefore, are to promote first the freedom and then well-being of the individual.

3. Liberals was liberty and constitutional government and even broadened suffrage, but they do not want democracy because they are scared of the mob.

4. They are scared of the mob because the "tyranny of the majority," even when it is by social pressure and not by legal force, is as great a danger to the individual as a repressive government. The strongest advocate of this position is John Stuart Mill.

5. In general liberal foreign policy is against intervention in foreign affairs, EXCEPT that liberals tend to favor the attempts of "nations" to throw off foreign domination. Liberals see such attempts as made in the cause of liberty, while conservatives see such attempts as the road to anarchy.

   Of course it is a big problem when the "nation" is dominated by Great Britain herself. That is the essence of the Irish Question. Even Gladstone, the leader of the Liberal Party, could not sell his party his liberal ideas.

6. The liberal concept of freedom was originally very similar to the Manchester School notion of "laissez-faire." That is, one is free when one is not restricted by the government.

7. The liberal concept of freedom evolved to require the fulfillment of one's individual potential, which led to the acceptance of a more active role for government in the economy. Government was now called upon to remedy situations that kept people from fair exercise of their "freedom." In short, freedom to starve was not really freedom.

8. Some members of the Whig, Conservative and Liberal parties were "liberals." Some were not. That is why the parties were always splitting over issues.
CATHOLIC EMANCIPATION

1571-1593 - PENAL LAWS. They established penalties for those who refused to attend the Church of England, including proscription of worship and disqualification for office. They were extended in 1606 and 1610.

1689 - TOLERATION ACTS allowed English non-conformists their own places of worship, teachers, preachers. Non-conformists were excluded from public office but sometimes achieved municipal office by "occasional conformity." (In 1711 the Act of Occasional Conformity made the practice illegal. After 1727 annual indemnity acts allowed English non-conformists access to municipal office.)

1695-1727 - PENAL CODE. These laws were aimed at suppressing the Roman Catholic church and at restricting the material wealth and participation in public life of Roman Catholics in Ireland.
   1. RC's could not vote.
   2. RC's could not sit in Parliament.
   3. RC's could not hold municipal office.
   4. RC's could neither buy nor inherit land from Protestants.
   5. RC's land could not be inherited by only one person. It had to be divided among all legitimate heirs.

1801 - ACT OF UNION passed, united kingdoms of England and Ireland. Passage orchestrated by PITT the Younger, who promised emancipation in return. GEORGE III refused to go along, after which Pitt resigned.

1823 - DANIEL O'CONNELL founds CATHOLIC ASSOCIATION to press for Catholic participation in Parliament. He supported repeal of the Act of Union. He was elected to Parliament in 1828 from County Clare, but, of course, was not legally permitted to sit. Agitation that resulted led to

1829 - CATHOLIC EMANCIPATION and O'Connell, whom the Irish still call "The Liberator" took his seat.
HOME RULE FOR IRELAND

1840 - Daniel O'Connell founds REPEAL ASSOCIATION.

1870 - HOME GOVERNMENT ASSOCIATION organized, becomes in
1873 - HOME RULE ASSOCIATION.

1879 - 59 Irish MP's are committed to Home Rule under the leadership of ISAAC BUTT.

1886 - The Irish group, led by CHARLES PARNELL, holds the balance of power between the Conservatives and the Liberals. GLADSTONE converts to Home Rule and wins Irish support. Gladstone's Home Rule Bill is defeated due to defection of LIBERAL UNIONISTS from Liberal Party.

1892 - Gladstone tries again. Bill passes Commons, fails Lords.

1910 - Same problem as in 1886. Irish again hold balance of power, again support Liberals. Bill passes Commons in 1912, languishes in Lords, but due to new law can only be delayed for two years and becomes law in 1914. Of course England is in WORLD WAR I by now and the implementation of the law is suspended.

1920 - GOVERNMENT OF IRELAND ACT creates separate parliaments for Northern Ireland and Ireland. And we have a whole new set of problems.
CORN LAW REPEAL

There had been corn laws since the middle ages but it became a big issue after 1815 when the law banned the import of grain until the home price reach 80 shillings the quarter (bushel.) It proved to be an unworkable solution.

1828 - the 1815 law was replaced with a law fixing the price of imports according to a sliding scale.

1839 - The ANTI-CORN LAW LEAGUE was founded. It was promoted by factory owners who complained that the Corn Laws helped the landowners but hurt everybody else. (Remember Ricardo's argument.) Leaders of the LEAGUE were RICHARD COBDEN and JOHN BRIGHT.

1846 - Conservative party leader Robert Peel changed his position to favor repeal based on conditions in Ireland and in the cities. Repeal carried but it was the end of Peel's career.
REFORM ACTS

1832 - Carried under Whig government led by Lord Grey. Bill defeated in House of Lords, but threat of revolution leads William IV to threaten to create new peers sufficient to pass the bill. The Lords relented rather than be diluted.

1. Law disenfranchised the "rotten boroughs" and released seats to be redistributed to previously unrepresented boroughs.

2. Franchise was extended in counties from freeholders of property worth 40 shillings per year to 100 L copyholders and 50 L short-lease holders and tenants at will. In boroughs 10L householders got the vote.

3. The electorate increased by 50% but only to the prosperous middle classes.

* 

1867 - Carried under Conservative government of Lord Derby led by Disraeli.

1. Vote given to 10 L leaseholders and 12 L occupiers in counties and to householders and rentpayers paying 10 L per year in boroughs.

2. 43 seats were redistributed.

3. Franchise was extended to another 938,000 voters that brought the total electorate to about 2 million.

* 

1884 - Carried under Liberal government led by Gladstone.

1. In response to the radicals' demands household franchise extended to the countries, previously just the boroughs.

2. Total electorate increased from about 3 million to about 5 million.

* 

1885 - Also under Gladstone. Parliamentary seats are redistributed to achieve exact correspondence throughout the country between population and representation.
SUMMARY OF POOR LAWS

1536 - Act provides relief for "impotent poor" but compels "sturdy beggars" to work. Funded by voluntary subscription and administered by the parish.

1552 - Parish registers of the poor were introduced.

1563, 1597 - Justices of the Peace given powers to raise compulsory funds for poor relief.

1601 - Administration of relief was regularized in POOR LAW ACT. It puts a poor relief tax on property owners.

1662 - ACT OF SETTLEMENT permits parish overseers to send vagrants back to their native parishes.

1723 - WORKHOUSE TEST ACT forces poor to enter workhouses to obtain relief.

1782 - GILBERT'S ACT excludes able-bodied poor from workhouse and forces parishes to provide work or outdoor relief for them. ("Outdoor relief" means relief in their own homes, "outdoors" of the poorhouse.)

1795 - SPEENHAMLAND SYSTEM of outdoor relief widely adopted. Farm laborers wages were supplemented from parish taxes on a scale depending on wheat prices and family size. In practice it encouraged low wage rates and pauperized the laborers.

1834 - POOR LAW creates 60 unions of parishes that are managed by boards of guardians who are elected by taxpayers.

1. It ceases outdoor relief.
2. Paupers are forced into poorhouses or workhouses where conditions are deliberately harsh.
3. It abolishes the Speenhamland System.
4. The idea is to make relief much less attractive than work in factories or other places.
5. Needless to say, poor people hate it.
To: AP EURO  
Fr: JY

MEMO ON MARXISM

THE PLAYERS:
Georg Wilhelm Friedrich Hegel (1770-1831)
Karl Marx (1818-1883)
Friedrich Engels (1820-1893)

THE IDEAS

HEGEL

Like most Judeo-Christian philosophers, Hegel had a linear view of history. He believed that history was progressing toward a particular end. And, of course, for 19th century people the very idea of "progress" is a good thing. The end Hegel had in mind was the Romantic notion of the unification of the Germans into a German state. Hegel shows his Enlightenment roots, however, in his "scientific" observation of society and history. His theory of the DIALECTIC is used to explain and predict the direction of history.

According to Hegel the pattern of change is predictable. Every state of affairs in society, the THESIS, has within it the seeds of its own destruction, the ANTITHESIS. The antithesis will grow within the thesis. There will be conflict. A new state of affairs, the SYNTHESIS will emerge as a result. But the synthesis will act as a new thesis, complete with the seeds of its overthrow, a new antithesis, growing within. The process of going from one state of affairs to conflict with its opposite, to resolution of that conflict in a new state of affairs is on going until the end of time. That is the DIALECTIC.

Thus, Hegel thought that if the Germans were disunited the very nature of disunity would produce the seeds of the idea of unity and would lead, eventually, but INEVITABLY, to a unified German nation.

For Hegel IDEAS COME BEFORE BEHAVIOR OR SOCIAL CONDITIONS.

MARX

Marx applied Hegel's ideas to history also, but he was looking at the economic relationships in society. He considered himself a SCIENTIFIC SOCIALIST because he was not merely imagining or romanticizing a perfect society the way the UTOPIAN SOCIALISTS did. He was looking at society and applying objective scientific rules to what he saw. He concluded that COMMUNISM was the inevitable outcome of the class struggle he observed in his times.

For Marx the progress of history is based on economics. Each economic system is made up of classes. Each class develops its own ideas to support its own position.
For Marx SOCIAL CONDITIONS CAUSE BEHAVIOR AND BEHAVIOR CAUSES IDEAS. For Marx, economics is the decisive human social condition. That means a person's social/economic class determines a person's lifestyle and a person's lifestyle determines a person's ideas.

How does it work? Within feudalism, the thesis, are the seeds of its own destruction, capitalism. (In capitalism Marx includes all the little sub-types of economic "isms" that we have discussed before - market economy, bullionism, mercantilism and so on.) In the conflict between the classes (feudal landlords versus capitalistic merchants and traders) inevitably the capitalists will win. But within capitalism will develop an antithesis - the disgruntled workers - who will be the cause of the system's downfall.

Because Marx's system is DETERMINISTIC (the end is already decided, sort of like PREDESTINATION) it is silly for workers to do anything to try to change the outcome. Workers should not pursue activities like unionizing, or working for universal suffrage because that will only delay the inevitable arrival of COMMUNISM. Marx called the efforts of workers to improve their condition within the capitalist system OPPORTUNISM.

MARXISM is also opposed to NATIONALISM and RELIGION because they tend to bring the lower classes together with the upper classes based on false premises. They distract the lower classes from their true purpose, the overthrow of the oppressive BOURGEOIS (ownership) class. The true basis for alliance between peoples is not nation or belief, but economic class. Furthermore, religion tends to teach people to accept their current (oppressed) state and to look for relief in the afterlife. That is what Marx meant when he said that "RELIGION IS THE OPIATE OF THE PEOPLE."

For Marx the end is reached when the workers, PROLETARIAT, overthrow the owners and bring capitalism to an end. Then COMMUNISM will be achieved. Why won't there be another antithesis growing within communism? Because ideas come from conditions and conditions will be perfect. There will not be any government to oppress people because the people will own everything communally (That's why they call it "Communism," see?) Existing government institutions will dissolve in the "WITHERING AWAY OF THE STATE," because they will have no purpose. What will result is the DICTATORSHIP OF THE PROLETARIAT in which everyone will be bossed around by the proletariat, but since everyone will BE the proletariat (that is what is meant by a "classless society,") everyone will be, in effect, bossing him/herself. If you think it sounds a lot like Jean Jacques ROUSSEAU'S idea of the GENERAL WILL, you are right.
### INSTANTANEOUS ART THROUGH THE AGES

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<td>Realism. (It’s followed by “Naturalism” in literature, slightly grittier, and with more attention to social problems and social context)</td>
<td>mid-19th century to 1870</td>
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<td>Mallarme, Baudelaire</td>
<td>supernaturalism</td>
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<tr>
<td>In England</td>
<td>Umberto Boccioni</td>
<td>Gustave Klimt</td>
<td>Symbolism and decoration in Vienna done by “Secessionists.”</td>
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<tr>
<td>Futurism</td>
<td>(“Unique Forms of Continuity in Space.”)</td>
<td>Edvard Munch (“The Scream”)</td>
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<tr>
<td>(Fascist-flavored Italian art 1910-1915)</td>
<td>Edvard Munch (“The Scream”)</td>
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<tr>
<td>Modern</td>
<td>Modern Artists</td>
<td>Modern Artists</td>
<td>Realism (a different kind than that which followed Romanticism. It responded to WWI and post-war decadence, especially in Germany.)</td>
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<tr>
<td>Artisans</td>
<td>20th century</td>
<td>20th century</td>
<td>Expressionism (Looks within to a world of emotional and psychological states); Abstractionism (analyzing, deriving, detaching geometrizing, and in short distilling the essence from nature and sense experiences.) Cubism, Surrealism (describes dream fantasies, memory images and visual paradoxes); Dadaism (response to horrors of WWI nihilistic, challenges polite society, against order and reason); Social realism (artist's protest against intolerable conditions besetting humankind) Do not confuse it with “Socialist Realism” the official art of Soviet Russia, especially under Stalin.</td>
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<tr>
<td>Flexed by</td>
<td>Kathe Kollwitz, Otto Dix, Emil Nolde, Ernst Kirchner, Georg Grosz, Max Ernst, Rene Magritte, Caillebotte, DeChirico Picasso, Matisse (one of “Les Fauves&quot; the Wild Beasts), Maillol, Chagall, Miro, Brancusi, Henry Moore, Calder, Braque, Giocometti, Kandinsky Roualt, Klee, Modigliani Marcel Du Champ, Dali, Andy Warhol, Jackson Pollack, Willem de Kooning, Jean Dubuffet</td>
<td>Stravinsky Prokofiev, Gershwin, Poulenc Satie Webern, Berg, R.Strauss Bartok, Ravel, Shostakovich Britten</td>
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<tr>
<td>Freud, Einstein, WWI and WWII, Atomic Age</td>
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A SYLLABUS OF THE CENTURIES
Reading List for the Educated European

Pre 1450-1550
E: Chaucer (1340-1400) Canterbury Tales (1387-1400)
   Sir Gawain and the Green Knight (1375)
   Sir Thomas Malory (? – 1471) Morte d’Arthur (1469)
   Sir Thomas Wyatt, early Renaissance poet (1503-1542)
   Sir Thomas More (1478 -1535) Utopia (1516)
   Cranmer’s Bible (1539)
   Book of Common Prayer (1543)
F: Du Bellay Defense de la Langue Francais (1549)
   Christine de Pizan Book of the City of Ladies
   Francois Rabelais (1494-1553) Pantagruel (1533)
   Pierre de Ronsard (1524-1585) Odes (1550)
G: Guttenberg’s Bible (1455)
   Erasmus of Rotterdam (1466-1536) Praise of Folly (1509)
   Hans Sachs (1494-1576) Poet, playwright and composer. He initiated German drama and hung out with the guild of Meistersingers. He’s the guy about whom Richard Wagner wrote Die Meistersinger von Nurnberg.

I: Boccaccio (1313-1375) The Decameron (1350)
   Castiglione (1478-1529) The Book of the Courtier (1527)
   Benvenuto Cellini (1500-1571) Autobiography (1558-1562)
   Dante (1265-1321) Divine Comedy (1294)
   Machiavelli (1469-1527) The Prince (1517)
   Petrarch (1304-1350) Ameto (1341) Sonnets to Laura (1350)
R: (1480) The Mongols finally go home, so Culture can now begin!
S: El Cid (1140) only surviving Spanish epic poem
   La Celestina (1499) begins the Great Age of Spanish literature

1550-1650
E: First theatre established (1576)
   Famous cycles of sonnets by Daniel, Drayton, Sydney, Lodge, Spencer and Shakespeare
   Sir Francis Bacon (1561-1626) Essays (1597) Novum Organum (1620)
   John Donne (1573-1631)
   Thomas Hobbes (1588-1679) Leviathan (1651)
   Ben Jonson (1572-1637) Volpone (1606) The Alchemist (1610)
   Christopher Marlowe (1564- 1593) Doctor Faustus (1588) The Jew of Malta (1589)
   John Milton (1608-1674) Ode on the Nativity (1629) Paradise Lost (1667) Paradise Regained (1671)
   Samson Agonistes (1671)
   Shakespeare (1564-1616) All those comedies, tragedies and sonnets
   Edmund Spenser (1552-99) The Faerie Queen

F: The Classical Age begins about 1600 and reaches its highpoint under Louis XIV
   Corneille (1606-1684) Le Cid (1636)
   Descartes (1596-1650) Discourse on Method (1637)
   Montaigne (1533-1592) Essays (1580)
   Moliere (1622-1673) The Bourgeois Gentilhomme, Tartuffe, The School for Wives
   Pascal (1623-1662) Pensees

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G:
I: Peri *Euridice* (1600) The first Italian opera
R:
S: It is Spain’s Golden Age!
   Mateo Aleman (1547-1610)
   Pedro de Calderon (1600-1681)
   Cervantes (1574-1616) *Don Quixote de la Mancha* (1605-1615)
   Felix Lope de Vega (1562-1635) the best known Spanish dramatist
   Juan de Mariana (1536-1625) popular history of Spain, *De Rege et Regis Institutione* (1599) book of political theory.
   Tirso de Molina (1571-1648)
   Authors addressing the “New World:” Bartolome de Las Casas (1474-1566), Fernandez de Oviedo, Lopez de Gomara

1650-1789

It is the Age of Absolutism followed by The Enlightenment. Romanticism begins around 1780.

   Jeremy Bentham (1748-1832) *Introduction to the Principles of Morals and Legislation* (1789)
   Edmund Burke (1729-1797) *Reflections on the Revolution in France* (1790)
   Samuel Taylor Coleridge (1772-1834) *Lyrical Ballads* (1798)
   Daniel Defoe (1660-1731) *Robinson Crusoe* (1719) *Moll Flanders* (1722) *Journal of the Plague Year* (1722)
   John Dryden (1631-1700) made Poet Laureate (1670) *Absalom and Architepol* (1681)
   Henry Fielding (1707-1754) *Pamela* (1740) *Tom Jones* (1749)
   John Gay (1685-1732) *The Beggar’s Opera* (1728)
   Edward Gibbon (1734-1794) *The Rise and Fall of the Roman Empire* (1776-88)
   Oliver Goldsmith (1728-1774) *She Stoops To Conquer* (1773) *The Vicar of Wakefield* (1766)
   Thomas Hobbes (1588-1679) *Leviathan* (1651)
   David Hume (1711-1776) *A Treatise of Human Nature* (1739-40)
   Samuel Johnson (1709-1784) *Dictionary of the English Language* (1755) *Rasselas* (1759) *Lives of the Poets* (1779-81)
   John Locke (1632-1704) *Essay Concerning Human Understanding* (1690) *Second Treatise on Government*
   Mary Wortley Montagu (1689-1762) *Letters*
   Sir Isaac Newton (1642-1727) *Principia Mathematica* (1687)
   Samuel Pepys (1633-1703) *Diary*
   Richard Brinsley Sheridan (1751-1816) *The Rivals* (1775) *The School for Scandal* (1777)
   Adam Smith (1723-1790) *The Wealth of Nations* (1776)
   Laurence Sterne (1713-68) *The Life and Opinions of Tristram Shandy*
   Jonathan Swift (1667-1745) *Gulliver’s Travels* (1726) *A Modest Proposal* (1729)
   Horace Walpole (1717-1797) *The Castle of Otranto* (1764) The first Gothic romance
   Mary Wollstonecraft (1759-1797) *A Vindication of the Rights of Women*
William Wordsworth (1770-1850) *Lyrical Ballads* (1798) “Tintern Abbey”


Francois La Rocheleaucaul (1613-1680) *Maximes* (1665)

Mme De Stael (1766-1817) *Letters to her daughter*

Voltaire, d’Alembert, Diderot *Encyclopedia* (1751)

Voltaire (1694-1778) *Candide* (1759)

G: Baron d’Holbach

Goethe (1749-1832) *Gotz von Berichingen* (1767) *Sorrows of the Young Werther* (1774) *Iphigenie* (1787)

*Wilhelm Meister* (1795) *Hermann and Dorothea* (1798)

Hans Jacob Christoph von Grimmelshausen (1622-1676) *Simplicissimus* (1665-72)

Johann Christoph Friedrich von Schiller (1759-1805) *Wallenstein* (1789) trilogy. He invented the *Sturm und Drang* genre. And he wrote “Ode to Joy” later the text for Beethoven’s 9th Symphony. Also *William Tell* (1804)

I: Cesare Beccaria (1738-1794) *On Crimes and Punishments* (1764)

R:

S:

Other: Baruch Spinoza (Dutch) (1632-1677) *Ethics*

1789-1914 “The Long Nineteenth Century”

Enlightenment gives way to Romanticism (~1780-1850), which is followed by Realism (~1850-1871), and later Naturalism. In poetry look for symbolism.


William Blake (1757-1827) *Songs of Innocence* (1789) *Songs of Experience* (1794) *The Marriage of Heaven and Hell* (1791)

Elizabeth Barrett Browning (1806-1861) *Poems* (1844) *Sonnets from the Portuguese* (1844)

Robert Browning (1812-1889) *Paracelsus* (1835) *The Ring and the Book* (1869)

Charlotte Bronte (1816-1855) *Jane Eyre* (1847), *Shirley* (1849)

Emily Bronte (1818-1848) *Wuthering Heights* (1847)

George Gordon, Lord Byron (1788-1824) *Hours of Idleness* (1807) *Don Juan* (1818)

Lewis Carroll (1832-1898) *Alice’s Adventures in Wonderland* (1865)

Samuel Taylor Coleridge (1772-1834) *Lyrical Ballads* (‘*Rime of the Ancient Mariner’*) (1798) *Kubla Khan* (1816)

Joseph Conrad (1857-1924) *Heart of Darkness*, *Lord Jim*


Benjamin Disraeli (1804-1881) *Vivian Grey* (1826), *Coningsby* (1844), *Sybil* (1846)


Middlemarch


A.E. Housman (1859-1936) *A Shropshire Lad* (1896)

John Keats (1795-1821) *Endymion* (1818)
Rudyard Kipling (1865-1936) *Kim, Just So Stories*
Charles Lamb (1775-1834) *Tales from Shakespeare* (1807) *Essays of Elia* (1823-33)
Thomas Malthus (1766-1834) *Essay on the Principle of Population* 1798
John Stuart Mill (1806-1873) *Principles of Political Economy* (1848)
Mary Wollstonecraft Godwin Shelley (1797-1851) *Frankenstein* (1818)
Percy Bysshe Shelley (1792-1822) *Queen Mab* (1813) *Prometheus Unbound* (1818-1819)
Robert Southey (1774-1843)
Robert Louis Stevenson (1850-1894) *Treasure Island, Dr. Jekyll and Mr. Hyde, Kidnapped*
Alfred Lord Tennyson (1809-1892) *Poems Chiefly Lyrical* (1830) *Lady of Shallot* (1832)
William Makepeace Thackery (1811-1863) *Vanity Fair*
Anthony Trollope (1815-1882) *Barchester Towers* (1857) *The Last Chronicle of Barset* (1867)
Oscar Wilde (1854-1900) *The Importance of Being Ernest* (1895) *The Picture of Dorian Grey* (1891)
William Wordsworth (1770-1850) *Ode on Intimations of Immortality* (1807)
F: Honore de Balzac (1799-1850) *Eugenie Grandet, Pere Goriot, The Human Comedy*
Francois-Rene de Chateaubriand (1768-1848) *The Genius of Christianity* (1802) *Memoirs from Beyond the Tomb* (1902)
Alexandre Dumas, fils (1824-1895) *La Dame Aux Camelias* (which would become La Traviata by Verdi later on.)
Victor Hugo (1802-1885) *The Hunchback of Notre Dame* (1831) *Les Miserables* (1861)
Alphonse de Lamartine (1790-1869) *Meditations poetiques* (1820)
Mallarme – The original Symbolist poet! – (1842-98) *L’Apres Midi d’un Faune*
Guy de Maupassant (1850-93) *Ball of Fat* (1880) *A Woman’s Life* (1883) *Hallucination, Fear, Bel-Ami* (1885)
Prosper Merimee (1803-1870) *Columba* (1840) *Carmen*, the basis for Bizet’s opera of the same name
(1845) *Letters to an Unknown Girl* (1873)
Ernest Renan (1823-92) *The Life of Jesus*
Rimbaud (1854-1891) *A Season in Hell, The Drunken Boat*
Edmond Rostand (1868-1918) *Cyrano de Bergerac* (1897)
George Sand (1804-1863) *Lelia*
Stendhal (Henri Beyle) (1783-1842) *The Red and the Black* (1831), *The Charterhouse of Parma* (1839)
Paul Verlaine (1844-1896) *Fetes Galantes* (1869) *Romances Sans Paroles* (Songs without Words) (1874)
*Les Poetes Maudits* (The Accursed Poets) (1884)
Jules Verne (1828-1905) *Twenty Thousand Leagues Under The Sea* (1870) *Around the World in Eighty Days* (1873) *Journey to the Center of the Earth* (1864)
Alfred de Vigny (1797-1863) wrote the first French historical novel *Cinq-Mars* (1826)
Emile Zola (1840-1902) *Nana* (1880) *Germinal* (1885) *J’Accuse* (1898)

G and A: Johann Gottlieb Fichte (1762-1814) *Addresses to the German Nation* (1807-8)
Brothers Grimm: Jacob Ludwig Carl Grimm 1785-1863) and Wilhelm Carl (1786-1859) *Fairy Tales*
(1812)
  Georg Wilhelm Friedrich Hegel (1770-1831) *The Phenomenology of Mind* (1807) *The Science of Logic*
(1812-16)
  Johann Gottfried Herder
  Marx and Engels *Communist Manifesto* (1848)
  Friedrich Nietzsche (1844-1900) *Thus Spoke Zarathustra* (1883), *Birth of Tragedy and the Genealogy of Morals* (1887)
    Arthur Schnitzler (1862-1931) *Anatol* (1893) *Reigen* (1900)
    Max Weber (1864-1920) *The Protestant Ethic and the Spirit of Capitalism* (1904)

I: Alessandro Manzoni (1875-1873) *I Promessi Sposi*
R: Anton Chekhov (1860-1904) *Cherry Orchard, Three Sisters*
  Fyodor Dostoyevsky (1821-1881) *Crime and Punishment* (1866), *Brothers Karamazov* (1879-1880) *Notes from the Underground*

  Nicolai Gogol (1809-1852) *Government Inspector, Taras Bulba*
  Maxim Gorki (1868-1936) *The Lower Depths* (1902)
  Mikhail Lermontov (1814-1841) *A Hero For Out Time*
  Leo Tolstoy (1828-1910) *War and Peace* (1869) *Anna Karenina* (1875-77) *Resurrection* (1899-1900)
  Ivan Turgenev (1818-1883) *Fathers and Sons* (1862)

S: Jose Zorrilla (1817-1893) *Don Juan Tenorio* (1844) (play)
  Benito a Perez Galdos (1843-1920) *Episodios Nacionales, Dona Perfecta*

  August Strindberg (1849-1912) (Sweden) *The Father* (1887) *Miss Julie* (1888), Both are examples of naturalist drama

1914-1945
  *The Hollow Men* (1925)
    Robert Graves (1895-1985) *Goodbye To All That* (1929) *The Long Week-End, I, Claudius* (1934)
  *Claudius the God* (1934) *Collected Poems* (1975)
    Christopher Isherwood (1904-1986) *Mr. Norris Changes Trains* (1935) *Goodbye to Berlin* (It was turned into the musical *Cabaret.*) (1939)
    James Joyce (1882-1941) *The Dubliners* (1914) *Portrait of the Artist as a Young Man* (1914-15) *Ulysses* (1922)
    *Finnegan’s Wake* (1939)
    Somerset Maugham (1874-1965) *Of Human Bondage* (1915) *The Moon and Sixpence* (1919)
    Wilfred Owen (1893-1918) Poems
    Siegfried Sassoon (1886-1967) Poems
    George Bernard Shaw (1856-1950) *Pygmalion, The Intelligent Woman’s Guide to Socialism*
    Lytton Strachey (1880-1932) *Eminent Victorians*
    Evelyn Waugh (1903-1966) *Brideshead Revisited* (1945) *Men At Arms* (1952) *Officers and Gentlemen*
(1955) Unconditional Surrender (1961)
(1920)
P. G. Wodehouse (1881-1975) Right Ho, Jeeves (1934)
Virginia Woolf (1882-1941) A Room of One’s Own () Mrs. Dalloway (1925) Orlando () To the Lighthouse
(1927)
Collected Poems (1950)

F: Simone de Beauvoir
Albert Camus (1913-1960) The Stranger, The Plague
Collette (1873-1954) Gigi (1945)
Anatole France (1844-1924)
Andre Gide (1869-1951) The Counterfeitors (1926) The Fruits of the Earth (1897)
Andre Malraux (1901-1976) La Condition humaine (Man’s Fate) (1933) L’Espoir (Man’s Hope) 1937
Francois Mauriac (1873-1954) The Kiss to a Leper (1922) Viper’s Tangle (1932)
Marcel Proust (1871-1922) A La Recherche du Temps Perdu (Remembrance of Things Past) (1919)
Romain Rolland (1866-1944)
Jean Paul Sartre (1905-1980) No Exit (1944) Being and Nothingness (1943)

G: Martin Heidegger (1889-1976) Early existentialist Being and Time (1927)
Hermann Hesse (1877-1962) Siddhartha (1922) Steppenwolf (1922)
Erich Maria Remarque (1898-1970) All Quiet on the Western Front (1929) The Road Back (1931) The Black Obelisk (1957)
Rainer Maria Rilke (1875-1926) Letters To A Young Poet, The Book of Hours (1905) Sonnets to Orpheus (1923)
Kurt Weill (1900-1950) The Threepenny Opera (1928)
Ludwig Wittgenstein (Austria) (1889-1951) Philosopher of “logical empiricism.” Says that philosophy is only the logical clarification of thoughts and therefore its study is the study of language, which expresses thoughts I:

Mikhail Sholokhov (1905-1984) And Quiet Flows the Don (1928-1940)

S: Federico Garcia Lorca (1899-1936) Songs, The House of Bernarda Alba
Jose Ortega y Gasset (1883-1955) The Revolt of the Masses (1930) He was a philosopher and existentialist humanist.

Other: Sigrid Undset (Denmark) (1882-1949) Kristin Lavransdatter
Nikos Kazantzakis (1883-1957) (Greece) Zorba the Greek (1946) The Odyssey, A Modern Sequel (1938)

1945-

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Barry Unsworth ( - ) Sacred Hunger Losing Nelson

F: Look for the Theatre of the Absurd and the “Nouveau Roman”
Natalie Sarraute (1902-) Tropisms, The Golden Fruits, Portrait of a Man Unknown
Jean Paul Sartre (1905-1980)

I: Primo Levi (1919-1987) Periodic Table, If This is a Man, The Truce
The First Circle (1968) Gulag Archipelago (1973-8)
S: Pablo Neruda
Ortega y Gasset
Other: Kazantzakis (1883-1957) Zorba the Greek
AN ARRAY OF SOCIALISTS

Karl Marx (1818-1883) German political philosopher. Founder of "scientific socialism." He wrote the Communist Manifesto in 1848. Collaborated with Friedrich Engels on his major work, *Das Kapital*. Father of Communism.

Frederick Engels (1820-1895) German socialist. He was involved in revolutionary agitation in Baden that forced him to flee to England where he met Marx. He earned his living as a manufacturer in Manchester, one of the most icky, large and prosperous cities of the Industrial Revolution all at once.

Robert Owen (1771-1858) British "Utopian Socialist". Pioneer in cooperation in industry. With William Allen (a Quaker philanthropist) and Jeremy "greatest good for the greatest number" Bentham as partners he initiated a program to improve conditions in factories. Founded New Harmony, Indiana. Wrote *A New View of Society* (1813). He spent his considerable fortune on efforts to improve society, utopian societies and spiritual endeavors.

Louis Blanc (1811-1882) French socialist leader, regarded as the founder of state socialism. He was the enemy of Louis Philippe's government and a member of the provisional government that replaced him in 1848. He proposed the "social workshops" or state-supported factories to fight unemployment and also exploitation of the workers.

Count de Saint-Simon (1760-1825) supported the American War of Independence and accepted the French Revolution. He favored a planned society including public ownership of industrial equipment, reliance on "social engineers" and governmental coordination of labors and resources. His followers called themselves, oddly enough, Saint-Simonians. Some people called Louis Napoleon Bonaparte "The Socialist Emperor" because of his alleged attachment to these ideas.

Charles Fourier (1772-1837) French socialist who had no use for any contemporary institutions whatever. Proposed instead that society be reorganized into small units called "phalansteries." In a phalanstery each member was supposed to be following his/her "natural inclination." None of them were ever successfully organized in France, but Fourier inspired the Brook Farm experiment in 19th century Massachusetts.

Ferdinand Lassalle (1825-1864) German socialist who created the term "iron law of wages." He founded the German Social Democratic Party. Lassallean socialists disagree with Marxists because they believe that conditions of the working classes can be improved by changes within the existing governments. Lassalle was killed in a duel.

Jean Jaures (1859-1914) French socialist and politician. He led the movement of Marxist revisionism in the late 19th century. Revisionists held that class conflict might not be absolutely necessary. They believed in the possibility of gradual change of the capitalist system and in the power of the workers to create the dictatorship of the proletariat through peaceful means. He opposed militaristic legislation on the eve of World War One. He was assassinated by a fanatic.

Edouard Bernstein (1850-1932) German socialist, member of the Social Democrats, advocate of revisionism. He wrote "Evolutionary Socialism."

Georges Sorel (1847-1922) French journalist, advocate of "revolutionary syndicalism," which holds that the workers' unions will themselves become the authoritative institutions in society. They will replace the government. (Compare this idea to Mussolini's fascist corporative state!) The way to achieve this goal was through the general strike, paralyzing society. This idea was the most appealing where the unions were the weakest, like France, Spain and Italy, because unions having success did not want to risk their gains or threaten their future.

Fabian Socialists – English intellectuals of the late 19th and early 20th century. They were non-Marxist and held that
socialism was the social and economic counterpart of political democracy, as well as its inevitable outcome. They included George Bernard Shaw, H.G. Wells, Sidney and Beatrice Webb. Their club, the Fabian Society, was founded in 1883, the year Marx died.
A BOUQUET OF ISMS

absolutism - A form of government in which the king has complete control. Russia under Peter the Great, or France under Louis XIV for example.

anarchism - The idea that all government is bad.

anti-Semitism - The idea that Jews are the enemy because they are Jews.

Austro-Slavism – the ism that says all the Slavs are better off protected by Austria than getting conquered by Russia or killing each other.

bullionism - The idea that the more gold or silver in a country the better. Started with the opening of the Atlantic. There are two ways to get the gold: mine it (Spain) or steal it (England.)

capitalism - Economic system in which capital is controlled by individuals, not by the state. The economy grows through the efforts of each individual to make the most profit. Possession of property is the foundation for personal independence and political liberty.

colonialism - Closely related to imperialism. The idea that countries should settle their own people (establish colonies) in lands they conquer to manage the economic exploitation of the area and to govern it.

communism - A form of government and a way to manage the economy that puts all power in the hands of the Communist Party, ostensibly to manage the country for the good of the "people." "From each according to his ability, to each according to his needs." The original ideas were Karl Marx's. It was brought to fruition in Russia by Lenin.

conservatism - The idea that change should come slowly, if at all.

cubism - Early 20th century art movement, practiced by Picasso and others.

Cultural relativism – It is the idea that all cultures have the same problems and solve them in different ways that fit their special geographical and historical conditions. No one culture is better than another; they are just "different."

Deconstructionism – A skeptical approach to the possibility of coherent meaning begun by French philosopher Jacques Derrida. He says that there is no "privileged point" such as an author's contact with reality that confers significance on a text. There is only the limitless opportunity for fresh commentary or encounter with the text. A deconstructionist reading of a text “subverts” its apparent significance by uncovering contradictions and conflict within it.

Deism - the belief that God exists and created the world but thereafter assumed no control over it or over the lives of people.

Enlightened despotism - Absolute rule justified not on grounds of heredity or divine right. Secular in outlook and justification, as in Frederick the Great's self-description as "the first servant of the state." Used to rationalize and organize the state from the top down during the Age of the Enlightenment. Other example is Joseph II of Austria.

fascism - "Nationalism on steroids." Also a hierarchical economic system not unlike feudalism except that everyone is working at the behest of and for the benefit of the state. The ideal government is the “corporate syndical state.”
feudalism - A hierarchical system of government and agriculture based on private contract. Land, worked by serfs attached to it, was held by vassals in exchange for military service and other duties to lords.

futurism - movement in pre-World War One Italian painting and sculpture. Sometimes identified with fascism. Opposed traditionalism and tried to depict dynamic movement by the elimination of conventional form, balance and rhythm. Stressed the violence and speed of the machine age.

Gallicanism - name for French Catholic Church since French kings wrested so much power from the Pope.

Humanism - the intellectual and culture movement that grew out of the study of Greek and Roman literature at the end of the Middle Ages. It was an important factor in the rise of the Renaissance. Characterized by an emphasis on human interests and characteristics rather than the natural world or religion.

Idealism – any doctrine that holds that reality is fundamentally mental rather than material. The first and most important advocate of this notion was Plato.

imperialism - The desire of a country to take over and exploit foreign lands, usually inhabited by people of different ethnicity and religion. Economic motive is to acquire raw materials.

impressionism - French art movement started around 1871 with Monet's "Impression of Sunrise" at Salon des Refuses in Paris.

individualism - The idea that the individual is more important than the state or any other group.

irredentism - The desire to reclaim land that once belonged to one's country and, in one's opinion, should again.

Jansenism - Ideas of 17th century French Catholics who favored Calvinist interpretation of Christianity just the same.

liberalism - 19th political philosophy supported mostly by business and professional men. They support only limited suffrage. They favor freedom for the individual, so they fear the "mob." Strong emphasis on the rights of property. Generally they favored laissez-faire economics, especially at the beginning of the 19th century - keep the government out of the economy and let each individual have as much freedom as possible to improve himself. Advocated free trade (so they opposed mercantilists). Generally they opposed militarism. Favors constitutionalism, “stake in society” theory, and nationalism, because of the idea that people should be governed with their own consent. At the beginning of the 19th century liberals defined freedom as the absence of constraint. At the end they defined it as the presence of opportunity.

materialism - The idea that only what is tangible is real. "Everything mental, spiritual or ideal is an outgrowth of physical or physiological forces." (RRP) Marx was a materialist; so was Thomas Hobbes.

mercantilism - The idea that a national economy must be strong and self-sufficient. Encourages establishment of a "favorable" balance of trade: export more than you import. Results in increase of gold in country. Developed along with national monarchies as a way to finance governments. Through the granting of monopolies governments made money and consolidated power. Monopolies enabled the products of one nation to be sold to advantage internationally, by controlling the supply. Favors tariffs in international trade to keep out imports and seeks to eliminate barriers to internal trade. Government participation is decisive so mercantilism will be opposed by the capitalists who want freedom from all government involvement in the economy.

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nationalism - The idea that people of the same language, religion, ethnicity, or heritage should have their own government on their own land.

Naturalism - literary movement following realism in literature. Demonstrates the determination of human character by the natural and social environment. In France the most famous practitioner was Emile Zola.

nihilism - Ideas of disgruntled intellectuals in 1860s Russia. They believed in "nothing" except science.

Pan-slavism - The idea that Slavic peoples should identify with each other and have their own nation. (No matter that Slavs have many different histories, cultures, historic lands, languages and religions.) Heavily promoted by Russia at the end of the 19th century as a way to promote her own imperialistic aspirations in the Balkans.

Pantheism – The belief that God and the universe are identical, which denies the personality and transcendence of God.

positivism - Philosophy identified with French philosopher Auguste Comte. Insists on verifiable facts, avoidance of wishful thinking, questioning of all assumptions, dislike of unprovable generalizations. "...in its broad sense, both in its demand for observation of facts and testing of ideas, and in its aspiration to be humanly useful, it contributed to the growth of the social sciences as a branch of learning." (RRP)

Post-modernism – In culture it is associated with surfaces and superficial style including self-conscious parody and quotation. It is a reaction to the naïve confidence in progress and also again confidence in objective or scientific truth. These folks disagree with the idea that even though history admits of no one final description it does admit of more or less accurate ones.

Post-structuralism – It is a flavor of post-modernism defined by its reaction against structuralism (duh!) and it goes with writers like Derrida and Foucault. It rejects any concepts of objectivity, reality or truth, even in the definition of the self. These folks believe that there is no meaning inherent in any work of art and that it does not matter one jot why it was made, who the author or artist was, what the context was in which it was made, and that furthermore any one’s interpretation of it is equally good as anyone else’s. These folks are also concerned with the use of words to determine or create relationships of power. They disagree with the structuralists that the unconscious and forms of society obey structural laws even if they have not been discovered.

realism - Art and literature movement that followed Romanticism. Closely allied with Realpolitik in government. As a philosophy it is a "kind of unrealistic faith in the constructive value of struggle and a tough-minded rejection of ideas and ideals." (RRP)

radicalism - English movement of philosophers who wanted to "deduce the right form of institutions from the very nature of and psychology of man himself." (RRP) Favored universal manhood suffrage, reform of Parliament.

relativism - The idea that truth is not absolute, but rather is subjective. It maintains that the basis for judgment depends on the events, people, or circumstances surrounding a given situation.

republicanism - French idea that a republican form of government is best. Opposed to the monarchists who were scared of the excesses of the Jacobins and their ancestors. Unlike liberals they favor universal suffrage. They are opposed to monarchy of any variety and they are opposed to the Catholic church since they think it is the enemy of reason and liberty.
romanticism - Movement in art, music and literature that was a reaction against the classical period. Themes included emotion, supernatural, nationalism, cute peasants, historical themes, nature (especially dangerous nature), true love (often unrequited) and death.

Scholasticism - The system of logic, philosophy and theology of medieval university scholars, includes the idea that reason and faith can be reconciled. The most famous practitioner is St. Thomas Aquinas. It is based on the writings of Aristotle and the early Christian fathers.

Social Darwinism - The idea that life is a struggle and only the fittest groups of people should survive.

socialism - Idea that the government should manage the economy, or aspects of the economy for the good of the people. 19th century socialists agreed that workers were unfairly treated, opposed competition as a principle of economic behavior, rejected laissez-faire, questioned the validity of the concept of private property.

Structuralism – An intellectual movement from France in the 1960’s. It asserted that phenomena of human life do not make sense except through their inter-relations. The inter-relations constitute the “Structure” and there are laws that explain how the structure works. In anthropology the leading structuralist was Claude Levi-Strauss.

Syndicalism – revolutionary French trade unionism. Its leader was Georges Sorel, whose book was “Reflections on Violence.” Its high point was 1895. Syndicalists accept the Marxist idea of class struggle and the need for revolution, but they argue that the state should be destroyed and not merely captured. Their method is the general strike executed through trade unions. The idea is that the government will be replaced with a federation of unions that will collectively own the means of production and distribution. Then each industry will be administered by the workers organized into “syndicats.”

totalitarianism - The organization of a state that has complete control over every aspect of the individual's life and in which the goal of the individual is to serve the state. Nazi Germany, Soviet Russia, Communist China are all examples.

utilitarianism - Idea of Jeremy Bentham (1748-1832) that the object of conduct and legislation is to achieve, in the words of Francis Hutchison, “the greatest good for the greatest number”. There is a strong relativist component since the morality of an action is defined by its utility: does it cause pleasure or pain? Bentham defines "good" as that which gives pleasure or stops pain and "bad" as that which gives pain.

ultramontanism - Flavor of Catholicism that gives absolute obedience and allegiance to the Pope. Jesuits practice it. It finally prevailed over the Gallican and other nationalistic tendencies within the Church in the late 19th century.

Zionism - The idea that Jews should have a nation in the land of Israel. First articulated by Theodor Herzl in 1896, in response to anti-Semitism unleashed by the Dreyfus case.
ENGLISH DOMESTIC POLICY 1858-1914

Just Remember: Disraeli is Conservative. Gladstone is Liberal.

1848 – Public Health Act says annual death rate of 23% is unacceptable.

1850/1853 – Factory Acts establish 64 hour work week for all steam powered factories and mandates factories to close at 2 pm on Saturdays.

1851 – Great Exhibition in London in the glass and iron Crystal Palace. “Shilling days” calm middle class fears because the poor people behaved well.

1852 – Vaccination of infants made compulsory. It bolstered the 1840 Vaccination Act and further acts followed in 1858, 1867, 1871

1854-61 – Temperance Movement
   a. forbade opening publ is houses 2-4 pm on Sundays. (1854)
   b. closed London public houses between 1-4 (1864)

1855 – Nuisances Removal and Disease Prevention Act

1857 – Divorce becomes possible for men and women and divorce court established. Adultery by wife is grounds for men, but not enough for women.

1858 – Removal of disabilities on Jews.

1858 – Police legislation extened police force throughout England, Wales. (Scotland in 1869.)

1858 - India Bill ends power of East India Company. Government of India assumed by the Crown.

1858 – Medical Act gives guidelines for licensing physicians and surgeons.

1867 - Second Reform Bill. Suffrage goes to more than 1/3 of the adult males, which doubles the existing electorate.

2/68 – 12/68 Disraeli’s 1st ministry.

1869 – National Society for Women’s Suffrage founded

1868-1874 Gladstone’s 1st ministry
   a. Disestablishes the Church of Ireland (1869)
   b. Forster Education Act (1870) enables local government to establish public schools by taxes and religious instruction in public schools became non-compulsory and non-sectarian.
   c. First Married Women’s Property Act 1870. (1882 is the 2nd. By 1893 married women get same rights as single women.)
   d. 1870 attendance at elementary school becomes compulsory. 1891 fees are abolished.
   e. Army Regulation Bill (1871) eliminated purchase or sale of commissions in the army.
   f. Secret Ballot (an idea promoted a half century earlier by the Chartists) 1872
   g. Trade Union Act 1871 gives trade unions legal staus before the law
   h. Competitive civil service exams 1870
   i. Reorganization of the judiciary
   j. Elimination of religious tests for admission to Oxford and Cambridge
   k. Infant Protection Act 1872
   - protection of children in forster care
   - stricter requirements to register infant deaths
   - makes it easier for women to collect support from fathers of illegitimate children.
   l. Agricultural Childrens Act forbade employment of children under 8 in agriculture. (1873)
   m. Ballot Act establishes secret ballot.

1874-1880 Disraeli’s 2nd Ministry
   a. Public Health Act (1875) extended and codified laws on public sanitation, conditions in mines and
factories
b. Purchase of the Suez Canal (1875)
c. Artisan’s Dwelling Act (1875) regulated housing conditions of the poor.
d. Merchant Sailor Act (1876) regulated safety conditions for sailors
e. Berlin Congress of 1878, kept Russia from controlling the Black Sea.
f. Employees and Workmen Act facilitates trade unions bargaining and use of strikes.

1880-1885 Gladstone’s 2nd Ministry
a. 1880 First Employer’s Liability Act promotes workers compensation
b. Egypt is occupied
c. 1884 Franchise Bill adds 2,000,000 voters. Now ___ of adult males can vote.
6/1885-1/1886 1st Salisbury Ministry. He is a Conservative. (Disraeli died in 1881.)

2/1886-7/1886 Gladstone’s 3rd Ministry
1886 Gladstone’s stand on Home Rule for Ireland split the Liberal Party

7/1886-8/1892 Salisbury’s 2nd Ministry
1887 Coal Mines Regulation Act
1889 – Naval Defense Act, enacts the Two Power Standard. British fleet is to be equal in size to the next two biggest powers’ fleets combined. First Lord of the Admiralty, Sir John Fisher.
1892-1894 Gladstone’s 4th Ministry
Shortened labor hours and extended employer’s liability in accidents

1894-6/1895 Lord Rosenberg’s Ministry. (He is also a Liberal, but an imperialist nonetheless.)
He equalizes death duties on real and personal property and a graduated tax of 1-8%.

1895-1902 Salisbury’s 3rd Ministry
1897 – National Union of Women’s Suffrage Societies founded
1900 Labour Party organized. By now “Liberals” and liberals have abandoned laissez-faire economics and support government economic and social intervention.

1901 Taff-Vale Decision makes a union financially responsible for business losses incurred by the employer during a strike.
Death of Queen Victoria.
1902-1905 Ministry of Arthur Balfour, a Conservative.
Balfour Education Act reorganizes oversight boards from the 1870 law, makes secondary education the duty of the state. In five years the number of secondary schools doubles!

1906-1916 Liberal Ministry of Henry Campbell-Bannerman, followed by Herbert Asquith
a. 1906 Plural Voting Law eliminates the right to vote more than once.
b. 1906 Free School meals
c. 1906 First Dreadnaught launched
d. 1907 medical services provided to poor children
e. 1908 Children’s Act revises reformatories to alleviate cruelty and neglect
f. 1908 – Old Age Pensions
g. 1909 David Lloyd George becomes Chancellor of the Exchequer, declares a “war on poverty” in “the people’s budget.” It includes a surtax on incomes more than 5000 pounds, duty on undeveloped land and 20% tax on capital gains. The House of Lords threatened to veto the budget. The King threatened to pack the House of Lords with new peers. The Lords lost their right to veto, and now could only
delay passage of legislation.
h. 1909 Increases in sickness, accident, old-age and unemployment insurance.
i. End to restrictions on unions
j. The Labour party sent 29 MP’s to the House of Commons and the Taff-Vale Decision was overruled.
k. Inheritance tax and progressive income tax
l. 1909 Osborne Judgment says trade unions could not pay salaries of members elected to Parliament
m. 1911 The Parliament Bill is an act that deprives the House of Lords of all veto power in matters of money.
n. 1911 The National Insurance Act provides unemployment and health insurance. The law was modeled on the German law of 1889 and a contributory scheme.
o. 1911 MP’s finally get salaries
p. 1912 Minimum Wage Law

1910 Arson is first used in suffragist demonstrations.
1918 Britain finally gets UMS! Women, however, still have to wait.
**BISMARCK’S DOMESTIC POLICIES and what happened after he was fired**

- or -

If you can’t beat ’em, join ’em! (and then beat ’em!)

Essentially Bismarck does Realpolitik in domestic as well as foreign policy.

1864 – Pope publishes “Syllabus of Errors.”
1870 – Pope announces the doctrine of Papal Infallibility

1870-1880 – Economic Unification
- Mark becomes German unit of currence (1871)
- Gradual abolition of trade treaties within Germany (1873-1877)
- New commercial code 1875
- New Imperial Bank 1875

1871-1883 Kulturkampf, or “The Struggle for Civilization.” Important components include:
1871 Abolition of the Roman Catholic Department for Spiritual Affairs, which had been written into the constitution of 1850.
1872 Expulsion of the Jesuits
1873 May Laws/Falk Laws
- only priests educated in German high schools and universities to be appointed to German parishes
- eliminates papal jurisdiction over RCC in Prussia. The purpose was to eliminate the treat to the government posed by the Catholic Center Party, formed in 1870.
1875 - Civil Marriage is required
- Breadbasket Bill denies grants to churches whose clergy disobey Prussian laws
- All Catholic orders except those nursing the sick are dissolved.
The Kulturkampf had only limited impact outside of Prussia. It ended when Pope Leo XIII negotiated the problem 1878-1879.
1875 - SDP (Socialist Workingman’s Party) formed by fusing of Lassalle Socialists and Marxist Socialists. They favor the GOTHA PROGRAM that favors UMS and opposes violence.
1878 – Bismarck makes peace with the Catholics
- Attempt on William I’s life gives Bismarck the opportunity to enact anti-socialist law.
- Bismarck hosts the Berlin Congress to re-negotiate the settlement of the Russo-Turkish War. It undoes the Treaty of San Stefano. He says he’s just an “honest broker of the peace.”

1880’s Big Program of Social Legislation including:
1883 Sickness Insurance Law
1884 Accident Insurance Law
1889 Old Age and Invalidity Law
These laws try to undermine support for socialism, but fail.
1885 – Bismarck orchestrates the “Scramble for Africa” at the Berlin Conference.

1888 – Wilhelm I dies. His son, Frederick III dies soon thereafter.
1890 – in a fight with Wilhelm II over the socialists, Bismarck is forced to resign at the age of 75.
- Industrial courts to adjudicate wage disputes
- Repeal of anti-socialist legislation
- Sunday rest obligatory
- Workday employment of women and children restricted
1891 – Factory inspection efficiency increased
- workers get the right to negotiate with employers on conditions of employment
- formation of Pan-German League to support German colonization

1892 – Labor Department formed
- ERFURT CONGRESS called, in which the Socialists adopt a more strictly Marxist program. Argues that working class bonds transcend nationality, favors abolition of “class government,” universal equality in rights and duties without distinction of sex or rank. Demands universal suffrage, and change from indirect to direct voting.
- Cholera spread from the south of France to Germany.

1898 – First Naval Bill, Germany navy under Admiral Tirpitz
1900 – Second Naval Bill
1902 – Bulow tariffs protects grain production and heavy industry. Sign of upper class coalition of Junkers and industrialists. Economic nationalism.
1905 – Schlieffen Plan completed.
1912 – Army Bill substantially increases the size of the army.
FRENCH GOVERNMENTS 1852-1914
SECOND EMPIRE (1852-1871)
Governed by Louis Napoleon Bonaparte, Napoleon I's nephew, aka Napoleon III

DOMESTIC POLICY OF THE SECOND EMPIRE

Social:
1. Napoleon III made a love match with the Empress Eugenie.
2. Napoleon III supported hospitals, asylums and free medicine for the poor.
3. The Saint-Simonians called him the "socialist Emperor" because of the idea of using the government to organize the economy, organizing workers in 'military fashion.'
4. Baron Haussmann redesigns Paris. Makes the streets nice and wide so the people cannot barricade them in revolt. Also modernizes buildings, sewers, and water supply. It stimulated the economy as well.

Political:
1. Authoritarian institutions: Council of State (rule by experts; Senate (appointed) has nothing to do; Legislative body (elected by Universal Male Suffrage it could not initiate legislation. It also had no control over budget and no power over the army or foreign policy.
2. Political meetings are forbidden.
3. In 1850 Napoleon repealed universal male suffrage and then he brought it back again in 1851 to gain support of the radicals.
4. Napoleon III’s idea was a non-party state, not a one-party state.

Economic:
1859-1869: France builds Suez Canal. After 1875 the British government is the principal stockholder, but hey… Canal opens in 1869. The domestic policies enacted in the 1860’s are sometimes called “The Liberal Empire.”
1. Credit Mobilier bank develops industry. Credit Foncier (land bank) supports agriculture.
2. Limited liability corporations encourage investment, especially from the middle classes, legalized 1863
3. Unions, prohibited by the Le Chapelier Law of 1791 are gradually accepted. Right to strike gained in 1864.
4. Freedom of international trade. Treaty with Britain in 1860 leaves French industrialists miffed, so Napoleon III provided 40 million francs to help French businesses compete with Great Britain. His attempt to establish a free trade area with Belgium fails.
5. Napoleon III's labor commission defeated the 10 hour day.
6. French economy is still largely agricultural. Its capitalism was still mainly merchant capitalism rather than industrial capitalism.

Religious:
1. Falloux Law (1850) puts French schools under the supervision of the Catholic clergy.

FOREIGN POLICY IN THE SECOND EMPIRE

Although Louis Napoleon said "The Empire means peace" it did not really work out that way. He also did not realize the problems with favoring the "Principle of Nationalities."

1854 - Crimean War. England, France, Turkey vs. Russia. Russia loses.

1859 - War in Italy. Wins at Magenta and Solferino still result in huge casualties. Lead to separate peace with Austria, at Plombieres, at the expense of erstwhile ally Italy.

1860 – Recognizes expanded Piedmont in exchange for Nice and Savoy, supported by plebeclites.

1862-1867 - War in Mexico. Attempt to place Maximilian on throne fails.

1870 - Franco-Prussian War. Don't mess with Bismarck.

THIRD REPUBLIC (1871-1941)
Governed by lots and lots of ministers and presidents.

HOW THEY GOT THERE

9/1870 Napoleon III surrendered at Sedan.
A republic was proclaimed in Paris and the Provisional Government was headed by Leon Gambetta. Paris meantime was under siege by the Germans. It capitulated in January of 1871

2/1871 Elections were held for the National Assembly
Adolph Thiers was one of those elected

Terms of the Treaty with Germany: 1. An indemnity of 5 billion francs
2. Annexation of Alsace and Lorraine.

From March to May of 1871: PARIS COMMUNE made of radical republicans and moderate Republicans and miscellaneous socialists. Its goals were to:
1. enlarge the powers of the municipalities (de-centralize France.)
2. substitute the national guard for the standing army
3. separate church and state

ENEMIES of the Commune included Legitimists, Orleanistes, and Bonapartists.

When the fighting ended, Thiers became the President of the Third Republic. He said it was “The government which divides us least.”

DOMESTIC POLICY OF THE EARLY THIRD REPUBLIC
Social:
1. 1880 Anti-clerical laws were enacted including dissolution and dispersion of the Jesuits.

2. Primary education law made education for ages 6-13 free, mandatory and non-religious.
3. 1884. Law re-establishing divorce is enacted. It had been illegal since 1816.

4. 1905 "Laic Laws" separate church and state

5. The middle class is on the rise. Art flourishes. The first Impressionist Exhibition took place in 1874. The comforts and values of bourgeois society will hold France back in industrialization.

6. 1889 Paris Exposition featured the Eiffel Tower

Political: People are afraid of a return of "Jacobinism." Government therefore organized with a weak president and strong parliament. Its entire history is characterized by ministerial instability.

1. President Marshal McMahon tried and failed to dismiss a premier in the “Crisis of Seize Mai.” The power of the president proved safely limited.
2. 1884 unions were fully legalized.
3. 1886-1889 Boulanger Crisis threatens 3rd Republic, then collapses. Even though Pope Leo XIII urges the French Catholics to support the Republic, monarchists are still a threat.

4. 1892-1893 The Panama Scandal. Ferdinand deLesseps (who built the Suez Canal) was accused of mismanagement and corruption. He was trying to build the Panama Canal. “A man, a plan, but no canal!”

5. 1894-1906 Dreyfus Affair shatters any pretense of unity in the country. Emile Zola exposed the government's cover up in his famous article of 1898, "J'Accuse."
   1899 Dreyfus was pardoned
   1906 Dreyfus was fully exonerated.

It was a fight between Royalists and Republicans and also between Catholics and anti-clericals, with massive does of Anti-Semitism thrown in for good measure.

6. The issue of monarchy vs. republic is alive and well regardless of the fact that the Orleanists and the Legitimists cancel each other out. So-called "radical socialists" are really "radical republicans": patriotic and highly anti-clerical.

7. The machinery of government remained very much as it was under Napoleon I.
8. The "radical socialists" were the moderate left. Important ministers are Eduard Herriot (1924-1926 and Eduard Daladier (1938)

Economic:
1. Industrial workers remain less well off than their counterparts in England and Germany.
2. Workers strikes fail after World War I.
3. Raymond Poincare (a moderate conservative) devalues currency and "saves the franc" in 1926.
4. Social insurance protection enacted 1930.
5. Popular Front program (1936), under Leon Blum, defuses labor unrest and attacks the fascist opposition to the Republic.
   a. 40 hour workweek
b. nationalization of armaments and aviation industries begun.
c. Dissolution of fascist armed leagues
d. Reorganization of the Bank of France under government control.
e. Machinery established to arbitrate labor disputes.

6. Economic problems between the wars:
   a. flight of gold.
   b. slow industrial production.
   c. need to rearm
   d. price rises cancel wage gains.

Religious:
1. By 1870 Catholics are led to distrust government and turn from Gallicanism to ultramontanism. In short the influence of the pope gets stronger.

FOREIGN POLICY IN THE THIRD REPUBLIC

The Third Republic expected and feared another German attack, and wanted revenge for defeat in 1871.

After WWI France wanted to be sure that Germany was destroyed economically, politically and militarily. Versailles Treaty included war guilt clause, reparations, German disarmament.

Occupied the Ruhr Valley to force German payment of reparations in 1923.

1925 Treaty with Germany guarantees French and Belgian frontiers.
1925 French sign treaties with Poland and Czechoslovakia promising military aid in the event of their invasion by Germany.

1928 Kellogg-Briand Treaty signed in which 65 countries agreed to renounce war as a way to solve national and international disputes. Yeah, right. (Aristide Briand was the French foreign minister.)

Along with Britain supported "appeasement" of Nazi Germany until Poland was attacked in 1939.

TIME LINE FOR HIGHLIGHTS OF DOMESTIC POLICY IN FRANCE 1870-1914
1870 – It is the “government that divides us least.” (Adolphe Thiers)
1874 – Roussel Law regulates wet-nursing industry
   Child Labor Law: Children over 12 limited to 12 hours/day; children between 10-12 to work 6 hour days.
1880 – Educational reform: government secondary education for girls emphasized women’s roles as wives and mothers.
1881, 1882 – Ferry Laws provide free compulsory public elementary education without religious content under aegis of municipal commissions.
1884 - Trade Unions legalized. Divorce legalized.
1886-1889 – Boulanger Crisis
1889 – A law protected abused and neglected children by removing them from their homes in cases of immorality.
1892 – Cholera spread from Russia to the Mediterranean to Southern France.
   Labor legislation: minimum working age of 13 unless completed schooling by age 12
   Children under 16 limited to 11 hours/day
Women’s work limited to 11 hours/day
Meline tariff makes France one of the most protectionist nations.
1892-1893 – Panama Scandal/ Ferdinand de Lesseps
1893 – President Carnot stabbed by Italian anarchist Santo Caserio
1894-1906 – DREYFUS CASE
1895 – Confederation Generale du Travail (CGT) founded, based on syndicalist program of direct
action and general strikes. It is the program of Georges Sorel, who wrote the Reflections
on Violence (1906)
1897-1900 – Women’s legal position changed
- Single women allowed to witness acts of etat civil (1897)
- Business women granted rights to vote for judges of the tribunaux de commerce. (1898)
- Women admitted to the legal profession. (1900)
1898-1906 – Labor Legislation
- requires employers to provide workers compensation to employees (1898)
- established 10 hour day (1899)
- established 6 day work week (1906)
1899 – Charles Mauras and Leon Daudet founded Action Francaise and its newspaper of the same name seeking
restoration of the monarchy. It is elitist and does not appeal to the masses.
1905 – Unity of Socialists founded
- Law of Separation of Church and State
1907 – Reforms give women more rights within the family
- mothers gain some authority over their children as fathers
- unmarried women may exercise paternal control over their children
- married women gain control over monies they earned
1913 – law increases military service from 2 to 3 years.
DOMESTIC POLITICS IN ENGLAND, FRANCE AND GERMANY IN THE INTERWAR PERIOD

ENGLAND 1919-1939

1918 – Reforms of 1918 Representation of Peoples Act. Finally there is UMS and women over 30 who met minimum property qualifications could vote. It was the pay-off for women defense workers.
- Education Act provided compulsory elementary education between 5-14 and also limited child labor, halting children from leaving school at the age of 12.
1919 – Arbitration Act. Unions and employers must submit to court decisions.
1920 - Oxford lets women take degrees.
1921 - Emergency Unemployment Act. Increased payments to unemployed, about 1 million people.
1922 – BBC licensed as monopoly, nationalized in 1926
1923 – Matrimonial Causes Act gives women equality in divorce
1924 – Zinoviev Letter in which the 3rd International is alleged to urge British revolution. It is a fraud.
1925 – Britain returns to the Gold Standard, overvaluing the pound and making it more difficult to sell British goods abroad.
- Unemployment Insurance Act
1926 – General Strike in sympathy with the coal miners
1927 – Trade Unions Act declares general strikes illegal. Union membership drops 50%.
1928 - Parliament extends franchise to women on the same terms as men.
1929 – Great Depression begins. From 1929 to 1931 exports drop 50%
1930 – Coal Mines Act shortens work day.
- Protective Tariff Acts
1931 - England forced to abandon gold standard. Pound fell from par 4.86 to 3.49.
- Oswald Mosely wounds British Union of Fascists.

After 1933 there was a gradual recovery and rise in living standards and drop in unemployment.

1936 – Allen Lane founded Penguin Books, started the “paperback revolution.”
1938 – British Ministry of Labor recommends a weeks holiday with pay as a national standard.
- opening of national register for war service.
1940 – Food rationing begins. (It will last until 1954.)
- Women granted old age pensions at 60 years old.
1941 – National Service Bill lowered call-up age to 18.5 and women 20-30 liable to military service.
1942 – Beveridge Report supports national welfare programs from “the cradle to the grave.”
FRANCE 1914-1939

PREMIERS:
Georges Clemenceau 1917-1920
Raymond Poincare 1922-1924
Aristide Briand 1925-1926
Raymond Poincare 1926-1929
Lots of short ministries including the 2nd ministry of Herriot (1932)
Leon Blum 1936-1937
Eduard Daladier 1938-1940

Of Frenchmen who were between 20-32 in 1914, more than half were killed.
1916 – Income tax instituted.
1919 – Jury acquits Raoul Villain who assassinated Jean Jaures
8 hour day becomes obligatory
1920 Law prohibits artificial contraception and abortion. The percent of French women employed
fell slowly from 1921-1936.
1922 – Poincare’s program to force reparations from Germany leads to invasion of the Ruhr.
1923 – Compulsory military service reduced to 1 year.
1930 – National Workman’s Insurance Law

Between 1926-1930 the government tries to strengthen the economy by sending home foreign workers and by trying
to keep France on the gold standard.

1931 France uses high tariffs and quotas. Economic isolationism in the Depression, results in domestic cartel
arrangements: Industry agrees to cut production, share home market and keep prices at pre-Depression levels. Also
reduced the number of people liable to pay income taxes.

There are five short-lived ministries all concerned with keeping France on the gold standard and balancing budget
without resorting to inflation.

1932 – System of family allowances to aid poor families and fight low birth rates.
1933 – Stavisky Case. A Russian promoter involved in fraudulent bond issue. Royalists and
fascists try to agitate against the 3rd Republic.
1936 – Popular Front Ministry
- sit down strikes
- social reform
  a. 40 hour week
  b. nationalization of the Bank of France
  c. nationalization of the munitions industry
  d. compulsory arbitration of labor disputes
  e. vacations with pay.
  f. Government money spent on rearmament and fortification of the Belgian frontier.

This program cost a ton of moneyness and the value of the franc sank.

Government suppressed fascists groups that reformed as political parties. For instance the Croix de Feu emerged as
the Parti social francais (PSF)
A bill was passed devaluing the franc but not fixing its gold content.

1937 Discovery of royalist plot against the republic. The Cagoulards (Hooded Ones) were a terrorist group within the fascist movement.

1938 – End of Popular Front. Daladier leads France into World War II.

**GERMANY**

1917 – unrestricted submarine warfare marks the beginning of the end for Germany.
- Easter message ends 3-class suffrage system of voting. Replaced with equal, direct secret suffrage.
- Mutiny of sailors at Kiel
- Abdication of Emperor and proclamation of Republic.

1919- Spatacist Revolt
- Communist uprisings in Berlin and Munich
- Assassination of Kurt Eisner by conspiracy to re-establish monarcy
- Soviet Republic established in Bavaria

1920 – Kapp Putsch
1921 - Assassination of Matthias Erzberger
1922 - Assassination of Walter Rathenau

1923 – France’s occupation of the Ruhr Valley. Passive resistance. Government printed currency to support striking workers leading to hyper-inflation.
- Stresemann, leader of People’s Party, forms government whose goal is to the passive resistance and restore the economy
- Beer Hall Putsch. Hitler ends up in jail and writes *Mein Kampf*

1929 – Reichstag elections mark emergence of NAZI party as major force.
1930 – Complete evacuation of the Saar by allied troops.
1931 – Failure of Austrian bank Credit-Anstalt
1932 – 8/13 Hitler refused Hindenberg’s request that he serve as vice-chancellor under Papen.
- Hitler said all or nothing.

1933 – Hitler became chancellor, Papen became vice-chancellor.
- Fire in the Reichstage. Hitler blamed the fire on the communists.
- Hindenberg issued emergency decrees suspending constitutional guarantees.
- Reichstag passed Enabling Act that gave the government dictatorial powers.
- Germany became a national rather than a federal state.
- Secret Police formed – Gestapo
- National Socialist Democratic Workers Party becomes the only legal party.
- Nuremberg Laws passed, depriving Jews of their rights.

1934 – Night of the Long Knives, or, the Great Blood Purge. Destroys power of paramilitary SA. Ernest Roehm assassinated. Increases army support for Hitler.
1938 – Kristllnacht
1942 – Wansee Conference. Reinhold Heydrich proposed “Final Solution.”
THE PEACE OF AUGSBURG
1555
Ended Religious Wars in the HRE and environs that began in 1521
Who? HRE and miscellaneous German principalities

Terms: "Cuius regio eiu religio" The religion of the Prince is the religion of the people. Ecclesiastical Reservation
- Catholic Bishops who convert have to leave and let another Catholic take over. It's a big victory for Lutherans, but
Calvinists (and other forms of Protestantism) are not tolerated.

THE PEACE OF WESTPHALIA
1648
Ended the 30 Years War which began with the Defenestration of Prague in 1618
Who? France, HRE, miscellaneous German principalities, Sweden, Holland

Terms: Renews the Peace of Augsburg, but tolerates Calvinism. It is a checkmate to the Counter Reformation. HRE
loses the Swiss cantons and the Dutch. France gets parts of Alsace and Lorraine bishoprics. > 300 German states get
rights to conduct diplomacy and make treaties with foreign powers. (Bad news for the HRE.) HRE may make no
laws, enact no taxes, recruit no soldiers, or make war or conclude peace without consent of the imperial estates.
(More bad news.) Sweden gets bishoprics of Bremen and Verden and the west half of Pomerania, including Stettin.

Commentary: This peace marks the advent of the STATENSYSTEM. It forestalls German unification both
politically and economically. It frustrates the German Habsburgs. The mouths of German rivers are now controlled
by non-Germans: Oder, Elbe and Weser are controlled by the Swedes; Rhine and Scheldt by the Dutch.

THE PEACE OF UTRECHT
1714
Ended the War of Spanish Succession
Who? With the addition of England, the same powers who made the Peace of Westphalia

Terms: It partitions the world of Spain. British get Gibraltar and Minorca. The Duke of Savoy (aka Piedmont) gets
Sardinia and it becomes the KINGDOM of Sardinia (around which Italy will eventually unite) Austria gets Milan,
Naples, Sicily and Spanish Netherlands (soon to be Belgium) that become, of course, the Austrian Netherlands.
Louis XIV's grandson becomes Philip V of Spain with the understanding that the thrones of France and Spain will
never be inherited by the same person. France gives Britain Newfoundland and Nova Scotia and Hudson's Bay
Territory. France keeps Louis XIV's gains in Franche-Comte and Alsace/Lorraine. The Dutch get guarantees of their
security. "Dutch Barrier" forts are set up in Belgium. The Grand Duchy of Brandenburg becomes the KINGDOM
OF PRUSSIA, a BIG DEAL for the future of Europe. Britain gets the "assiento" from France (which they extorted
from Spain some years ago) It is the privilege of providing Spanish America with African slaves A BIG DEAL and
the privilege of importing goods into Spanish territories NOT A BIG DEAL because it only amounts to one ship
per year and in the end is not worth much. Imagined profits from this trade are used to support the South Sea
Bubble in England in 1720. In effect the STATENSYSTEM is confirmed.

TREATY OF AIX-LA-CHAPELLE
1748
Ended the War of the Austrian Succession which began in 1740
Who? France, Austria and Prussia

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Terms: It recognizes Frederick the Great's annexation of Silesia. He did it for *raison d'etat*! Austria gets to keep Belgium for the protection of the Dutch against the French. It proves the weakness of France straddled between Europe and overseas.

PEACE OF PARIS
1763
It ended the Seven Years War that began in 1756 (aka the "French and Indian War" if you are an American.)
Who? England and France

Terms: France cedes to Britain all French territory in North America east of the Mississippi. Canada becomes British. France cedes to SPAIN all holdings west of the Mississippi. France keeps Guadeloupe and Martinique - the British West Indies interest does not want competition anyway. France keeps commercial installations in India but is forbidden to build forts or pursue political ambitions with Indian princes.

Commentary: This treaty stimulates British economic interests in India and leads to political occupation of India by Britain. The British navy is decisive in defeating French ambitions in India. Once again France finds that she cannot battle on Europe and also across the ocean.

CONGRESS OF VIENNA
1815
Ended the Napoleonic Wars
Who: Everybody in Europe vs. France (Specifically Hardenberg for Prussia, Castlereagh and Wellington for Great Britain, Alexander I for Russia, Metternich for Austria and Tallyrand for France.)

Remember that Metternich had favored the Frankfurt Proposals in 1813 under which Napoleon would remain as Emperor and France would keep its "natural" frontier at the Rhine. Needless to say, neither Napoleon nor the Prussians would accept this idea.

It happened in three chunks:

First: The First Peace of Paris (after the Battle of Leipzig, or The Battle of the Nations)
   The Allies were lenient to France because they want to restore the Bourbons.
   1. France kept the borders of 1792, lots of which had not been part of France in 1789.
   2. France recognized the independence of the Netherlands, the German states, the Italian states and Switzerland.
   3. Britain restored French colonies except Malta, Tobago, St. Lucia and Mauritius
   4. The Allies abandoned claims for indemnity
   5. France promised to abolish the slave trade.

Second: The Congress of Vienna
   It was interrupted by Napoleon's return "The Hundred Days" and his subsequent defeat at Waterloo. The chief provisions were
   1. Restoration of Austrian and Prussian monarchies
   2. Austria got in addition: Lombardy and Venetia, Illyria and Dalmatia, Salzburg and the Tyrol (from Bavaria), Galicia.
   3. Prussia got in addition: part of the Grand Duchy of Warsaw (Posen and Danzig), Swedish Pomerania and
      Rugen (in return for which Denmark got Lauenberg), former Prussian possessions in Westphalia, and also
      Neuchatel, the greater part of Saxony (as compensation for loss of former possessions like Ansbach and
      Baireuth which were given to Bavaria, Friesland which was given to Hanover, and a large hunk of Poland
      which went to Russia. This problem was the BIG "Polish-Saxon Question" which held up negotiations.

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Tallyrand mediated the settlement.

4. Kingdom of Netherlands, ruled by the House of Orange, was formed. It now comprised the former Republic of Holland and the Austrian Netherlands. (It had been the Dutch Republic until 1795.) England returned the former Dutch colonies but not Ceylon or the Cape of Good Hope. So Belgium was is now a part of Holland and would be until 1832.

5. Creation of the Germanic Confederation to take the place of the now defunct Holy Roman Empire and also replacing Napoleon’s Confederation of the Rhine. The problem of “German Dualism” remained.

6. Poland: most of the former Grand Duchy of Warsaw was handed over to Russia and became the Kingdom of Poland, but with Alexander I as king. Poland got a liberal constitution, but of course it came to nothing. “Congress Poland” lasted 15 years and was then incorporated into Russia. Cracow became a Free City under the protection of Russia, Prussia and Austria. Alexander I, aka “The Liberal Tsar” was only partially satisfied because he wanted ALL of Poland, constitutional governments in all of Europe (but not, of course, in Russia) and an international system of collective security (to repress revolution, nationalism, and, naturally, constitutionalism.)

7. Restoration of legitimate dynasties in Spain, Sardinia (which received Genoa), Tuscany, Modena, and the Papal States.

Third: The Second Peace of Paris

1. France had to cede lots of land back to the Netherlands, Sardinia, Prussia and the Germanic Confederation.

2. France was restricted to the boundaries of 1790.

3. Seventeen fortresses on the north and east frontiers were to be garrisoned for not more than five years by Allied troops. France had to pay their expenses.

4. France had to pay an indemnity of 700,000,000 francs for the expense of the war.

5. Art treasures that France had taken from all over Europe had to be returned to their rightful owners.

Long Term Consequences: It was the last peace made without reference to “nationalism.” Aspirations for Italian and German unity were squelched. The idea of the Congress System to repress rebellion did not work in practice, although it led to the Holy Alliance” of conservative (or reactionary) monarchies, Prussia, Russia and Austria. It was an official “Boo” to democracy as well as nationalism. Nevertheless, as conservative as it is, the Congress of Vienna is NOT completely reactionary because it does not go back to feudalism, and because it keeps the domestic reforms established by the French Revolution and Napoleon even though the Bourbons were restored.

Changes in Prussia:

Political under Stein (who says he’s not “Prussian,” but “German”) and Hardenberg

1. Property exchange permitted between classes.


3. Finally serfdom is legally abolished everywhere.

Military under Gniesenau and Scharnhorst

1. Enhanced patriotic feeling from American Revolution

2. Mobilization of “national energy” from French Revolution and increased equality

3. Meritocracy in officers.

Changes in “Germany”:

a. The King of England becomes the King of Hanover.

b. 39 “German” states (including German speaking Austria and Prussia) become part of the “German
Confederation.
c. Kings of Bavaria, Wurttemburg and Saxony remain.

Domestic Changes in France:
1. Constitutional Charter
2. Bourbon Restoration
3. Confirms relations with Roman Catholic Church and disposition of church property established under Napoleon
4. Confirms Napoleonic Civil Code
5. Confirms 83 *departements* of France
World War One:

Allies had previously signed the Treaty of St. Germain with Austria. By this treaty (and Versailles subsequently) Germany and Austria were forbidden to unite.

Versailles Treaty with Germany. Based on Armistice of 11/11/18. Germany loses colonies to England, France and Japan. Accepts War Guilt. Agrees to pay reparations, the amount of which will be determined later. Returns Alsace-Lorraine to France. Agrees to limit armaments and size of army. Rhineland occupied. League of Nations founded. "Cordon sanitaire" built up around Soviet Russia. Yugoslavia, Czechoslovakia, Estonia, Latvia and Lithuania created based on principle of self-determination. Danzig Corridor gives newly created Poland an outlet to the sea. German navy to be converted into merchant ships but the Germans sink it first! German army limited to 100,000 men and they are not allowed to recruit. Means the Junkers stay in place as the military leadership. France gets control of the Saar coalfields for fifteen years.

World War Two:

Atlantic Charter (1941): agreement between FDR and Winston Churchill: peace based on sovereign rights and self-government of countries deprived of them by Nazis. Equal access to world trade and resources.

Casablanca Conference (January 1943) Includes Roosevelt, Churchill and de Gaulle. War aim announced as "unconditional surrender."

Teheran Conference (12/1943) between Roosevelt, Churchill and Stalin. Allies decide on Channel crossing in 1944. Stalin agrees to start an eastern front at the same time. The allies do not discuss post-war disposition of territory the Soviets will undoubtedly occupy. Churchill wants to, but Roosevelt fears it will hurt the coalition. D-Day is June 6, 1944

10/44: Churchill talks to Stalin about "spheres of influence" in post-war Europe. Roosevelt thinks these ideas are wrong-headed and old-fashioned. Sound familiar?

Yalta Conference (2/1945): Stalin, Churchill and Roosevelt decide the fates of Poland, Eastern Europe, Germany, the war in the far east and more. At this meeting they decide to partition Germany. Russia already controls Poland and has established a friendly government there. "Declaration on Liberated Europe" doesn't mean much, but calms down Britain and the U.S. for the time being. Poland's eastern border set at the Curzon Line, the border of 1919. The Western border is set at the Oder-Neisse River. Soviet Union granted half of whatever reparations are decided upon - not unreasonable since they suffered the most casualties. Russia exacts "payment" for joining the war against the Japanese: return of territory lost in the Russo-Japanese War.

Potsdam Conference (7/1945) Roosevelt is dead by now so the U.S. is represented by Harry Truman. Churchhill is replaced mid-conference by Labour Party leader Clement Attlee. Stalin is still Stalin. Polish-German border is set at the Neisse River. It is farther west than imagined before because Russia is expanding west at the expense of Poland. German East Prussia is divided between Russia and Poland. Germans forced to flee without possessions from these formerly German lands, and also from Czechoslovakia. Konigsberg, Stettin, Breslau, Danzig become Kaliningrad, Szczecin, Wroclaw and Gdansk.

No final peace treaty is signed with Germany because there is some question about what Germany actually is. The Soviets have occupied about half of it, leaving the other half to the Western allies. Eventually these will become the German Democratic Republic (East Germany) and the Federal Republic of Germany (West Germany.)
At this conference the Allies make plans for post-war Germany: 1. disarmament 2. dissolution of NAZI institutions 3. trial of war criminals 4. encouragement of democratic ideals 5. restoration of local self-government and democratic political parties 6. freedom of speech, press and religion.

There will also be economic restrictions: 1. prohibition of manufacture of war materials 2. controlled production of metals, chemicals and machinery essential to war 3. decentralization of German cartels 4. emphasis on agriculture and peaceful domestic industries 5. control of exports, imports and scientific research.

8/8/45 Russia declares war on Japan. Just as they said they would, but a little too late.
1945 - All anti-axis powers meet at San Francisco to establish the United Nations. It's the League of Nations, one more time, but this time they were thinking about Santayana, who said "Those who do not learn from the past are condemned to repeat it." The United States deigns to join this go-round.

1945-1952 - United States military occupation of Japan. During this time the U.S. tried to foster democratic institutions (although the Japanese kept their Emperor) and revive the Japanese economy. It worked.

1947 - Marshall Plan announced to fund rebuilding of Europe, including West Germany. Partly humanitarian, partly anti-communist. It worked.

1951 – U.S.A. makes peace treaty with Japan.
1956 - Russia makes peace treaty with Japan.

So, was Santayana right?
DOMESTIC POLICIES IN E, F AND G
1945-1991

ENGLAND

Remember: The Beveridge Report of 1942, under a coalition government led by Winston Churchill set forth the idea of a welfare state in which citizens’ needs were met by the government from “the cradle to the grave.”

1945 WINSTON CHURCHILL (CONSERVATIVE)

1945-1951 CLEMENT ATTLEE (LABOUR)
- sets up National Health Service
- nationalizes coal, steel and railways
- maintains food rationing
- wage restraint and cuts in spending

1951-1955 WINSTON CHURCHILL
- keeps the new welfare state created by Labour
- promises full employment
- nuclear testing, first the A-bomb and then the H-bomb
- Harold Macmillan wins big points by fulfilling Tory promise to build 300,000 houses a year
- Food rationing finally ends in 1954

1955-1957 ANTHONY EDEN (C)
- economic stagnation in 1957-1958

1957-1963 HAROLD MACMILLAN (C)
- Commonwealth Immigrants Act ends unrestricted immigration from former colonies and Commonwealth states.
- Beginning of decade long expansion of universities
- Britain forms the EFTA with Austria, Denmark, Norway, Sweden and Switzerland
- Economic boom in 1959-1960
- Unemployment reaches 800,000 during the winter of 1962
- During these years standard of living is improving for the Brits
- 1958 race riot in Notting Hill (Hugh Grant where are you now that we need you?)

1963-1964 ALEC DOUGLAS-HOME (C)
- DeGaulle refuses Britain’s request to join the Common Market

1964-1970 HAROLD WILSON (L)
- tries to establish link between higher wages and economic productivity
- Prices and incomes regulated by government board established in 1965
- 1967 economy gets bad and sterling is devalued.
- Wilson extended state control and renationalized steel
- Labour government is financially dependent on labor unions so they have a hard time curbing the power of the unions and stopping strikes.
- 1967 DeGaulle once again refuses Britain admission to the EEC
- ongoing commitment to expansion of university education begun by the Conservatives

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1970-1974 EDWARD HEATH (C)
- tried to cure the “British disease” of economic inertia by market-oriented approach: diminished subsidies and welfare, reward hard work, reduced taxation, abandon wage control. Social programs cut.
- OOPS! We lied! Rolls-Royce rescued and taken into public ownership in 1971.
- Labor unions’ rights restricted in Industrial Relations Act of 1971, the beginning of an economic downturn.
- 1973 rise in oil prices makes everything worse and Heath government resorts to draconian wage and price controls
- 1974 miners strike against government wages policy. Industry forced to a three day work week
- And on the plus side, Britain finally gets in the EEC now that DeGaulle is dead

1974-1976 HAROLD WILSON (L)
- Inflation reaches 24 percent and wage settlements were even higher, showing the failure of the Social Contract. Wilson goes back to compulsory pay policy

1976-1979 JAMES CALLAGHAN (L)
- The economy still stinks and the leaders still blame trade unions and high wages.
- Britain’s effort to maintain the sterling’s dollar exchange rate screwed up her balance of payments so badly that she needed to take a big loan from the International Monetary Fund, which was conditional on cutting public spending. It curbs inflation, but increases unemployment. Standard of living of the working people goes down.

ENGLAND

1979-1990 MARGARET THATCHER (C)
- She comes in promising radical change. The state industries would be made so efficient that they could do without subsidies and then they would be sold back to private owners.
- Power of trades unions would be curtailed.
- Direct taxation to be reduced
- Social benefits restricted to those who could not help themselves, not strikers or slackers.
- “sound money” policy supposed to restrict inflation
- Conservatives had promised to honor prior pay agreements led to increased wages. That, combined with second oil price rise of 1979-1980, brought inflation to over 20%.
- 1983-1987 British Telecom, British Airways and British Gas all privatized.
- More restrictions on unions from Trade Union Reform Act.
- National Coal Board under Ian MacGregor strikes fear in miners. He had a reputation for ruthlessness in rationalizing the steel industry, causing the loss of many jobs. Year long strike begins in 1984 and ends in defeat a year later.
- Inflation falls from 11 percent in 1981 to 4.4 percent in 1985-87.
- By 1987 those people with jobs were better off than ever before.
- HOWEVER in 1988, after six years of growth, after the stock market fall the economy started to get bad again. Trade balance slipped. Tax cuts helped the rich, but not the poor (just like Reagan in the United States) and inflation began to rise.
- THATCHER was a VERY HEAVY HITTER whose ideas reversed a lot of previous policy and ideology. She destroyed the power of the trade unions and rejected the ideals of the Beveridge Report.
She restricted welfare, removed government ownership of industry, reduced direct taxation. WHAT SHE DIDN’T DO was destroy free state education, social security or the universal health provision, mostly because the British people strongly favored them.

- Homeownership went up from just over 50% to 66%, the highest in Western Europe
- THE OTHER THING SHE DID was to succeed in increasing inequality – again like Reagan. The wealthiest 20% gained nearly 1/3 more income, while the poorest gained only 1%. There was an absolute growth of long-term unemployment. It went up from 6 % to 19% between 1979-1987. Naturally, crime increased as well.

ENGLAND

1990-1997 JOHN MAJOR (C)
- Recession starts
- Interest rates raised
- Poll tax replaced with a modified property tax in 1993
- Britain entered the European Community Exchange Rate Mechanism (ERM) in 1990 at a high exchange rate, hoping that it would hold down inflation. Instead it lead to increased unemployment.
- 1991 Major negotiates favorable terms at the Maastricht treaty.
- Inflation goes down in 1992, but unemployment continues to go up.
- 1992, Britain leaves the ERM because the exchange rate cannot be held. Leads to the devaluation of the pound.
- 31 coal pits are closed and the miners are out of work.
- Rising budget deficit as the costs of unemployment increase while tax revenue falls. House prices fall. Unemployment is still about 3,000,000.
- 1995 government makes great strides in negotiating end to violence in Northern Ireland. Outcome still uncertain.
- Mad Cow Disease scares everybody.

1997- TONY BLAIR (L)
- Britain supports United States in attack on Iraq.
- Scotland gets its own Parliament for domestic issues
- Britain keeps the pound while the majority of Europe switches to the Euro

FRANCE
(By the way, there were twenty-two governments from December 1946 to May 1958. DeGaulle left in a huff in January 1946, some would say triggering the chaos.)

1945-1948 were years of acute inflation and shortages. Wholesale prices tripled but wages lagged behind.

There was a short period of comparative price stability between 1952-1955.

Between 1944-1947 the French government brought into public ownership and control the Renault motor works, Air France, the Bank of France and other large private banks and also insurance, gas, electricity and coal-mining.

FOURTH REPUBLIC

BTW: In the early 50’s the French government tried to ban the importation of Coca Cola for fear it would damage
the French wine industry! It did not work (surprise!) and after a short time the ban was lifted.

1947-1954 Vincent Auriol
- Jean Monnet organizes the first Five-Year Plan to promote France’s recovery and modernization. It went from 1947-1952/4, concentrating on modernization of the major industries and also agriculture, fertilizers and transportation. But it did not address the needs of the workers for better housing or consumer goods.
- The Second Plan went from 1954-1957.
- France DID become more able to compete with West Germany, and more jobs were created. Unlike West Germany, however, there was not a substantial increase in the labor force.

1954-1959 Rene Coty
- European Coal and Steel Community initiated. It was the brainstorm of Robert Schumann. It pools French and German production of coal, iron and steel, with other countries having the option to join. Jean Monnet was the first president of the ECSC.
- 1957 Treaty of Rome creates the European Economic Community
- Between 1958 and 1962 industrial production grew by almost 25%. Trade between West Germany and France tripled.
- Inflation began again around 1957, leading to hard economic measures to control it including devaluation and higher taxes. Discontent was expressed in lots of strikes.
- Conflict over the French response to the War of Algerian Independence brought down the Fourth Republic, and brought back De Gaulle.

FRANCE
FIFTH REPUBLIC

1959-1969 CHARLES DE GAULLE
- Economic growth accelerated between 1958-1969 both in industry and agriculture.
- Between 1949 and 1969 the average annual growth was 4.6% in the 1950s and 5.8% in the 1960s
- The number of farms decreased by 1/3 between 1955-1970. By the end of the 1960s agriculture employed only 16% of the working population, compared to 25% just after World War II.
- To fight inflation the franc was devalued and a new franc was introduced.
- Full employment was maintained until 1969-9, and then unemployment came to no more than 4% of the working population.
- The Revolutions of May 1968 shattered France. It was a revolt against authority, especially the hereditary elite, especially in the professions and the universities. Also a revolt of youth against age (as it was all over the West.) People took to the streets.
- Especially famous is the Marxist student radical Daniel Cohn-Bendi
- The workers did not make common cause with the intellectuals and students, although they also had grievances such as decline in real wages, and rising unemployment. Just like in pre-Revolutionary France.
- de Gaulle insisted that France maintain its own nuclear weapon arsenal. The force de frappe was not supposed to challenge the Americans or the Soviets, but just supposed to show that France was an important power.
- De Gaulle resigned in a huff in 1969
- De Gaulle insisted that when one thought of France one thought of glory!

1969-1974 GEORGES POMPIDOU
- set in motion an austerity program to combat inflation and to get a loan from the International Monetary Fund (same as England). It led to a bunch of strikes.
- French industry was still not competitive, so exports lagged behind those of other countries.
- Gross Domestic Product between 1969 and 1973 grew by an annual average of 5.6 per cent while inflation was contained and unemployment kept low.
- French agriculture was not competitive so Pompidou got a good deal for French farmers from the Common Market partners in exchange for letting Britain in the EEC.

FRANCE

1974-1981 VALERY GISCARD d'ESTAING
(He was the right-centre coalition’s candidate)
- He was sympathetic to women’s rights and gender equality. Reforms include benefits for single parents, legalized abortion, easier divorce laws and better funding of health programs, increases in the minimum wage. Restrictions were placed on excessive state controls and intrusions into private life, such as telephone tapping.
- JUST LIKE ENGLAND the “stop-go” pattern led to a reverse of this pattern, to counteract the ensuing recession. Not surprisingly inflation increased, as did wages that led to an increase in imports and a deteriorating balance of trade.
- 1976 Raymond Bare took over as finance minister and he wanted to use the West German model of free-market economy. The Bare Plan began with savage austerity that both reduced inflation and increased unemployment.
- 1978 began a step-by-step program to free industry from government regulation. In state controlled industries subsidies were reduced and troubled industries were no longer bailed out.
- The Barre Plan started working in 1978 when France had a favorable trade balance, increased industrial output and reduced inflation. Then the second oil price rise messed everything up again, and they started the austerity, deflation policy again. People didn’t like it and as a result the Socialists won the next election.

FRANCE

1981-1995 FRANCOIS MITTERAND
(He led the Socialist Party with coalition support from the Communists)
- Legislation to strengthen civil liberties, increased taxes on wealth, increased minimum wage and welfare.
- The Deferre Law gave more power to elected regional councils while the role of centrally appointed prefects was reduced.
- Industries were nationalized including armaments, metallurgy, electricity, computer, chemical, pharmaceutical, and insurance and banks. Almost 1/3 of all industry was now in public ownership. (Less than 20% had been before 1982.)
- A “Recovery Plan” pumped money into the French economy, created jobs in house building and civil service, raised the income of the poorest in society and increased investment in the public sector. The idea was that higher taxes and nationalization would pay for it all, but it did not.
- In 1981 unemployment rose to 2 million and inflation went over 15%. The budget deficit forced a devaluation of the franc.
- In 1982 Mitterand did an “about face” and switched to austerity policies and cuts in public spending. The French economy got better; the policies were not unlike those of Giscard and Bare.
- In the 1986 elections the big scare was that a fascist party called the National Front gained almost 1 in
10 votes. Its leader was Jean Marie Le Pen. Soon after the policy of proportional representation in national elections was reversed which limited the power that the National Front could command. (Le Pen was assassinated in 2001.)

- Between 1986-1988 inflation fell to between 2 and 3%. Nevertheless unemployment remained higher than 2.5 million and continued to go up till it reached 10% into the 1990s. Meantime the National Front continued to gain support.
- 1993 the biggest issues in France were continued recession and unemployment.
- Mitterand’s main legacy was a huge number of construction projects around Paris including a new entrance pyramid at the Louvre designed by I. M. Pei, and a new National Library.

1995- JACQUES CHIRAC
(He was the leader of the moderate right.)
- A strong franc hurt French chances for exports.
- He strongly supported the Treaty of Maastricht
- France opposes United States policy in war with Iraq.
- French Academy bans use of the term “email” to limit pollution of French with English, especially American, words. People are supposed to use “couriel” instead.

GERMANY

1949-1963 Konrad Adenauer
- FRG organized under the Basic Law. It avoided many of the weaknesses of the Weimar constitution.
- Ludwig Erhard makes economic policy “social-market economy”: free enterprise and competition on the American model but working people would be protected with wide-ranging social security measures. (shades of Bismarck)
- Currency reform of 1948 (which triggered the Berlin Blockade) brought back stability and confidence.
- Marshall Plan helped stimulate recovery.
- Positive response to the Schumann Plan
- Pro-West, anti-communist, tried to quiet French fears.
- Wiedergutmachtung, domestic restitution policy.
- 1954-1958 unemployment reaches 7%
- From 1958 until 1973 it never exceeded 3% and between 1961-1966 it was less than 1%.

1963-1966 Ludwig Erhard
- low unemployment brought about attraction of “guestworkers” mostly from Italy and Turkey.

1966-1969 Kurt Georg Kiesinger
- between 1965-1967 the Gross National Product grew by less than 2%.

1969-1974 Willy Brandt
- Accepted existing frontiers of the Federal Republic and recognized the GDR
- Ostpolitik based on five treaties
- Extricated Germany from Hallstein Doctrine that said that the FRG would cut off relations with any country except the USSR that recognized the GDR.
- Between 1969-1975 the annual growth of the Germany economy fell from 8 to 1 percent.
- 2.6 million guestworkers in the FRG in 1973

1974-1982 Helmut Schmidt
- Kept inflation below 6% in spite of inheriting the problems of the oil shock and a severe depression in 1974-5.
- Unemployment kept to between 4-5%.
- In 1982 unemployment was up to over 7%.

GERMANY
1982-1990 Helmut Kohl
- Rise of the Green Party, founded in 1979, supporting a mixture of left-wing causes, including anti-nuclear and environmental concerns. They attracted a lot of younger people.
- Economic recovery began in 1984 and continued until 1987. In 1986 there was no inflation at all! Exports boomed, the trade surplus grew larger but unemployment hardly improved. 9% of the workforce (about 2 million people) was unemployed.
- Development of the “underclass” of immigrants, mentally ill, drug addicts and so on.
- Desire to limit the number of asylum seekers, Gastarbeiter

1990 –President Helmut Kohl (Germany Reunified)
- exchange of East German marks one for one with West German marks.
THE FACTS YOU NEED TO KNOW
MAPS YOU ABSOLUTLEY NEED TO KNOW

1. Lands controlled by Charles V, HRE
2. Lands contested and conquered by Louis XIV
3. Partitions of Poland
4. Lands acquired by Peter the Great
5. Lands acquired by Catherine the Great
6. Political Europe after War World I
7. Europe after the Congress of Vienna
8. France and Europe under Napoleon
9. Unifications of Germany and Italy
10. British and French Empires post 1871-1945
11. Africa 1885-1914
THE DATES YOU ABSOLUTELY NEED TO KNOW

1348 - The Black Plague hits Europe. Drives up the price of people. Disrupts the heck out of social, political, economic and religious activity.

1453 - Turks take Constantinople. End of 100 Years War. France Wins.

1455 - Bible printed.

1469 – Ferdinand and Isabella marry and begin unification of Spain

1485 - War of the Roses ends. Henry Tudor becomes Henry VII.

1492 - Columbus sailed the ocean blue.

1517 - Luther nails up his 95 Theses.

1519 - Charles V becomes HRE. Europe scared of Hapsburg hegemony. (Period of Hapsburg supremacy lasts from 1519-1656)

1521 - Diet of Worms.

1527 - Rome sacked by HRE. Machiavelli dies. Two good reasons to call this year the end of the Renaissance.

1529 - Siege of Vienna by the Turks. A close call for Christian Europe.

1545 - Council of Trent starts the Catholic Reformation. Potosi Silver mines in Peru discovered.

1555 - Peace of Augsburg: religion of the prince is religion of the people.

1556 - Charles V abdicates as HRE, goes to live in a monastery.

1588 - Spanish Armada defeated by England.

1589 - Henry IV becomes the first Bourbon king of France.

1598 - Edict of Nantes.


1642-1648 - English Civil War. Oliver Cromwell takes control.

1643-1715 - Louis XIV, The Sun King, rules with the help of Mazarin.

1660 - Restoration of the Stuarts in England.
1688 - Glorious Revolution.

1701-1714 - War of Spanish Succession, ends in Peace of Utrecht, which creates the Kingdom of Prussia. France severely weakened; England emerges as strongest European country.

1720 - "Bubbles" burst in England and France

1740 - Frederick II "The Great" begins reign.

1740-1748 - War of Austrian Succession, in which Frederick II seizes Silesia, even though Maria Theresa of Austria gets to keep her throne.

1756-1763 - Seven Years War, ends in Peace of Paris.

1772- First Partition of Poland.

1776 - American Revolution begins and Adam Smith writes Wealth of Nations.

1789 - French Revolution begins.

1793 - Second Partition of Poland.

1795 - Third Partition of Poland.

1804 - Napoleon proclaims himself Emperor.

1806 - HRE bites the dust.

1815 - Congress of Vienna restructures Europe after Napoleonic Wars.

1830 - July Revolution removes Bourbons from France and replaces them with Louis Philippe, Orleans family.

1832 - First English Reform Bill.

1846 - Corn Laws repealed in England.

1848 - 1) Lots of European revolutions. Metternich flees to England. 2) Louis Phillippe ousted, replaced by Napoleon Bonaparte beginning of Second Republic. 3) Karl Marx writes the Communist Manifesto.

1852-1870 - French Second Empire

1854-1856 - Crimean War

1859 - Darwin's Origin of Species

1861 - 1) Alexander II frees the serfs in Russia
           2) Italian unification completed, except for Rome

1867 - 1) Formation of the Dual Monarchy 2) Seven Weeks War.
1870 - Franco-Prussian War; German unification completed. Start of the French Third Republic.
1878 - Berlin Congress settles problems between Russia and Ottoman Empire.
1885 - Berlin Conference. European powers carve up Africa.
1890 - Bismarck fired by Kaiser William II.
1894-1906 - Dreyfus Case.
1899-1902 - Boer War
1904-1905 - Russo-Japanese War.
1905 - Russian Revolution of 1905.
1906 - Algeciras Conference.
1911 - Agadir Crisis.
1912-1913 - First and Second Balkan Wars.
1914-1918 - World War I.
1917 - 1) Russian Revolution. Civil war continues until 1920.
        2) Balfour Declaration.
1922 - Mussolini takes over Italy
1929 - The Great Depression.
1933 - Hitler appointed German Chancellor.
1935 - Nuremberg Laws.
1936 - Spanish Civil War.
1939 - World War Two begins.
December 7, 1941 - A day that will live in infamy. Japan bombs Pearl Harbor.
June 6, 1944, D-DAY
1948 - Israel created. Apartheid instituted in South Africa.
1949 - Communist Chinese win civil war. NATO organized.

1954 - Defeat at Dien Bien Phu leads to French departure from Vietnam. Enter the USA.

1961 - Berlin Wall Built.

1989 - End of Communist regimes in Eastern Europe.

1991 - Dissolution of the Soviet Union and Treaty of Maastricht
WORD CHRONOLOGY FOR EURO

Black Death - Death drives up the price of people. Accelerates the end of feudalism
COMMERCIAL REVOLUTION (1)
Renaissance - comes in two flavors: North (Germany) and South (Italy)
New Monarchies: England, France and Spain.
Kings UP/Nobles DOWN

AFTERLIFE DOWN/THIS LIFE UP

Opening of the Atlantic/ Golden Age of Spain /Price Revolution/Commercial Revolution (2)
Tudor England (1st Enclosure: people off/sheep on)
Years of Hapsburg Power start here (1519)

Mercantilism

Reformation: POPE DOWN/INDIVIDUAL UP
Catholic (or Counter) Reformation
Religious Wars end in the Peace of Augsburg
Religion of the Prince is the religion of the people.

SCIENTIFIC REVOLUTION STARTS HERE

French Wars of Religion: Valois out/Bourbon in.
Revolt of the Netherlands and Defeat of Armada
Thirty Years War / Balance of Power/ Peace of Westphalia.
Years of Hapsburg power end here. SPAIN down, FRANCE up.

English Civil War/Oliver Cromwell/Restoration/Glorious Revolution
Age of Louis XIV "Here Comes the Sun King. Everybody's happy..."
War of Spanish Succession ends in Peace of Utrecht - "Hello, Prussia!"
In the economy, after Louis XIV's wars, FRANCE down, ENGLAND up.

ENLIGHTENMENT
American Revolution/Partitions of Poland/French Revolution/
Second Enclosure Movement/Enlightened Despots
RELIGION down, REASON up.

CAPITALISM
INDUSTRIAL REVOLUTION (starts around 1760)
Adam Smith/Wealth of Nations (1776)
FRENCH REVOLUTION
NAPOLEONIC WARS/Congress of Vienna
(Goodbye Enlightenment)
ROMANTICISM/NATIONALISM/LIBERALISM
Socialism/Communism (1848)/Suffrage Reform in England
REASON down, EMOTION up
Revolutions of 1848 - Goodbye Metternich
EMOTION down, MANIPULATION up

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Realism and REALPOLITIK
Unification of Italy and Germany/Rise of IMPERIALISM
Positivism/Belle Epoque
Fin de Siecle

World War One
Versailles Treaty
Unexpected Devastation leads to ISOLATIONISM
New governments created based on SELF-DETERMINATION

Russian Revolution

Great Depression/World Wide Depression/Rise of Fascism
Holocaust
Appeasement/World War Two

Fall of Imperialism/Cold War
End of European economic supremacy
Beginning of the "Post-industrial Age."

Fall of Communism
Treaty of Maastricht – Beginning of European Unity
EXTRA ADDED ATTRACTIONS
THE DEFAULT SETTINGS FOR EUROPEAN HISTORY
- or -
What To Say When You Don't Know What Else To Say

1. For European foreign policy before 1714: "They were afraid of Universal Monarchy."

2. For European domestic problems before 1789: “The ongoing fight between the King and the nobles...” - or -
   “The ongoing fight between the King and the Pope...”

3. For Russian foreign policy, whenever: "Warm water ports..."

4. For foreign and domestic policy after 1789: "...because of the French Revolution..."

5. Domestic social, political and economic policy after 1760 and especially after 1850 all the way up to 1914:
   "...the rise of the Middle Class..."

6. Domestic policy after 1789 and until about 1884: “They were afraid of the mob.”

7. For the Scientific Revolution: “paradigm shift.”


9. For Colbert’s economic policy under Louis XIV: “Five Great Farms.”

10. Why Europeans were so good at conquering non-Europeans before 1600: “They had germs and guns.” After
    1600: “The had guns.” Regarding China: “They had boats and guns.”

11. The long-term result or consequence of every problem or event in foreign policy or diplomacy after 1714:
    World War One

12. For political, diplomatic, economic, social, military, cultural and intellectual history from 1914-1945: “World
    War One changed everything.”

13. For England: “It’s all about me and my stuff.”

DEFAULT IDEAS FOR EUROPEAN HISTORY

1. More food equals more people (except in the 20th century.)
2. In Europe, more people IS GOOD! People are a natural resource.
3. Whenever you think or write about women remember to specify WHAT CLASS they come from.
4. In Early Modern Europe it’s all about the kings versus the nobles, or the kings versus the church.
5. In the long run, if it’s a conflict between imperialism and nationalism, bet on nationalism!
WHAT'S IN A NAME?

The Citizen King: Louis Philippe de Orleans
The Liberal Tsar: Alexander I
The Liberal Pope: Pius IX (1846-1878)
The Socialist Emperor: Louis Napoleon Bonaparte aka Napoleon III
The Tiger of France: Georges Clemenceau
The Tsar Liberator: Alexander II
The Merry Monarch: Charles II of England
The Virgin Queen: Elizabeth I of England
The Patriot King: George III of England
The Great Commoner: William Pitt the Elder
The Incorruptible: Maximilian Robespierre
Darwin's Bulldog: Thomas Huxley
The People's Friend: Jacques Hebert
The Iron Chancellor: Otto von Bismarck
The Pretender: James Edward, son of James II of England
The Young Pretender – Charles Stuart aka “Bonnie Prince Charlie” son of James Edward
The Bride of the Revolution – Lenin’s wife, Krupskaya
FAMOUS PHRASES

"L'Empire, c'est la paix" (Napoleon III)

"L'etat, c'est moi." (Louis IV)

"Apres moi, le deluge." (Louis XV)

"A chicken in every pot." (Henry IV)

"Paris is worth a mass." (Henry IV)

"Religion is the opiate of the people." (Karl Marx)

"What is the Third Estate? Everything." (Abbe Sieyes)

"What is property? Property is Theft." (Prudhon)

They never said it, but they should have

“If you can’t join ‘em, beat ‘em.” (Jean-Jacques Rousseau)

“If you can’t beat ‘em, join ‘em. And then beat ‘em.” (Otto Von Bismarck)
HOW TO RUN A EUROPEAN COUNTRY
Just Follow These Easy Guidelines

1. Have an economy.
2. Be nice to your racial and religious minorities.
3. Do not be king of Poland or Spain.
4. Do not invade Russia in the winter.
5. Kill all the nobles.
6. Reward everyone with land and money.
7. If you look like an admiral, and you sparkle, snipers will shoot you.
8. Unless you are Henry VIII of England, don’t even think about messing with the Roman Catholic Church.
9. Have a strong navy, especially if you are an island.
10. Good cuisine does not predict success in war!
11. Remember that poor people would rather have a sandwich than an idea.
12. If you want to start a revolution, and you are Russia, the best way is to lose a war.
13. Ally with the middle class and tax the rich. That’s where the money is.
HISTORIANS AND HISTORIOGRAPHY

The Annales School: French school of historical method named after the magazine *Annales d'histoire economique et sociale* founded in 1929 by Lucien Febvre and Marc Bloch. The most famous practitioner of Annales methods was Fernand Braudel. Grossly simplified, the idea is to look at historical change over very long periods of time, using artifacts of daily life.

Philipe Aries (1914-1984): Influenced by the Annales school he developed the history of "mentalities," a history of values and representations. He was also a pioneer in demographic history. His most famous works are *Centuries of Childhood* and *The Hour of Our Death*.

Roland Bainton: Luther's biographer (*Here I Stand*) he was an expert in Reformation theology and Protestant church history.

Geoffrey Barraclough (1908-1984): He started out as a medievalist but later in his career he turned his medieval knowledge to explaining how conditions developed in 20th century Europe. He is most famous for *The Origins of Modern Germany*. He wanted to achieve a "deeper understanding of the continuity of history and its underlying currents."

Marc Bloch (1886-1944): He was a French patriot and active participant in the Resistance, captured and shot by the Nazis in 1944. A founder of the Annales school, his most famous work is *Feudal Society*.

Fernand Braudel (1902-1985): The foremost practitioner of the Annales school, he is noted for his history of *The Mediterranean* and for his three volume study of the economics of daily life between the 15th and the 18th centuries. He spent the Second World War in a German prison camp, writing his doctoral dissertation.

Jakob Burckhardt (1818-1897): The man who invented the Renaissance in *Civilization of the Renaissance in Italy*.

Edmund Burke: He was the premier conservative of his time, famous for *Reflections on the Revolution in France*.

Herbert Butterfield (1900-1979): One of the most important historians of science as well as a scholar of English domestic politics. He is especially noted for *Origins of Modern Science* and *The Whig Interpretation of History*. His enemy was Namier and Namier's method of "structural analysis."

Thomas Carlyle (1795-1881): He made historical writing a stepping stone to literary success and popularity. His most famous works were his *French Revolution* and his biography of *Frederick the Great*. He wasn't much of a scholar, but he was good at giving the public what they wanted to hear.

E. H. Carr (1892-1982): He was an expert on the Soviet Union and a critic of Western capitalism although remarkable even handed in his scholarship. His life's work on the USSR comes to some 14 volumes. His most popular book, *What Is History?* argues that historical knowledge is relative. A shorter more accessible work is *The Twenty Years Crisis*, 1918-1938.


Natalie Zemon Davis: Famous for using court records to reconstruct the events leading to *The Return of Martin*
Will and Ariel Durant: He was her teacher; she was his student; they got married and together wrote 11 volumes of “The Story of Civilization.” They both lived to be almost one hundred years old and died within weeks of each other. Their books were best-sellers. Your family probably has one or two of them somewhere.

Sidney Bradshaw Fay: Famous for his two volume work The Origins of the First World War which shocked the public by asserting that the war was NOT Germany's fault.

Francois Furet: Argued that the French Revolution fulfilled the ideas of Rousseau and that meant it was all building up to the Terror, not, as had been argued before, that the Terror was an aberration.

Peter Gay (1923-): Historian of European cultural movements, ideas and creative experiences, he literally wrote the book on The Enlightenment as well as a three volume set on The Bourgeois Experience, and a biography of Freud.

M. Dorothy George: Specialist in 18th century English cultural and social history.

Edward Gibbon (1737-1794): He wrote The Decline and Fall of the Roman Empire, shocking the public with the theory that Christianity weakened the formerly virile Empire. He was a classically "Enlightenment" thinker.

Edith Hamilton: An American scholar, famous for her The Greek Way and later The Roman Way she is the only person to have been made an honorary citizen of Athens.

Eric Hobsbawm (1917-): He is the best known Marxist historian of his generation. He has completed a series of four works on the dominance of Europe in history: The Age of Revolution, The Age of Capital, The Age of Empire, and The Age of Extremes. He is also an expert on jazz.

Olwen Hufton: Contemporary social historian specializing in women's history. Her most recent work is The Prospect Before Her, on women in early modern European history.

Paul Johnson: Wide ranging scholar whose works include A History of the Jews, a Short History of Ireland and more.

Joan Kelly: Feminist medievalist and Renaissance scholar who dared to ask "Did Women Have a Renaissance?" and she answered "No!"

John Keegan: Military historian extraordinaire, he’s written The Face of Battle, A History of Warfare, and the last word on The First World War.

Paul Kennedy: Military and diplomatic historian, he wrote The Rise and Fall of the Great Powers.

Peter Laslett (1915-): Pioneering scholar of population, social structure, family size and the processes of household formation. Most well known for The World We Have Lost.

Georges Lefebvre (1874-1959): Foremost scholar of the French Revolution until the end of World War Two. He wrote on the role of the peasantry, the Great Fear, Napoleon, and all the leaders of the Revolution.
Emmanuel Le Roy Ladurie (1929-): Social historian of medieval and early modern Europe, especially the peasantry, he is famous for Montaillou, Time of Feast and Times of Famine.

T. B. Macaulay (1800-1859): Some people have called him the best writer of narrative history ever! He was also a practitioner of the "Whig interpretation" of history - his works are imbued with 19th century liberal values and faith in progress. They tend to interpret the past in light of the present, and so to see what ever happened as tending toward the good situation that prevailed at the time he wrote.

William McNeill (1917-): He is one of the coolest, best and most knowledgeable writers ever. In addition to his huge synthesis The Rise of the West, he has also written on the impact of disease in history (Plagues and Peoples) the evolution of military technology and politics (Pursuit of Power) and the Mongol marauders (Europe's Steppe Frontier.)

Lewis Namier (1888-1960): He was a specialist in late 18th English politics. Famous for demolishing the myth that George III was trying to restore royal absolutism. He also created the techniques of Structural Analysis (the effort to "stop the political machine in order to examine its component parts and his functioning") and Prosopography (collective biography.) He collected evidence on the life, career, connections and behavior of all the MP's who sat in Parliament during the time he was studying.

R. R. Palmer (1909-2002): One year younger than God, his text A History of the Modern World has been engaging students of European history since 1950. He is also known for his argument that the "Atlantic" world was swept by one single wave of democratic revolution in the late 18th century. In short, he thinks America is part of Europe. (It's in The Age of Democratic Revolution.) And he also wrote a hundred other books, a lot of them about the French revolution and its leadership.

Henri Pirenne (1862-1935): He was the "driving force of Belgian scholarship." He specialized in the history of the Middle Ages, especially of the cities. His was the first successful attempt to interpret urban history in social and economic terms. He supported his university's refusal to stay open under German auspices in 1916 and so he was interned by the Germans for the rest of the war. His Muhammad and Charlemagne put forth the "Pirenne thesis" that "without Muhammad, Charlemagne would have been inconceivable." He encouraged the establishment of the Annales school and was a close friend of Lucien Febvre and Marc Bloch.

Eileen Power (1889-1940): An exceptional scholar, she became a professor of economic history at the London School of Economics. Her most famous work is Medieval People: she died before completing her full-length book on the English wool trade.

Leopold von Ranke (1795-1886): The man who aspired to write history "as it actually happened." He meant that he wanted to find out what happened rather than to prove a dogma. He started writing history using a large variety of historical documents including letters, diplomatic documents, diaries and so on.

Sheila Rowbotham: British, feminist Marxist historian. Her best known work is Hidden From History.

George Rude (1910-): A pioneer in the "new social history" he published The Crowd in the French Revolution, which showed how crowd behavior was disciplined, ritualized and rational. He tried to identify the "faces" in the crowd and analyze their actions.

Albert Soboul (1914-1982): French historian focusing on the laborers and working classes. He was kicked out of his teaching position by the Vichy regime. His mentor was Georges Lefebvre, also a specialist in the lower classes,
though focused on the peasantry. He stressed the importance of social conflict, and held that the rise of the bourgeoisie over the aristocratic classes depended on the support they got from the sans culottes and the peasants in the majority.

Oswald Spengler (1880-1936): He wrote The Decline of the West, published in 1922, which asserted that cultures (he had eight main ones) have life cycles and that the West is coming toward the end of its life span. He may have been about fifty years off, but, hey... The life cycles are discussed as seasons. Winter comes last, ending in tyranny, war, and materialism. The Germans liked it because it made them feel not so bad about losing World War I.

R. H. Tawney (1880-1962): An advocate of the working class, he was active in British politics, as a member of the Labour party. His work concentrated in economic history, but with a skew at the beginning of his career) toward how individuals and groups resisted capitalist modes of thought. In Religion and Capitalism he explored the relationship between economic practice and moral principle.

A. J. P. Taylor (1906-1990): A controversial English historian who made a lot of money and became very popular giving lectures about history on the BBC. (If you saw "Monty Python and the Holy Grail" you may remember the old professor guy in the sweater at the end of the movie. He is modeled on Taylor!) He wrote a ton of books, the most famous of which are The Struggle for Mastery in Europe, The Origins of the Second World War, The Course of German History, and a dandy autobiography.

E. P. Thompson (1924- ): Communist activist English historian, famous for The Making of the English Working Class. He is noteworthy for his attempt to write history from the bottom up.

Alexis de Tocqueville (1805-1859): French lawyer and writer famous for his Democracy in America and The Ancien Regime and the Revolution. His family was persecuted by the Terror and his father narrowly escaped with his life.

Arnold Toynbee (1889-1975): His uncle, also called Arnold Toynbee, coined the term "Industrial Revolution." He wrote A Study of History that came out in 12 volumes between 1934 and 1961. He was interested in why civilizations thrived and others failed. He rejected Spengler's life cycle model and came up with the "challenge and response" model. Even so, the Study charts the rise and fall of twenty civilizations. At the end of his life he became religious and supposed that the engine for the advance of civilization was the "universal church." He thought all civilizations gave rise to it in their desperation to avoid a fall.

G. M. Trevelyan (1876-1962): The quintessential Whig historian. His most famous works are England in the Age of Wycliffe, British History in the 19th Century, and English Social History.

H. R. Trevor-Roper (1914-2003): He is noted for The European Witch Craze of the 17th Century, The Last Days of Hitler (which was a best seller) and a ton of others. He was in a fight with R.H. Tawney - it was called the "gentry controversy" - in which he asserted that it was not the rise of the gentry that explains the outbreak and course of the English Civil War, but rather it was a decline of a part of it.

Barbara Tuchman: American independent historian who wrote The Guns of August, The Zimmermann Telegram, Stillwell and the American Experience in China, The March of Folly, Practicing History and many more. She started in journalism.

C. V. Wedgwood (1910-1989): Independent British historian whose works include biographies of Richelieu and William the Silent, and The Thirty Years War, which she says was a "meaningless conflict."
The Whig Interpretation of History: Attacked by Herbert Butterfield and practiced by Macaulay and Trevelyan it interprets the past as leading inevitably up to the present, in all its glory. In general these historians are focused on the origins of political, civil and religious liberty.

Cecil Woodham-Smith: British historian whose exceptionally readable works include *The Reason Why* (about the Charge of the Light Brigade and British mis-management of the Crimean War, and *The Great Hunger* (about the Irish potato famine.)