STUDY GUIDE

to accompany

Brummett, et al.

CIVILIZATION
Past and Present

Volume One
Eleventh Edition

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TO THE STUDENT

The main purpose of this study guide is to help you get the most out of the text, *Civilization Past & Present*, eleventh edition. In the hands of a conscientious student, this study guide can be a valuable tool. Here are some tips on how to use it effectively.

The organization is easy to grasp. Each chapter in the study guide bears the same number and title as a chapter in the text. Before and after you read a chapter in *Civilization Past & Present*, look at the corresponding study guide chapter. Each study guide chapter begins with a brief overview, followed by a section entitled “You Should Have a Basic Understanding Of.” Under this heading is a list of important chapter themes and concepts. It will quickly alert you to the concepts to watch for and learn from each chapter.

The next part of each study guide chapter asks, “Have You Mastered the Basic Facts?” After reading a chapter, try to fill in the blanks with correct identifications. Some of the questions in this section are quite challenging. Do not let mistakes discourage you. Simply try to determine why you missed a particular item. When you check the answer key at the end of each volume, you will probably recognize a few names that you could not recall. If so, you are not mastering the information as you read and a review will probably help your score. If the answer key does not jog your memory, the situation is more serious. Try to find the passage in the text that contains the relevant information. Did you miss a name that the authors stressed? Was an important concept overlooked? Whatever the problem, try to remedy it when you read the next chapter.

Develop a method of study that works for you. Try underlining important facts, terms, and interpretations, but be selective. If you underline too much, reviewing will be difficult. Another simple procedure is to pause briefly after you read a few pages of the text and recite some of the key facts and main points.

When filling in the blanks in this section, make a special effort to spell the names and terms correctly. Spelling mistakes often make an unfavorable impression. Get in the habit of mastering the necessary details and being accurate. The answer key will serve as a handy reference to check your work.

The section “Try These Multiple-Choice Questions” will not only help you review the text, but it will also give you experience in coping with multiple-choice tests. Try to develop the knack for taking this type of examination. Cultivate the habit of reading each question very carefully. Often a single word is of key importance. Answer the easy questions first and then go back to the difficult ones. Before trying to guess an answer, eliminate the choices that seem wrong. If you narrow the range of choice, you improve the odds of hitting the right answer. Usually you should stick with your first guess.

Even if the answer key confirms your guess, you should try to figure out why it is the correct answer. Your mistakes should receive even more attention. Did you misread the question? Did you misunderstand a passage in the text? Learning why you made a mistake is more important than finding out the right answer to an examination question.
The middle sections of the study guide chapters vary. Some chapters have a section entitled “The Place,” which contains maps and map exercises. These exercises are valuable even if your instructor does not include map questions on examinations. History should not be studied apart from the geographic stage on which events occur.

Time is as important as place, and many of the study guide chapters contain a section called “Relationships in Time.” Some people have the mistaken notion that studying history consists primarily of memorizing dates. Historians study and interpret what is significant in the past. Lists of isolated unrelated dates are not very useful in this endeavor. The historical significance of people and events depends on their relationship to other important phenomena. It is more meaningful to know that Copernicus lived and worked before Galileo than to know that the latter was born in the year 1564.

This does not mean that you should never bother remembering dates. Certain key dates can serve as anchors to which you can tie related events. For example, in English history, the Glorious Revolution of 1688 marks a crucial phase in the evolution of constitutional monarchy. Memorizing 1688 as a point of reference will help you remember the historical relationships between James II, William and Mary, the Bill of Rights, and John Locke’s influential political philosophy challenging royal absolutism. Other key dates, such as the year the French Revolution broke out or the year World War II ended, serve similar purposes.

If you have trouble remembering chronological relationships and key dates, review them in the study guide several times. You can do this rather quickly. Not all of your studying has to be done in blocks of concentrated work. When you have a few minutes to spare, pick up the study guide and glance at the “Relationships in Time” sections that you have completed. Repeated study should help you recall dates more easily.

In addition to chronological relationships, the study guide stresses connections among a wide variety of people, events, ways of doing things, and ideas. The section “Making Connections” found in some chapters is designed to point out relationships. Historical phenomena are not only more meaningful if they are seen in relation to other developments, but they are also easier to remember.

“Focusing on Major Topics” also encourages you to perceive the text material in meaningful units. Such topics as the contrasting characteristics between ancient Sparta and Athens can be quickly reviewed in these exercises. These sections also help you bring together information that appeared in different parts of a chapter.

The skills you cultivate by studying history are applicable to many fields far removed from college history classes. Reading with comprehension, assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence are all part of being a history student. These intellectual skills, in addition to the intrinsic value of learning about the past, help explain why history is traditionally part of a good general education. These skills are useful in business, law, politics, and education as well as in the study of history.

The section of the study guide entitled “Do You Know the Significance of These Terms?” clearly reflects the liberal arts value of studying history. It asks you to define words that may be unfamiliar. Some of the words are technical, but many are useful for general discussions. Cultivate the habit of using a dictionary, and try to use the new words whenever you have a suitable opportunity.

All chapters in the study guide have a series of brief quotations expressing the views of eminent thinkers and scholars on topics covered in the text. This section, which is called “Arriving at Conclusions,” also contains questions that require you to use information drawn from the text in a manner that is pertinent to the quotation. Some of these questions are similar to those found on many essay examinations.
Try writing out essay answers to some of these questions within fifteen to thirty minutes. The practice will be valuable if you adhere to the fundamentals of writing good essays. Read the quotation carefully and make sure you answer all parts of the question. You may find it helpful to jot down a brief outline before you start writing, but do not waste time. Avoid rambling introductory and concluding paragraphs. Answer precisely the questions asked. Be explicit, and include some detailed information to support your generalizations. Try to write clearly, spell correctly, and follow the rules of good grammar and punctuation. Save enough time to proofread your answer so that you can correct the little mistakes that are common in first drafts of essays.

At the end of each chapter you will find additional “Questions to Think About.” Some of these are similar to questions on essay examinations, but they are designed primarily to stimulate thought and to introduce important issues. History can be endlessly fascinating. It provides an inexhaustible font of human experience, which can help you become intellectually more sophisticated and mature. Using this study guide to study Civilization Past & Present can yield rewards that are far more important than good grades, although we hope you will earn high marks as well.
TO THE INSTRUCTOR

This study guide is designed to help students review the narrative of history as found in the corresponding chapters of *Civilization Past & Present* and to add depth and breadth to their understanding of history and its processes. It has been prepared for use with the eleventh edition of the text.

An introduction addressed to the student not only describes the study guide but provides tips on how to use it most effectively. It includes advice on how to answer objective and essay examination questions as well as some comments on the value of studying history.

Each chapter of the study guide begins with a brief chapter overview and a list of the major concepts dealt with in the corresponding chapter of *Civilization Past & Present*. It succinctly gives the student an idea of what he or she should watch for and learn.

The overview and list of major concepts are followed by two standard sections, fill-in-the-blank identifications and multiple-choice questions. These test items will help the student review the basic facts in each chapter.

In the feature called “The Place,” the study guide adheres to the philosophy that history cannot be studied apart from the geographic stage on which events occur. Thus, maps and map exercises appear in most of the chapters.

The exercises entitled “Relationships in Time” emphasize putting items in chronological order and perceiving relationships. This approach is explained in the introduction addressed to the student. The student is asked to remember only a small number of key dates, which can serve as useful points of reference.

Many chapters contain another feature entitled “Focusing on Major Topics,” which provides various exercises designed to help the student gain a clearer, more detailed understanding of particular subjects. The exercises under the heading “Making Connections” also provide additional review, although they are designed primarily to help the student see relationships.

The introduction addressed to the student points out that the study of history promotes the development of important skills that are an essential part of any good general education, reading with comprehension, assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence. The liberal arts value of the study guide is further enhanced by a feature that promotes the development of a better vocabulary. It simply asks the student to define words that may be unfamiliar. Some of the terms are technical, but many of the words are generally useful.

“Arriving at Conclusions” is a section containing brief quotations expressing the views of noted scholars. The questions accompanying each quotation require the student to draw information from the text and apply it in ways that are pertinent to the quotation.

Each chapter of the study guide ends with a list of additional questions designed to stimulate thought and raise issues. Many of these “Questions to Think About” are well-suited for classroom discussion.
The study guide attempts to reach all levels of student abilities. Questions and exercises range from the fundamental to the sophisticated, from the traditional to the unexpected. An effort has also been made to relate the knowledge and wisdom acquired from a study of the past to the problems and complexities of today’s world. Whether used as a tool by the individual student, or as a general classroom supplement, it offers both a valuable study aid and an intellectual challenge.
CHAPTER 1

Stone Age Societies and the Earliest Civilizations of the Near East

For most of human history, human beings struggled against the forces of Nature and their own limitations, eking out an existence based on primitive living conditions. Gradually, with the passage of thousands of years, during which they lived their lives as hunters and gatherers, people turned to settlement along major rivers, began to grow staple crops, used technology to meet their needs, and increasingly worked together in groups for common purposes. In the process, they created civilizations.

By the fourth millennium B.C.E. in the Near East, ancient peoples were well on their way to becoming societies with distinct economic, political, social and cultural characteristics, having their own particular interests and value systems. In the area which became known as the Fertile Crescent, the focus of this chapter, we will see how these early cultures, remarkably diverse yet assimilating and influencing each other, laid the framework for what we know as civilization today.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The stages of early human technological progress and cultural development.

The significance of the transition from food-gathering to food-producing economies.

Preliterate society and religion.

Why and how civilization took root in Mesopotamia.

Egypt’s culture along the Nile.

The contributions of the Hittites, Phoenicians, Hebrews, and Chaldeans.

The empires carved out by the Assyrians and the Persians.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Development of Humankind

1. ___________________ : Earliest-known hominids.

2. ___________________ : First representative of the genus Homo, discovered in Tanzania, dating back 1.75 million years.
Preliterate Cultures

3. ___________________: Prehistoric cultural stage characterized by the domestication of plants and animals and the establishment of settled farming communities.

4. ___________________: “Dawn stones”—pieces of stone used to perform an immediate task—their use led to toolmaking.

5. ___________________: Hypothetical “mother” of human beings whose DNA sample dates to approximately 200,000 years ago in Eastern Africa.

6. ___________________: A social order common in Neolithic times in which ancestry was traced by the mother’s family line.

7. ___________________: A revered animal or natural object often used by preliterate clans as a symbol of identity.

8. ___________________: Megalithic complex in England dating to around 1500 B.C.E.

9. ___________________: Form of writing developed by the Sumerians.

Mesopotamia

10. ___________________: Region of arable soil with adequate rainfall or water available for irrigation, stretching from the Mediterranean Sea to the Persian Gulf and including the world’s earliest civilizations.

11. ___________________: Babylonian epic expressing hope of everlasting life.

12. ___________________: Akkadian ruler of the third millennium B.C.E. whose empire extended from the Persian Gulf to the Mediterranean Sea.

Egypt

13. ___________________: Political leader assumed to be a god by Egyptians and in whose hands political authority was centralized during the period of the Old Kingdom.

14. ___________________: Belief in the existence of only one god, embraced briefly by the Egyptian Akhenaton and enduringly by the Hebrews.

15. ___________________: Early form of Egyptian pictorial writing.

16. ___________________: Monumental tombs built by Old Kingdom Egyptians to house mummified rulers.

17. ___________________: Black basalt stone, found by an officer of Napoleon’s army, containing a three-language inscription that enabled scholars to decipher ancient Egyptian writing.

Era of Small States

18. ___________________: People famous for their early skill in working iron.

19. ___________________: Important trading people of the ancient world, primarily responsible for the development of alphabetic writing.
20. _________________: Tenth-century B.C.E. ruler of the Hebrews whose name became synonymous with wisdom.

21. _________________: The history of the Hebrews, as recorded in the Old Testament, begins with this patriarchal clan leader who led his people out of Ur into Canaan around 1800 B.C.E.

22. _________________: Conquering people who modeled their imperial administration after that of the earlier Assyrians but who treated their subject peoples humanely.

23. _________________: Chaldean ruler who made Babylon the most impressive city of the day, with its Hanging Gardens and the temple known in the Bible as the “Tower of Babel.”

**TRY THESE MULTIPLE CHOICE QUESTIONS**

1. _____ The correct order of cultural sequence is (1) Paleolithic, Neolithic, Mesolithic; (2) Mesolithic, Paleolithic, Neolithic; (3) Neolithic, Mesolithic, Paleolithic; (4) Paleolithic, Mesolithic, Neolithic.

2. _____ Most primitive cultures include (1) some system of justice; (2) a government with some democratic traits; (3) a strong religious influence; (4) all of the above.

3. _____ The technological developments of *Homo sapien* culture during the late Paleolithic phase included (1) the creation of tools which were used to make other tools; (2) the first human-made buildings; (3) the bow (4) all of the above.

4. _____ Late-Paleolithic peoples’ reverence for the spirits of the animals they hunted and the fertility of humans was expressed by their worship of (1) the sun; (2) the Earth mother goddess; (3) shamans; (4) fire.

5. _____ In preliterate societies, the concept of justice is most concerned with (1) punishment of offenders; (2) protecting the rights of individuals; (3) maintaining social equilibrium; (4) protecting the property of individuals.

6. _____ Which of the following terms most accurately describes governing political bodies in food-gathering cultures? (1) egalitarian; (2) aristocratic; (3) animistic; (4) none of the above.

7. _____ “Lucy,” the 3.18 million year-old female skeleton discovered in Ethiopia, belongs to which species? (1) *Homo habilis*; (2) *Homo ergaster*; (3) *Homo erectus*; (4) *Australopithecus afarensis*.

8. _____ The order in which most ancient cultures learned to use various kinds of metals was probably iron, bronze, copper; (2) bronze, copper, iron; (3) copper, bronze, iron; (4) iron, copper, bronze.

9. _____ Which of the following lay outside the “Fertile Crescent”? (1) Memphis; (2) Ur; (3) Tyre; (4) Babylon.

10. _____ Cuneiform writing gets its name from (1) the priesthood that had a monopoly of its use; (2) a kind of stylus used by the scribes; (3) the clay tablets that were a common writing medium; (4) the shape of the symbols used.
11. _____ A definition of civilization usually includes (1) a written language; (2) urban living; (3) division of labor; (4) all of the above.

12. _____ The first true emperor in history: (1) Assyrians (2) Sargon I (3) Ramses II (4) Nebuchadnezzar.

13. _____ Most of the great pyramids in Egypt were built during the (1) Predynastic period; (2) Old Kingdom; (3) Middle Kingdom; (4) New Kingdom. Egyptian religion and architecture both suggest an overwhelming preoccupation with social reform; (2) technological advance and economic change; (3) the afterlife; (4) all of the above.

14. _____ The use of war and conquest as a basic part of economic life was characteristic of the (1) Assyrians; (2) Hebrews; (3) Egyptians; (4) Sumerians.

15. _____ Choose the correct chronological sequence for empire building in the Near East: (1) Persian, Assyrian, Hittite; (2) Assyrian, Hittite, Persian; (3) Hittite, Assyrian, Persian; (4) Assyrian, Persian, Hittite.

16. _____ The Egyptian Book of the Dead (1) described the short, tragic reign of King Tutankhamen; (2) was often placed in the tombs of the deceased to help them in the afterlife; (3) was the sacred scripture of the early Zoroastians; (4) none of the above.

17. _____ The Hebrews' most significant contribution to history was in the area of (1) mathematics and science; (2) political theory; (3) religion and ethics; (4) painting and sculpture.

18. _____ The Hebrew Exodus from Egypt under Moses occurred during the reign of Pharaoh (1) Ramses II; (2) Amenhotep III; (3) Necho II; (4) Thutmose III.

19. _____ In ancient Mesopotamia, the institution of slavery was based primarily on (1) conquest and debt; (2) racial characteristics; (3) cultural differences; (4) religious beliefs.

20. _____ The most significant achievement of King Hammurabi of Babylon was (1) Babylon’s conquest of Egypt; (2) the first use of horse-drawn chariots in warfare; (3) his code of law; (4) all of the above.

21. _____ All of the following are regions in Mesopotamia EXCEPT (1) Sumer; (2) Babylonia; (3) Palestine; (4) Akkad.

22. _____ Prophet in early sixth century Persia who developed a religion centered on the sole god, Ahura-Mazda: (1) Osiris (2) Ashburnipal (3) Zoroaster (4) Isis.
RELATIONSHIPS IN TIME

Please place the following items under the correct column below.

use of eoliths                      standardization of tools                          Catal Hüyük
use of polished stone tools       invention of the bow                                      Stonehenge was built
use of cultivated grains          semisedentary lifestyle                                Shift toward food-production
use of domesticated animals       adopted                                                   Pyramids of Giza

Paleolithic                       Neolithic

THE PLACE

On the following map, write the name of each item listed in the appropriate place. Use the maps in chapter 1 of your textbook as sources of information.

A. Regions
   Sumer
   Arabia
   Egypt
   Media
   Persia
   Meso-
   potamia

B. Rivers
   Euphrates
   Nile
   Tigris

C. Seas/Gulfs
   Persian
   Gulf
   Black Sea
   Adriatic
   Sea
   Red Sea
   Mediterranean Sea

D. Cities
   Babylon
   Memphis
   Thebes
   Nineveh
   Jerusalem

E. Shade in the Fertile Crescent like this /// /// /// /// ///.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In chapter 1, these terms represent important events and tendencies in world history. In the space provided, identify each of the following and evaluate its historical significance.

Homo erectus

tribe

Catal Huyuk

Earth Mother (Mother Goddess)

lugal

megaliths
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent scholars dealing with aspects of this period of history. Answer the accompanying questions and be prepared to defend your position.

1. “Why did he come to caves like this, live in them, and then make paintings of animals not where he lived but in places that were dark, secret, remote, hidden, inaccessible? In these places the animal was [obviously] magical. We still want to know [however] what power the hunters believed they got from the paintings. I think that [it] . . . is the power of anticipation: the forward-looking imagination. The hunter was made familiar with dangers which he knew he had to face but to which he had not yet come. When the hunter was brought here into the secret dark and the light was suddenly flashed on the pictures, he saw the bison as he would have to face him. . . . The moment of fear was made present to him; his spear-arm flexed with an experience which he would have and which he needed not to be afraid of.” (Jacob Bronowski, The Ascent of Man [Boston: Little, Brown, 1973], p. 54.)

From what you have learned about Cro-Magnon man, do you agree or disagree with Bronowski’s interpretation? Why? Can similar use of magic, as Bronowski defines it, be found in modern civilization?
Here are some quotations that are related to topics covered in chapter 1. Answer the accompanying questions briefly and be prepared to defend your position.

1. “The fourteenth and thirteenth centuries [B.C.E.] witnessed an exchange of people, goods, and ideas between the countries bordering the east Mediterranean basin on a scale unprecedented in Levantine prehistory. This . . . was no revolution, as the foundations had been well-laid in the sixteenth and fifteenth centuries [B.C.E.], but . . . a phenomenon of the age and led to the highest degree of material affluence and cultural cross-fertilization achieved during the bronze age. Nor did these interactions betoken a lessening of belligerency or warfare . . . between the pharaohs of Egypt, the Hittite emperors, and the Mitannian kings. This constant state of armed confrontation, which did not interfere with trade, culminated in the mass movement of peoples at the end of the thirteenth century [B.C.E.]” (Robert S. Merrillees, “Political Conditions in the Eastern Mediterranean During the Bronze Age,” Biblical Archaeologist, March 1986, p. 50).

When was the Bronze Age? What were its most important technological advances? What exchange of ideas took place then? What relationship can you discern between warfare and economic or cultural progress?

**QUESTIONS TO THINK ABOUT**

1. Explain what is culture and what is civilization. How are they related?

2. What intellectual and physical qualities make humans unique? What are the similarities and differences between modern humans and their prehistoric ancestors?

3. What were distinguishing economic, social, political, and cultural characteristics of humans in the Paleolithic era?

4. Why did early humans develop tools? What motivated them to improve their tool-making skills over time? How did technology change their lives?

5. What impact did the transition from food-gathering to food-producing economies have on human society and culture?

6. Explain how and why the migration of people in the ancient Near East played such an important role in world history.

7. Evaluate the importance of water to the ancient civilizations discussed in chapter one in terms of its socioeconomic and cultural significance. Specifically, compare and contrast its impact on Mesopotamia and Egypt.

8. How did writing help transform the societies of the Fertile Crescent?

9. Explain how Egyptians’ concern with the afterlife affected their political system and their culture? What is it about their civilization that has fascinated people through the ages?

10. Analyze how the Sumerians, Phoenicians, Hebrews, and the Persians have had an important impact on people in the twenty-first century.
CHAPTER 2

Ancient China: Origins to Empire: Prehistory to 220 C.E.

The power of Chinese civilization rests mainly in continuity and accumulation of refinements of institutions begun in the past. Search for order in government, the family and the society in China has resulted in a nation characterized by dynasties, well-defined roles between young and old, male and female, rich and poor and clearly defined behavior, based on strong philosophical underpinnings. The people of China have tended to turn within to look for answers to their major questions about these issues, all the time shaping and molding the essence of Chinese strength and integrity. The Chinese struggled to find the right formulae that would assure power and prosperity to what would become the largest population in the world-in ancient times just as today. In achieving a mighty empire by 220 C.E. they provide us with a wonderful example of how philosophies translated into government and social order.

The Confucian philosophy of China addressed the problems of human society so simply and directly that it was applied not only in government and education but also in family matters in households throughout China and later in the Chinese-influenced societies of Korea, Japan, and Indochina. To this day, Confucianism inspires a typically tight-knit family group, which reveres its aged members. Mencius’ right of rebellion against evil rulers, Confucius’ “Golden Rule,” and the common sense ideal of a government based on virtue were all admired outside China and gave inspiration to the eighteenth century European Enlightenment philosophers.

Man does not live by morality alone. If China had remained a simple agrarian family-like state Confucianism in its original form might have sufficed. However, to assure broader and more diverse economic control and adequate military power for an empire, Legalist principles were selectively added to the Chinese governing philosophical orthodoxy. These Legalist elements brought pragmatic realism, practical methods of regulating the population and a blueprint for a working bureaucratic structure. Elements of Taoism introduced into Confucianism brought mystical and individualistic aspects into Chinese civilization. All these were synthesized in the Han dynasty into a system which offered a single comprehensive answer to the full range of human problems and needs.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The geographic environment that shaped Chinese society.

The common themes that carry over from prehistoric into historic China.

What China was like during the Shang and Zhou dynasties.

The principles of Confucianism, Legalism and Daoism.
The manifestations of art, technology and statecraft that emerged under Qin and Han.

The elements that caused a cycle of rise and fall during the Qin and Han dynasties.

China’s foreign contacts and attitude toward the outside world.

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**Creation of China**

1. _____________________: This river crosses the west and north of China, where millet and wheat became major crops.

2. _____________________: The second major river, south of which is a fertile valley noted for rice growing, silk and tea.

3. _____________________: The name given to the sage rulers thought to have given China its government and technology.

4. _____________________: Heated bones used to interpret the future, prominent in Neolithic China.

5. _____________________: The name of the culture in northern China which came to dominate by about 1600 B.C.E.

6. _____________________ and _____________________: The twin opposite but complementary forces in the universe.

7. _____________________: A major religious element which supported Shang rulers.

8. _____________________: The material used to make agricultural tools in Shang times.

**Zhou Dynasty**

9. _____________________: This book explained why the Zhou replaced the Shang.

10. _____________________: The concept which explains that the fate of human rulers rests with the will of Heaven.

11. _____________________: The capital city of the latter part of the Zhou dynasty after 771 B.C.E.

12. _____________________: Descriptive name given to the last period of the Zhou dynasty.

13. _____________________: This metal provided a breakthrough in agriculture in the Zhou dynasty.

14. _____________________: Her tomb revealed oracle bones showing that she was a military leader, estate manager and performed rituals.

15. _____________________: Confucius’s real name.
16. ____________________: A collection of Confucius’s answers to questions asked by his disciples.

17. ____________________: Chinese term signifying a moral pathway of highest goodness.

18. ____________________: Chinese term for superior man or gentleman.

19. ____________________: The originator of Daoism.

20. ____________________: The Daoist concept of non-action or not acting in an assertive way.

21. ____________________: The Chinese idea of a kind of permission to rule based on the ruler’s goodness.

22. ____________________: This philosopher emphasized that man’s innate nature is good.

23. ____________________: The Legalist philosophy is most clearly associated with this dynasty.

24. ____________________: Chief minister of the state of Qin during the Warring States who shaped the Legalist doctrine.

25. ____________________: First emperor of China and of the Qin dynasty.

**Han China**

26. ____________________: Called Huns in the West, these nomads threatened the Chinese in the 2nd Century B.C.E.

27. ____________________: The Chinese dynasty that most closely corresponds to the Roman empire.

28. ____________________: This man usurped the Chinese throne to try to save the empire around the time of Jesus.

29. ____________________: The main Chinese commodity traded to the West.

30. ____________________: The name of the emperor associated with the height of the Han dynasty.
TRY THESE MULTIPLE CHOICE QUESTIONS

1. ______ The first historic state in China developed in the valley of the (1) Yangtze; (2) Yellow; (3) Han; (4) Hsi.

2. ______ The Shang people were adept at (1) iron casting; (2) contour plowing; (3) figure painting; (4) bronze metallurgy.

3. ______ Choose the correct chronological order among the following dynasties: (1) Shang, Qin, Zhou; (2) Zhou, Qin, Shang; (3) Shang, Zhou, Qin; (4) Qin, Shang, Zhou.

4. ______ This ruler united China and suppressed all philosophies EXCEPT Legalism: (1) Liu Pang; (2) Huangdi; (3) Wudi; (4) Liu Bang.

5. ______ The Yangshao Neolithic people were (1) nomadic; (2) hunters; (3) fishermen; (4) farmers.

6. ______ The following is NOT TRUE of the Shang people: (1) they used the chariot in war; (2) they used an alphabetic writing system; (3) they made human sacrifices; (4) they buried nobility in tombs.

7. ______ The Mandate of Heaven (1) made rulers into gods; (2) assumed that only virtuous rulers were acceptable; (3) guaranteed popular control of government; (4) was first introduced in the Han dynasty.

8. ______ Confucianism (1) is egalitarian; (2) receives its morality from Heaven; (3) centers on human society; (4) is highly individualistic.

9. ______ Mencius believed (1) mankind is inherently evil; (2) all men are equal; (3) democratic rule is best; (4) men are innately good.

10. ______ Legalists believed in all the following ideas EXCEPT (1) human nature is good; (2) law must be equally applied; (3) education is useless; (4) state loyalty supersedes family loyalty.

11. ______ The Qin dynasty (1) was toppled by popular revolt; (2) unified China; (3) was anxious to suppress competing philosophies; (4) all of the above.

12. ______ The famous terra cotta warrior army guards the tomb of (1) the first Qin emperor; (2) the first Han emperor; (3) the first Zhou emperor; (4) the first Shang emperor.

13. ______ The Han dynasty succeeded in lasting much longer than Qin because (1) they used, rather than persecuted, Confucian scholars; (2) they succeeded in burning all books; (3) they finally succeeded in building the Great Wall; (4) they had fewer outside enemies.

14. ______ Han examinations for government service (1) brought into government many merchants; (2) were highly discriminatory; (3) were theoretically open to all except merchants; (4) encouraged universal education in China.

15. ______ All of the following helped cause a decline in the Han dynasty EXCEPT: (1) increased taxes; (2) large landowners control more of the population; (3) tax-free estates decreased in number; (4) coinage was debased.
16. _____ Wang Mang (1) was a Han emperor; (2) succeeded in saving China with his reform program; (3) tried but failed to put through a reform program; (4) was a leader of Taoist rebels.

17. _____ Chinese history writing, beginning in the Han dynasty, is characterized by (1) the fixed image of a golden age in the past; (2) incorporation of magic and superstitious practices; (3) reliance on permanent change of man’s institutions; (4) historians’ obedience to the interests of reigning emperors.

18. _____ The Emperor Wudi (1) dramatically expanded China’s borders; (2) sent his empire into decline by increasing the farmers’ tax burden; (3) established a Pax Sinica; (4) all of the above.

19. _____ In the exchange of goods between Han China and the West (1) Western goods were high value and caused gold and silver outflow from China; (2) Chinese merchants dealt directly with the West; (3) Chinese adopted the more advanced Western technology; (4) high value Chinese silk, etc., went west and were in great demand.

20. _____ Popular Daoism is characterized by all the following EXCEPT: (1) Laozi is deified; (2) the population was pacified by Daoist beliefs in “non-action”; (3) elixirs and special diet promised immortality; (4) the belief is full of superstition.

MAKING CONNECTIONS

Beside each item place a D for Daoism, an L for Legalism, an M for Mencius and a C for Confucius, depending on what is appropriate.

1. _____ Author of the Analects.
2. _____ His basic concern was for the individual.
3. _____ Taught that the ruler had to be virtuous or lose the Mandate of Heaven.
4. _____ Mencius was his most illustrious disciple.
5. _____ The Golden Rule sums up his main concern.
6. _____ Held that people are basically evil and act virtuously only when compelled to do so.
7. _____ Advocated “non-action.”
8. _____ Suggested that people have the right to rebel against and even kill bad rulers.
9. _____ Gave the word “Dao” a metaphysical meaning, linking it with nature.
10. _____ Emphasized a harsh, inflexible law code as a means to orderly society.
11. _____ Revolted against both society and the limits of intellect.
12. _____ Unification of China in 221 B.C.E. was largely the result of practicing this philosophy.
13. _____ The idea that a bad ruler would fall and be replaced by a more capable ruler was taken up by this man.
14. _____ Suggested withdrawing from the chaos and evil of society and pursuing a passive individualism.

15. _____ Insisted that all people are innately good.

16. _____ Drew an analogy between man’s tendency to do good and water flowing downward.

17. _____ Drew an analogy between man’s incompetence to know what is right.

18. _____ Bases his philosophy on inspiration from the past Golden Age.

19. _____ Instinct and intuition are more important than learning and reasoning.

20. _____ Loyalty to the state supersedes family loyalties.

**DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?**

*This chapter contains numerous terms which represent important events and tendencies in world history, some of which are listed below. In the space provided below, identify each of the following and evaluate its historical significance.*

Shang Dynasty

“oracle bones”

Tian

Mandate of Heaven

_Yin and Yang_

_li_

Warring States Period

The Five Sovereigns

Lady Hao

Mencius
First Emperor

Spring and Autumn Period

Han Era

Historical Records

silk trade

THE PLACE

On the map below, locate and label these places, using the maps in the text chapter.

India
Yangtze River
Ch’ang An
East Indies

Indian Ocean
Bay of Bengal
Hsi (Si) River
China

Outer Mongolia
Arabian Sea
Yellow River
Korea

Tibet
Yellow Sea
South China Sea
Pacific Ocean

A. Shade in the approximate area of Shang dynasty control

B. With small arrows indicate the direction of expansion during the Zhou dynasty and the approximate extent of that expansion, based on material in the text.

C. With further small arrows indicate the approximate extent of the Qin dynasty expansion, based on the text.

D. With large arrows indicate the direction and approximate extent of expansion under the Han dynasty, based on material in the text.
RELATIONSHIPS IN TIME

Events in the earliest river civilizations in China and the Fertile Crescent often ran parallel. Using what you have learned in chapters one and two, place the items below in the appropriate column and chronological position on the time line below. Alongside the respective lines bracket and label the time period covered by each of the items listed below. (Some of the items will overlap with others, since one of the objectives of time lines is to point out what was going on in various parts of the world in a particular era.)

Qin dynasty
Shang dynasty
Chou dynasty
Confucius
Pax Sinica
Hammurabi
Old Kingdom, Egypt
Persian Empire
Moses
Assyrian Empire

CHINA

2500 B.C.E.

2000 B.C.E.

1500 B.C.E.

1000 B.C.E.

500 B.C.E.

C.E.

500 C.E.

FERTILE CRESCENT

2500 B.C.E.

2000 B.C.E.

1500 B.C.E.

1000 B.C.E.

500 B.C.E.

C.E.

500 C.E.
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent historians dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Since men have likes and dislikes, they can be manipulated by rewards and punishments, the ‘two handles’ of the ruler’s administration. Commands and prohibitions insure the carrying out of the laws, which are nothing more than decrees of the ruler, who has such control of his subjects that he exercises the power of life and death over them. It is the ruler who makes the laws but after they have been promulgated he cannot change them at will. He as well as the people must abide by them in order that there may be the rule of law. Here the quiescence of the Taoists became a factor. If power is established, the method of rule operating and the laws are in effect, the ruler may practice non-activity...the result is that the country is properly governed.” (James K. Feibleman, Understanding Oriental Philosophy [New York: New American Library, 1976], p. 120.)

Does the above analysis of Legalism call for a perpetual dictatorship under a supreme ruler? Under what circumstances might it be possible for the ruler to relax his life and death grip on the people? Do you believe that it is possible to achieve this “withering away of the state” wherein the people become so accustomed to the rules that they can “play the game without an umpire”?

2. “There is a famous story from the Taoist Chuang Tzu: ‘Once I dreamt that I was a butterfly, fluttering here and there; in all ways a butterfly. I enjoyed my freedom as a butterfly, not knowing that I was Chuang Tzu. Suddenly I awoke and was surprised to be myself again. Now, how can I tell whether I was a man who dreamt that he was a butterfly, or whether I am a butterfly who dreams that she is a man?’” (Chung-yuan Chang, Creativity and Taoism: A Study of Chinese Philosophy, Art and Poetry [New York: Harper and Row, 1963], p. 20.)

Have you ever engaged in an activity in which you “lost yourself,” becoming unconscious of time, your surroundings or other people? Was the experience pleasurable? Did you feel more competent, efficient or effective? Perhaps you experienced the Tao.

3. “In the opinion of Confucius, models which were supremely worth imitating had to be sought in antiquity. The Master himself lived at a time of social and political instability consequent on the disintegration of the feudal type of society which characterized the early Chou period. . . . Confucius had thought that the solution to China’s social and political problems still lay in a revival of early Chou values. . . .

“Since China was isolated from other major civilizations and unaware of any great cultural tradition apart from its own, it could not seek a solution to its difficulties by borrowing ideas from another society. It did not have experience of alternative systems of government, such as democracy or oligarchy, so that the only obvious means of salvation was a ruler who would govern virtuously in the manner of the Chou founders. . . . Therefore what was of supreme importance in Confucius’ eyes was the investigation and transmission of the correct traditions concerning the Golden Age of antiquity. If there was an ideal Way to be rediscovered, transmission of that ideal was what was needed and creativity was unnecessary. . . .” (Raymond Dawson, Confucius [New York: Hill and Wang, 1982], pp. 11-12).
What would Confucius think of the modern notion of progress and our admiration for creativity and innovation? Would acceptance of Confucius’ notions hamper China’s later attempt to modernize? When later generations of Chinese wanted to modernize, where would they have to go to borrow new ideas?

QUESTIONS TO THINK ABOUT

1. From the study you have made thus far of civilization in the Fertile Crescent and China, would you say that states and their cultures, however brilliant, are destined to decline? Why or why not?

2. Some philosophies can become successful blueprints for government and social structure. What might have been some of the reasons Legalism did not succeed in prolonging the Ch’in dynasty more than a short fifteen years?

3. How do you account for the fact that art and literature generally flourish during periods of stable government, as in Han China, while philosophy and religion are likely to flourish during periods of change and disorder, as with Confucius and Lao-tzu? Would you say that the rise of Buddhism follows a similar pattern?

4. The Shang dynasty, as well as the Egyptian and Mesopotamian civilizations all arose in river valleys. What factors do you think might account for the role of rivers in encouraging early civilizations to emerge?

5. We tend to see Chinese history as a series of cycles—the rise, fall and rise of succeeding dynasties with repetitive patterns—and not, as in Western histories, as a progression of improvements through time. Is this because the Han historians set the pattern and we follow them? Is it because there really are repeating elements in the Chinese dynastic state?

6. What aspects of a civilization are beneficial to its inhabitants? What aspects might be burdensome or exploitive?
CHAPTER 3

Ancient India: From Origins to 300 C.E.

In the modern world India is not regarded as one of the dominant powers. It faces huge problems of religious division, unstable government and the problem of providing basic services for a huge and growing population. How do we reconcile this modern condition with the fact that India is one of the areas of the world that rests solidly on a heritage that goes back almost 5000 years? Does the collective genius that produces governments, philosophies, economies, societies and religions simply get lost? Or is this genius irrelevant to a modern world? We can speculate about the latter question but we can be assured that a people does not lose the mental faculties that are capable of producing great ideas. Today individual Indians excel in all of the areas of modern life and continually remind us that the collective genius that produced Hinduism, Buddhism, the wisdom of the Arthashastra and the stable unity of the Mauryan empire may not be lost but is only waiting for a modern opportunity to achieve greatness again.

We may also speculate on how the different paths Indians explored in religious discovery may offer some variety insofar as they differ from Western religious traditions. Hinduism, Jainism and Buddhism all contained an image of the individual as being part of a universal totality. They would be unhappy until worldly ties were broken and unity with all existence is realized. This differs from Western materialism. Likewise, ideas of reincarnation and karmic retribution set India on paths very different from Western and Middle Eastern beliefs in a single guiding deity. The Hindu caste system, for all the criticisms of its divisions, stabilizes Indian society in a way that is hard to give up. Ascetic self-denial is still a respected life style in India. The grandeur of the Vedic period and Mauryan empire still inspires Indians more than 2000 years later. It explains their deep sense of pride in spite of economic and political difficulties. India is perhaps poor only in the collective materialistic sense.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The rise of civilization in the Indus Valley.

The culture patterns that were formed during the Vedic Age and are still evident in modern India.

The religions of India.

The Mauryan Empire.

The artistic and literary richness that India has inherited from its past.

The process of give and take with outside peoples who fertilized Indian civilization.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Early India

1. __________________________: River valley in India where a civilization was established as early as 2500 B.C.E.

2. __________________________ and __________________________: Two urban centers of the first civilization in India.

3. __________________________: Sacred poetic writings that give a written record of early civilization (1500-500 B.C.E.) in India.

4. __________________________: Institution dividing Indian society into nobles, commoners, priests, workers and untouchables.

5. __________________________: Part of the great Indo-European migrations, people who conquered the tottering Indus River Valley civilization.

Religion and Culture

6. __________________________: One of the great Indian epics, it centers on the war between rivals for the throne of an Aryan state near modern Delhi.

7. __________________________: Epic that recounts the wanderings of Rama and Sita.

8. __________________________: Written during the later Vedic Age, these speculations on the nature of reality formed the basis of Hindu religion and philosophy.

9. __________________________: Process by which the soul is reborn many times from one body to another.

10. __________________________, __________________________ and __________________________: Three figures of the Hindu trinity.

11. __________________________, __________________________ and __________________________: Three pillars of traditional Indian society.

12. __________________________: Seasonal winds that blow off shore and on shore across India and determine much of its weather.

13. __________________________: Buddhist approach to enlightenment between extreme asceticism and extreme self-indulgence.

14. __________________________: The process of artificially watering crops.
Mauryan Empire, Hinduism, Buddhism

15. ________________: Founder of the Mauryan dynasty and India’s first emperor.

16. ________________: Ardent Buddhist ruler who transformed Buddhism from a small Indian sect to an aggressive missionary faith.

17. ________________: Descendants of Alexander the Great, these invaders established an independent kingdom in India about 245 B.C.E.

18. ________________: King of the Bactrian Greeks, he and his successors ruled an area that stretched from Bactria to the upper Ganges valley.

19. ________________: Nomads from central Asia who conquered the Punjab about 40 C.E. whose rule gave India two centuries of peace and prosperity.

20. ________________: The Indo-European language used by the conquerors of the Indus Valley civilization.

21. ________________: Cosmic Man of Vedic tradition, sacrificed to create the human world.

22. ________________: Manual on government written for the Mauryan empire.

23. ________________: Those shunned by Indian society because they had defiling occupations.

24. ________________: The large table plateau in south central India.

25. ________________: The sense of right action, responsibility or duty in Hinduism and Buddhism.

26. ________________: Mahayana Buddhist saint who selflessly helps others attain salvation.

27. ________________: Founder of Jainism.

28. ________________: “Greater Vehicle” Buddhism that carried a message of hope and salvation for its followers.

29. ________________: City that produced Buddhist sculpture which was influenced by Greek art.

30. ________________ and ________________: Metals continually exported by the Romans to Asia to pay their adverse balance of trade.
1. ______ India’s earliest civilization developed in the area of (1) the Deccan; (2) the Himalayas; (3) Hindustan; (4) the Malabar Coast.

2. ______ Ancient civilizations of the Near East and India are similar in that all (1) evolved with no contact from other cultures; (2) developed in great river valleys; (3) lasted over 2000 years; (4) ended in sudden disaster.

3. ______ Which of the following occurred FIRST? (1) Aryan invasion of India; (2) birth of the Buddha; (3) building of Harappa; (4) beginning of the Early Vedic Age in India.

4. ______ Evidence of the Aryan invasion of India is shown by the (1) use of the stamp seal; (2) use of the potter's wheel; (3) introduction of metallurgy in Indian culture; (4) Sanskrit language.

5. ______ The Aryan migrations into India came (1) by sea; (2) across the Himalayas; (3) from Southeast Asia; (4) through passes in the northwest mountains.

6. ______ Which of the following statements about the traditional Indian joint family is NOT true? (1) The head of the family is the oldest male member; (2) Group interests take precedence over individual needs; (3) Wives of the household’s sons live in the household; (4) Males and females share equal inheritance rights.

7. ______ The Mauryan empire in India (1) set up elaborate administrative and court systems; (2) depended heavily on a professional army and secret police; (3) encouraged manufacturing, foreign trade and agriculture; (4) all of the above.

8. ______ Nirvana is (1) a Buddhist monk; (2) a Chinese civil servant; (3) a Hindu temple; (4) none of the above.

9. ______ Buddhism rejected all of the following EXCEPT (1) a pantheon of gods; (2) the Brahmin priestly elite; (3) the caste system; (4) nonviolence.

10. ______ The ancient Indus Valley civilization included all of the following EXCEPT (1) the cultivation of cereals; (2) an alphabetic written language; (3) domesticated animals; (4) urban living and intercity trade.

11. ______ The Dravidians were (1) Hindu priests; (2) an Indian ethnic group displaced by the Aryans; (3) a Hindu warrior caste; (4) none of the above.

12. ______ Members of the highest Hindu caste were the (1) priests; (2) warriors; (3) farmers; (4) merchants.

13. ______ Aryan religious practice involved all of the following EXCEPT (1) sacrifices; (2) priestly ritual; (3) worship of one god; (4) belief that gods controlled the laws of nature.

14. ______ The priestly class of the Aryans is called (1) Vedas; (2) Brahmanas; (3) Upanishads; (4) Brahmins.

15. ______ The Upanishads introduced all of the following ideas EXCEPT (1) a single god guides all human fate; (2) you are continually reborn; (3) you are marked by your deeds in the next life; (4) moksha is the only escape from rebirth.
16. ______ Jains and Buddhists share belief in (1) a single god; (2) non-violence; (3) Vedic scripture; (4) spreading a religious message internationally.

17. ______ Jains evolved into scholars and merchants because (1) by 300 B.C.E. trade was growing in India; (2) women were allowed to pursue moksha; (3) all beings feel pain; (4) farming was forbidden to them.

18. ______ Buddhism (1) renounces extreme asceticism; (2) had a single founder; (3) offers therapy for individual unhappiness; (4) all of the above.

19. ______ The root cause of human unhappiness in Buddhism is (1) craving; (2) poverty; (3) sexual deprivation; (4) lack of pride.

20. ______ The four Aryan castes defined in the Vedas were called (1) karma; (2) samsara; (3) varna; (4) dharma.

**MAKING CONNECTIONS**

_This exercise compares the three ancient religions of India: Hinduism, Jainism and Buddhism. Beside each item place an H for Hinduism, J for Jainism or B for Buddhism, depending on which is appropriate._

1. ______ Believed everything is one in Brahman.

2. ______ Suggested that nirvana came through strict discipline of mind and body.

3. ______ Worshipped many gods.

4. ______ Sought to avoid causing harm or pain to any creature.

5. ______ Its founder was enlightened under a tree.

6. ______ Originated the practice of yoga.

7. ______ Maintains permanent occupational classifications by birth.

8. ______ Invokes the gods through ritual and sacrifice.

9. ______ Monks wear yellow robes and carry begging bowls.

10. ______ Forbid farming.

11. ______ The only religion to spread beyond India.

12. ______ Taught the Four Noble Truths.

13. ______ Mantras from the scriptures will cure diseases.

14. ______ Ashoka’s favorite religion.

15. ______ Its religious values are emphasized in long epic poems.
Do You Know The Significance Of These Terms?

This chapter contains some terms that may be unfamiliar, but they represent important events and tendencies in world history. In the space provided, identify each of the following and evaluate its historical significance.

“sindhu”

Mohenjo-Daro

castes

Aryans

Dravidians

Dharma

Brahmins

Rig-Veda

Jainism

“Hindu Synthesis”

Noble Eightfold Path

Arthasastra

Ashoka

Mahabharata

stupas
THE PLACE

On the map below, locate and label these places, using the maps in the text chapter.

India
Bay of Bengal
Arabian Sea
Persian Gulf
Himalayas Mts.

Bactria
Aden
Africa
Pacific Ocean
Vindhya Mts.

Indus River
Arabia
Alexandia
Tibet
Khyber Pass

Red Sea
Parthia
Petra
Taxila
Ceylon (Sri Lanka)

A. Use a solid line to trace a feasible land route from Taxila in India to the eastern Mediterranean and Rome.

B. Use dashed lines to trace the water routes by which Buddhism spread to Southeast Asia and by which Buddhism spread to China.
RELATIONSHIPS IN TIME

Events in the earliest river civilizations and in the ancient history of the Near East, China and India often ran parallel. Using what you have learned in the preceding chapters, place the items below in the appropriate column and chronological position on the time line below. Alongside the lines bracket and label the indicated time periods. (Some of the items will overlap with others, since one of the objectives of time lines is to point out what was going on in various parts of the world in a particular era.)

Indus Valley civilization
Aryan invasion
Later Vedic Age
Mauryan dynasty
Siddhartha Gautama

King David
First Emperor
Warring States
Zoroastrianism
Phoenicians

INDIA

NEAR EAST and CHINA

2500 B.C.E.  

2500 B.C.E.  

2000 B.C.E.  

2000 B.C.E.  

1500 B.C.E.  

1500 B.C.E.  

1000 B.C.E.  

1000 B.C.E.  

500 B.C.E.  

500 B.C.E.  

C.E.  

C.E.  

500 C.E.  

500 C.E.  

27
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent historians dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “...Caste moderates personal ambitions and checks the bitterness of competition. It gives a man, whatever his station in life, a society in which he can be at home even when he is among strangers. For the poor man, it serves as a club, a trade union and a mutual benevolent society, all rolled into one. It ensures continuity and a certain inherited skill in the arts and crafts. And in the moral sphere it means that every man lives content with that place which Destiny has allotted to him, and uncomplainingly does his best.” (Lord Meston, Nationhood for India [New Haven: Yale University Press, 1931], p. 50.)

Do the advantages of caste cited above outweigh the disadvantages of a stratified society? Why will modern industrialization make it difficult for caste to persist in the long run? In the short run, how does caste make modernization more difficult for India?

2. “Ashoka was hailed as the first true...universal emperor of India. He addressed all Indians as ‘my children’ and carved in stone his paternalistic administration’s express desire ‘that they may obtain every kind of welfare and happiness both in this world and the next.’ Ashoka was said to have informed his subordinates...that no matter where he was...he was always ‘on duty’ to carry out the ‘business’ of state....In his twenty-sixth year, the emperor inscribed the following message: ‘Both this world and the other are hard to reach, except by great love of the law, great self-examination, great obedience, great respect, great energy...This is my rule: government by the law, administration according to the law, gratification of my subjects under the law, and protection through the law.’ Ashoka abandoned the traditional annual royal hunt in favor of a ‘pilgrimage of religious law’ which allowed him to visit distant corners of his empire personally, the living symbol of imperial unity to his people.” (Stanley Wolpert, A New History of India [New York: Oxford University Press, 1977], pp. 63, 66-67.)

What are the various qualities that this ideal ruler exhibited? Would such qualities have validity in a political leader today? Would there be room for the growth of a spirit of democratic self-sufficiency in such a political environment? How would Lord Shang compare (see Chapter 2)?

QUESTIONS TO THINK ABOUT

1. From what you have seen in civilizations in the Fertile Crescent and China, what characteristics are similar to those of the Indus River Valley civilization? What characteristics are different?

2. How did the trade connections between India, the Middle East and China have a significant impact on these civilizations?

3. What is it about rivers that encourages the rise of civilizations, as in the Indus River Valley, Yellow River Valley, Mesopotamia and Egypt?

4. When the Mauryan empire united most of India under one government, how did it benefit the people? Does an empire benefit everyone or only those at the top?
CHAPTER 4

Greece: Minoan, Mycenaean, Hellenic and Hellenistic Civilizations, 2000-30 B.C.E.

The Hellenic peoples, better known to us today as the Greeks, by the late fourth century B.C.E., changed the world forever, particularly the West. Their inquisitiveness, experimentation, dedication to harmony, balance and moderation and their quest for excellence left an enduring legacy. The Greek search to answer some of the most profound questions of the human experience and their heroic striving for perfection in the face of obvious limitations, would echo across the ages. In philosophy, science, politics, literature, and art and architecture, in spite of their shortcomings, the Greeks did much to define the set of values we have come to know as “classical.”

Hellenistic, or “Greek-like” Macedonians, led by the conquering kings Philip II and Alexander the Great and his successors, swept across the map, through the Greek isles and east to the Indus River, spreading Greek values and practices. This diffusion of Greek influence, “Hellenism,” in economics and scientific and intellectual achievement, was characterized by a new cosmopolitanism which guaranteed that the complex of Greek values, good and bad, would provide the bedrock for civilization in the West and would have an important impact eastward to India.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

- Minoan and Mycenaean cultures and their influence on classical Greece.
- Hellenic Greece—its political history and its astonishing cultural achievements, culminating in the classical age.
- How Greek culture was diffused and its life extended during the Hellenistic era.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

**MINOAN AND MYCENAEAN CIVILIZATION**

1. ____________________: Excavated by Schliemann in 1876, this city on the mainland of Greece gave its name to an early Greek civilization.

2. ____________________: Dominant city of the Minoan civilization in the middle of the second millennium.

3. ____________________: Island people whose civilization influenced the cultural development of the early Mycenaean Greeks.

4. ____________________: English archaeologist who excavated the remains of the great civilization on the island of Crete.
5. ___________________ : First Indo-European tribes to migrate into Greece.

The Hellenic Age

6. ___________________ : Foreign power that sent a military expedition against Greece in 490 B.C.E., and made a second attempt to conquer Greece about a decade later.

7. ___________________ : Age from about 1150 to 750 B.C.E., named for a great epic poet or poets whose works portray the life of the period.

8. ___________________ : Greek name for a city-state, the basic political unit of the Greeks.

9. ___________________ : Battle for a narrow pass in Greece where a small band of Spartans and a few thousand Greek allies held up the vast Persian army in a delaying action.

10. ___________________ : Greek city of totalitarian ideals, ruled rigidly by a military faction whose every word was law.

11. ___________________ : Athenian statesman of the Golden Age, who instituted democratic reforms and expressed the highest ideals of Athenian society.

12. ___________________ : Greek civil war that destroyed the military power of Athens.

13. ___________________ : Athenian statesman in the sixth century B.C.E. whose reforms have made his name synonymous with wise statecraft.

14. ___________________ : First “scientific historian” and the author of an objective history of the Peloponnesian War.

Greek Genius

15. ___________________ : Early mathematician-philosopher who held that the universe was founded on mathematical principles.

16. ___________________ : Thinker who first advanced an atomic theory to explain the composition of the universe.

17. ___________________ : Athenian-born philosopher who sought the truth by asking questions and then subjecting the answers to rigorous logical analysis.

18. ___________________ : Best-known disciple of the person in question 17, founder of the Athenian Academy, famous for his Theory of Ideas and the Republic.

19. ___________________ : The philosopher-tutor of Alexander the Great; authoritative writer on a host of subjects, whose works were standard in the Middle Ages.

20. ___________________ : Greek physician, famous for his use of observation in medicine and for his code of medical ethics.

21. ___________________ : Important Greek historian who described the clash of the Hellenic and Near Eastern cultures.

22. ___________________ : Greece’s greatest comic dramatist of Athenian folkways.
23. __________________________: First philosopher of note, often called the “father of philosophy,” whose speculations led him to conclude that the basic substance of the universe was water.

24. __________________________: Inevitable reaction to a person guilty of hubris.

25. __________________________: The first and one of the greatest female poets.

The Hellenistic Age

26. __________________________: Fourth-century Macedonian king whose military conquests brought unity to Greece on the eve of his own assassination.

27. __________________________: Ruler of Egypt after the death of Alexander the Great.

28. __________________________: Hellenistic philosophy that sought tranquillity of soul through indifference to pain, pleasure, and all human emotions.

29. __________________________: School of philosophy founded by Zeno of Cyprus, which held that the wise person would accept without complaint whatever fate allotted.

30. __________________________: Hellenistic astronomer who suggested a heliocentric theory of the solar system.

31. __________________________: Cynic philosopher who wandered unattached from city to city.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ A legendary ruler of Crete during the early development of Greek civilization was (1) Plutarch; (2) Minos; (3) Pylos; (4) Menes.

2. ______ One obstacle to increasing our knowledge of the civilization of ancient Crete has been (1) the reluctance of modern Cretans to discuss their ancestors; (2) the failure of the Cretans to develop a written language; (3) a lack of interest in the subject by modern scholars; (4) our inability to decipher all types of Cretan written language.

3. ______ An acropolis was originally (1) a fortified center of a Greek city; (2) a member of a priesthood; (3) a shrine to Zeus on Mount Olympus; (4) none of the above.

4. ______ Magna Graecia is the name applied to (1) any Greek city-state tyrant; (2) Greek colonies in Sicily and southern Italy; (3) the cultural achievements of the Hellenic Age; (4) black and red Greek pottery.

5. ______ The Persian ruler defeated by Alexander the Great was (1) Xerxes; (2) Ptolemy; (3) Hermes; (4) Darius III.

6. ______ Which of the following did NOT become a part of Alexander’s empire? (1) Parthia; (2) Media; (3) Arabia; (4) Egypt.

7. ______ Early Greek sculpture shows a strong influence of the style of (1) China; (2) Egypt; (3) India; (4) Sumeria.

8. ______ A Greek dramatist whose plays stressed the tragic flaw in human character was (1) Hermes; (2) Zeus; (3) Thales of Miletus; (4) Sophocles.
9. ______ An architect and amateur cryptographer whose work resulted in the deciphering of Linear B script was (1) Michael Ventris; (2) Heinrich Schliemann; (3) Sir Arthur Evans; (4) none of the above.

10. ______ In contrast to other ancient civilizations, that of the Minoans (1) was less concerned with economic activity; (2) was more isolationist and less interested in contacts with other peoples; (3) allowed women much greater freedom and dignity; (4) all of the above.

11. ______ Government during the Homeric Age can best be described as (1) aristocratic; (2) democratic; (3) tyrannical; (4) anarchical.

12. ______ The story of the *Iliad* centers on a conflict between (1) Greeks and Minoans; (2) Sparta and Athens; (3) Greeks and Trojans; (4) Greeks and Persians.

13. ______ An Athenian building, built to house a statue of Athena and regarded as a classic example of visually perfect architecture, is the (1) Archilochus; (2) Parthenon; (3) Solon; (4) Archon.

14. ______ The legendary lawgiver of Sparta was (1) Euripides; (2) Lycurgus; (3) Diogenes; (4) Solon.

15. ______ The supposed home of Zeus, the king of the gods, was (1) Melos; (2) Delos; (3) Athens; (4) none of the above.

16. ______ In Sparta slaves (1) were called helots; (2) enjoyed considerable freedom; (3) belonged to wealthy individuals; (4) all of the above.

17. ______ The Delian League was (1) originally a defensive alliance formed by Athens; (2) a military alliance headed by Sparta; (3) the political organ of the Olympic games; (4) an anti-Trojan alliance formed by the Mycenaeans.

18. ______ An Athenian tyrant who promoted cultural and economic progress during his reign was (1) Aristophanes; (2) Isocrates; (3) Dionysus; (4) none of the above.

19. ______ The institution of *ostracism* was the practice of (1) benevolent despotism; (2) sending citizens into exile by popular vote; (3) promoting civic pride through military aggression; (4) philosophical moderation.

20. ______ Tombs built in a beehive-like shape were a feature of the culture of the (1) Trojans; (2) Minoans; (3) Mycenaeans; (4) Spartans.

21. ______ Choose by number the correct generalizations regarding contrasts between Sparta and Athens: (a) Unlike Athens, Sparta devoted little attention to foreign trade and cultural contacts; (b) Sparta expanded by conquering adjacent areas instead of following the Athenian practice of colonization; (c) Unlike Athens, Sparta placed security, political conservatism, and military strength above cultural creativity and social progress; (d) Sparta encouraged its citizens to travel abroad and bring back new ideas, instead of following the Athenian model of restricting contacts with other peoples. (1) a and d; (2) a, b, and c; (3) only d; (4) b and c.

22. ______ Which of the following occurred FIRST? (1) Persian Wars; (2) Peloponnesian War; (3) Trojan War; (4) Alexander’s conquest of Persia.

23. ______ Which of the following occurred FIRST? (1) formation of the Delian League; (2) Homer’s *Odyssey* put into written form; (3) Age of Oligarchy; (4) reforms of Solon.
24. ______ Characteristics of Hellenistic culture included (1) increased realism and emotional content of sculpture; (2) significant advances in geography and mathematics; (3) increased urbanization of the Greek world; (4) all of the above.

25. ______ During the seventh century B.C.E., Athenian nobles erected a governing system in which the king’s authority was exercised by magistrates called (1) tyrants; (2) Sophists; (3) archons; (4) Eleusinians.

ATHENS vs. SPARTA

Although they were both Greek city-states, Athens and Sparta were very different in many ways. In each blank put either an A to indicate a characteristic of Athens or an S to indicate Sparta.

1. ______ Economy based on trade and colonization.
2. ______ Solon’s ideals of moderation and justice.
3. ______ Militaristic totalitarian state.
4. ______ Individuals had to subordinate themselves to the state.
5. ______ Golden Age under Pericles.
6. ______ “Come back with your shield or on it.”
7. ______ Voting privileges extended to all citizens.
8. ______ Culturally and economically backward.
9. ______ Unparalleled flowering in the arts and philosophy.
10. ______ Allied with other oligarchic city-states.
11. ______ Allied with other democratic city-states.
12. ______ Ban on trade and travel led to isolation and intellectual stagnation.
13. ______ Boys lived under rigorous military discipline from the age of seven.
14. ______ Girls also participated in athletic events
RELATIONSHIPS IN TIME

Write in the dates for each of the periods on the chart below. Under these headings place the items that belong there chronologically.

<table>
<thead>
<tr>
<th>Persian Wars</th>
<th>Sappho of Lesbos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear B script</td>
<td>Cretan mother goddesses</td>
</tr>
<tr>
<td>Stoicism</td>
<td>Solon</td>
</tr>
<tr>
<td>Parthenon</td>
<td>Euripides</td>
</tr>
<tr>
<td>Delian League</td>
<td>Skeptics and Cynics</td>
</tr>
<tr>
<td>Ptolemaic rulers in Egypt</td>
<td>Philip II conquered the Greek city-states</td>
</tr>
<tr>
<td>Aeschylus</td>
<td>Antigonus the One-Eyed</td>
</tr>
<tr>
<td>Aristarchus</td>
<td>Thales of Miletus</td>
</tr>
<tr>
<td><em>Iliad</em> and <em>Odyssey</em></td>
<td>Pericles</td>
</tr>
<tr>
<td>Trojan War</td>
<td>Peloponnesian War</td>
</tr>
<tr>
<td>Seleucid rulers in the Persian Empire</td>
<td>Hesiod’s <em>Works and Days</em></td>
</tr>
<tr>
<td>Sophocles</td>
<td>Praxiteles</td>
</tr>
<tr>
<td>Socrates</td>
<td>Pisistratus</td>
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<tr>
<td>Alexander the Great</td>
<td>Cleisthenes</td>
</tr>
<tr>
<td>Battle of Marathon</td>
<td>Greek culture diffused throughout the ancient</td>
</tr>
<tr>
<td>Palace of Knossos</td>
<td>East and the Roman West</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minoan Period</th>
<th>____________________</th>
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<table>
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<tr>
<th>Mycenaean Period</th>
<th>____________________</th>
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</thead>
</table>

| Homeric Age          | ____________________ |
| (Greek Dark Ages)    | ____________________ |

<table>
<thead>
<tr>
<th>Age of Oligarchy</th>
<th>____________________</th>
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</table>

<table>
<thead>
<tr>
<th>Classical Period</th>
<th>____________________</th>
</tr>
</thead>
</table>

| Hellenistic Age      | ____________________ |
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In chapter four, these terms represent important aspects of world history. In the space provided, identify each of the following and evaluate its historical significance.

*Linear B*

Homer

*Arete*

*Polis*

Solon

*“laconic farewell”*

*Aspasia*

*Peloponnesian War*

*“Greek miracle”*

Plato

*Pericles*

*Parthenon*

Laocoon group

*Archimedes*

*Stoics*
THE PLACE

*On the following outline map, write in the name of each of the following items in the correct location:*

<table>
<thead>
<tr>
<th>Sea of Marmara</th>
<th>Ionian Sea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Sea</td>
<td>Peloponnesus</td>
</tr>
<tr>
<td>Hellespont</td>
<td>Macedonia</td>
</tr>
<tr>
<td>Aegean Sea</td>
<td>Adriatic Sea</td>
</tr>
<tr>
<td>Ionia</td>
<td>Persian Empire</td>
</tr>
</tbody>
</table>

*For each item write the place name that fits the definition both in the blank and on the map.*

1. ________________ : Center of an early Indo-European culture on the Greek mainland.
2. ________________ : City besieged by Greeks as described in the *Iliad*.
3. ________________ : Part of Magna Graecia.
4. ________________ : Greek city-state Solon and Pisistratus helped reform.
5. ________________ : Militaristic city-state where a totalitarian society ruled over a subject population of helots.
6. ________________ : Site of battle in 338 B.C.E. where the Macedonians under Philip II forced their hegemony on the Greek city-states.
7. ________________ : Athens won this decisive battle with the powerful Persians in 490 B.C.E.
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent historians dealing with aspects of Greek history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “It is sometimes asserted that this system of independent poleis was imposed on Greece by the physical character of the country. The theory is attractive, especially to those who like to have one majestic explanation of any phenomenon, but it does not seem to be true. It is of course obvious that the physical subdivision of the country helped; the system could not have existed, for example, in Egypt, a country which depends entirely on the proper management of the Nile flood, and therefore must have a central government. But there are countries cut up quite as much as Greece—Scotland, for instance—which have never developed the polis system; and conversely there were in Greece many neighboring poleis, such as Corinth and Sicyon, which remained independent of each other although between them there was no physical barrier that would seriously incommode a modern cyclist. Moreover, it was precisely the most mountainous parts of Greece that never developed poleis, or not until later days—Arcadia and Aetolia, for example, which had something like a canton system. The polis flourished in those parts where communications were relatively easy.” (H.D.F. Kitto, The Greeks [Baltimore: Penguin Books, 1959], p. 69.)

What different kinds of evidence does Kitto offer to support his contention that geography does not give an adequate explanation for the evolution of the Greek polis as the basic political unit? Does he deny that geography had any influence in this process? Kitto argues that the real explanation for the development and survival of the polis can be found in the character of the Greeks. What aspects of Greek character do you think might help explain the polis? Do you think the authors of Civilization Past & Present would agree with this quotation? Why or why not?

2. “The Greeks gave to the world their purity and grace, their ease and joy of life, their physical beauty, their intellectual fire, and their sense of the dignity of man under the heavens, but they gave far more. They gave us a way of life which we have largely followed, often without realizing that we are treading in their footsteps. They were the superb artificers of a civilization which has endured for so long that we are in danger of forgetting that they are our parents. They thought the thoughts we are still thinking, and dreamed the dreams we are still dreaming. They throw their long shadows over us, and to our surprise we discover that these shadows are made of beams of intense light; for they came at the dawn, and we are still far from high noon.” (Robert Payne, Ancient Greece, the Triumph of a Culture [New York: Norton, 1964], p. 434.)

What thoughts are we still thinking that the ancient Greeks thought? What aspects of the Greek way of life can you identify in your society today? Do you agree with Payne’s conclusion that civilization today is still “far from high noon”? Why or why not?

3. In a famous funeral oration early in the Peloponnesian War, Pericles describes how the Athenians acquired a great empire: “The administration [of the city] is in the hands of the many and not of the few. . . . There is no exclusiveness in our public life and in our private intercourse we are not suspicious of one another, nor angry with our neighbor if he does what he likes. . . . A spirit of reverence pervades our public acts; we are prevented from doing wrong by respect for authority and for the laws, having especial regard for those which are for the protection of the injured as well as to those unwritten laws [upheld by] the general sentiment.” (Thucydides, History of the Peloponnesian War [trans. Benjamin Jowett], 2nd rev. ed. [Oxford: Clarendon Press], vol. 1, pp. 127-280.)

What does Pericles mean by “those unwritten laws”? Are they valid today? In what measure is Pericles portraying the reality of Athenian democracy?
QUESTIONS TO THINK ABOUT

1. How is the importance of geography reflected in the political development of Greece?

2. From the fourth to the second century B.C.E., how did Greek culture come to be widely spread? What was the significance of this diffusion?

3. What part did the Minoan and Mycenaean cultures play in linking Greek civilization with that of the Near East?

4. One often hears of the American way of life. Sum up that of the Greeks (as reflected by Athens) by listing six or more of its basic characteristics, explaining and evaluating each.

5. The Greeks championed nonconformity and freedom of thought. Do you think this legacy is in danger today? Where and why? Are there limits to an individual’s nonconformity and freedom of expression? Where would you draw the line?

6. What might be the lesson of Greek political individualism to the nations of western Europe today?

7. What were the greatest contributions of the Greeks in art, architecture, literature, and philosophy? Explain your answer.
CHAPTER 5

Roman Civilization:
The Roman World, C. 900 B.C.E. to 476 C.E.

Emerging out of the Etruscan experience, the inhabitants of Rome developed a republic by the late sixth century B.C.E. Over the next one thousand years, the civilization there developed into an empire the likes of which the world has not seen since. It was an unplanned empire shaped by circumstance and by practical, pragmatic administrators, military leaders, and politicians who were great admirers of classical values of the Hellenized world. In the process of moving from republic to empire, the Romans changed their society and culture, assimilating and diffusing as they conquered civilizations from Britain to Bethlehem.

The Romans had great writers, poets, historians, and scientists. But their real genius lay in law, administration, engineering, and military prowess. Their empire provided the incubator for the growth of a new religion, Christianity, which would survive even the Romans. In the end, the world’s most famous empire, which represented a high point in human political achievement, would collapse and wither unceremoniously away, leaving us to ponder the reasons why and to reflect on Roman contributions to future generations.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The different peoples that came into the Italian peninsula and their influence on Rome.

The steps by which the ordinary people gained political rights and power.

Specifically how and when Rome built its empire.

The civil wars of the late Empire.

The benefits of the Roman peace, the Pax Romana.

The political and religious circumstances into which Jesus was born, the efforts and persecution of his early converts, and their eventual success in shaping the early church.

The role of Christian monasteries and missionaries in preserving and extending Greco-Roman civilization.

Germanic tribes and Germanic invasions.

The economic, social, cultural, political, and military factors that contributed to the decline and collapse of Roman power.

The legacy of Rome in terms of law, politics, engineering, architecture, and the writing of history.
HAVE YOU MASTERCED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Rome to 509 B.C.E.

1. _______________________: Early, highly civilized people who settled north of Rome and ruled the Romans for almost a century.

2. _______________________: A group of Indo-Europeans who settled in the lower valley of the Tiber River.

3. _________________________ and _________________________: Legendary twin brothers who, tradition says, were the founders of Rome.

4. _________________________: Mountain chain that runs most of the length of the Italian peninsula.

5. _________________________: The council of nobles who advised the king and whose members belonged to the patrician class.

The Early Republic: 509–133 B.C.E.

6. _________________________: Greek king who defeated Rome in a battle that fatally weakened his forces, an event that gave rise to the use of his name to describe any over-costly victory.

7. _________________________: Three wars between Carthage and Rome, in which Carthage was utterly destroyed.

8. _________________________: Carthaginian military genius and inspiring leader who tried vainly to defeat Rome.

9. _________________________: Roman general who finally matched the skill of the Carthaginian military genius described above and defeated the forces of Carthage at Zama in Africa.

The Late Republic: 133–30 B.C.E.

10. ________________________: Two brothers who, as tribunes, tried hard to solve Rome’s economic problems in the second century B.C.E. but were thwarted by an unyielding Senate.

11. ________________________: Brilliant general and far-seeing statesman who, realizing the bankruptcy of the decadent republic, seized power (49 B.C.E.) and was later murdered.

12. ________________________: General who emerged victorious in the first civil war, and who was appointed dictator by the Senate in 82 B.C.E for an unlimited term.

13. ________________________: Large slave plantations that replaced most small farms by the first century B.C.E.

The Early Empire: 30 B.C.E.–180 C.E.

14. ________________________: Infamous emperor of the first century C.E., who made the Christians scapegoats for a destructive fire in Rome.

15. ________________________: Period of approximately 200 years during which the Romans controlled and maintained peace within their empire.
16. __________________: Last and perhaps best-known of the “five good emperors,” famous for his advocacy of Stoic philosophy.

17. __________________: Huge Roman arena for gladiatorial combats.

18. __________________: City buried by an eruption of Vesuvius, whose remains have given us a picture of Roman home and urban life.

19. __________________: Grandnephew of Julius Caesar, creator of the Roman Empire, and brilliant ruler; better known as Augustus.

The Roman Crisis of the Third Century

20. __________________: Emperor who issued a decree granting toleration to Christians, and who moved the capital of the Roman Empire to the old Greek colony of Byzantium.

21. __________________: Site of the decisive battle in which a Roman army was defeated by the Visigoths in 376 B.C.E.

22. __________________: Latin name for a Germanic war band which linked warrior leaders and their followers under a code of loyalty.

23. __________________: Called the “scourge of God,” this warlord of the Huns mounted a threat to Rome in 451 C.E., but was defeated at Troyes by a combined force of Romans and Visigoths.

24. __________________: German whose seizure of the Roman throne is usually said to mark the fall of Rome.

25. __________________: Ostrogoth who conquered Italy from the above emperor in the name of the emperor of the East.

The Rise and Triumph of Christianity

26. __________________: Monastic contemporaries of Jesus: his teaching somewhat resembled theirs.

27. __________________: Greatest missionary of early Christianity, active about 35 to 65 C.E.

28. __________________: Emperor who made Christianity the official religion of the Roman Empire.

29. __________________: Title for the religious leader of a diocese.

30. __________________: Founder of Western monasticism and author of famous monastic rules.

31. __________________: Author of Confessions, fifth-century bishop of Hippo in North Africa, and the author of numerous religious works that became the foundation of much of the theology of Western Christianity.

32. __________________: Fifth-century pope during whose pontificate Rome achieved its position of primacy in the Western church.
Rome in Crisis, Acceptance of Christianity, German Invasions

33. _____________________: Term denoting absolute rule of Roman emperor by the late third century.

34. _____________________: In 476, he was deposed, becoming the last Roman emperor in the West.

35. _____________________: The German leader who set up a vast Ostrogothic kingdom in Italy, with his capital at Ravenna.

The Roman Contribution

36. _____________________: Probably the greatest Roman poet; author of the *Aeneid*.

37. _____________________: Historian of the first and second centuries C.E., whose works glorified the simple virtues of the German tribes in contrast to the pervasive corruption and decadence of Roman society.

38. _____________________: Stone structure consisting of a connected series of tiers of arches topped by a water channel.

39. _____________________: Greatest orator and most polished Latin stylist of Caesar’s day.

40. _____________________ and _____________________: Two systems of Greek philosophy especially popular in Rome.

41. _____________________: Prominent geographer and astronomer of Alexandria whose views, right and wrong, dominated medieval European thought.

42. _____________________: Most famous Greek author in the Roman Empire; his best-known work is *Parallel Lives*.

43. _____________________: Roman building that remains today the most impressive example of the use of the dome by Roman architects.

44. _____________________: Physician who first explained the biological mechanism of respiration and who compiled an encyclopedia that summarized ancient medical knowledge.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The first wave of Indo-European invaders of Italy settled in the valley of the (1) Po; (2) Tiber; (3) Arno; (4) Rubicon.

2. _____ A comparison of the Roman Forum with the Greek Acropolis suggests that the Romans (1) gave higher priority to governmental and other secular affairs than did the Greeks; (2) borrowed heavily from Greek architectural styles; (3) saw their city as a symbol of imperial might rather than as a symbol of urban democracy and self-government; (4) all of the above.

3. _____ From the Etruscans, the Romans borrowed all of the following EXCEPT (1) the arch; (2) the alphabet; (3) the Etruscan language; (4) religious beliefs.

4. _____ The Greek scientist famous for his compilation of medical knowledge and for his emphasis on experimentation was (1) Galen; (2) Cicero; (3) Ptolemy; (4) Strabo.

5. _____ The Roman poet whose collections of myths preserved classical mythology for the modern world through his Metamorphoses was (1) Virgil; (2) Ovid; (3) Juvenal; (4) Homer.

6. _____ Which of the following was NEVER a part of the Roman Empire? (1) Macedonia; (2) Spain; (3) Poland; (4) Tunisia.

7. _____ Which of the following was NOT the name of a leading Roman literary figure? (1) Horace; (2) Plautus; (3) Catullus; (4) Scipio.

8. _____ Roman sculpture was characterized by (1) idealized portrayals of general types; (2) crudity and an unwillingness to learn from Greek masters; (3) realistic portraiture; (4) none of the above.

9. _____ A barrel vault is (1) a wine cellar built underground; (2) a continuous series of arches forming a structure like a tunnel; (3) a Roman substitute for the arch before they learned how to make an arch from the Greeks; (4) a series of columns supporting a false roof.

10. _____ Which of the following occurred FIRST? (1) Roman conquest of Sicily; (2) formation of the Latin League; (3) Roman conquest of Greece; (4) First Punic War.

11. _____ Compared with the Greeks, the Romans (1) lacked originality and creativity; (2) were less practical and more inclined to other worldly pursuits; (3) were more frivolous and inclined to anarchy; (4) all of the above.

12. _____ Choose the number at the end of this question that correctly identifies the characteristics of Roman government and political philosophy during the reign of the Antonine emperors: (a) weak and corrupt emperors; (b) height of imperial power and prosperity; (c) emperors sharing authority with the Senate; (d) paramount importance of the rule of law. (1) b, c, and d; (2) only c; (3) a and b; (4) only d.

13. _____ The Appian Way (1) connected Rome and the Po River; (2) connected Rome and the Bay of Naples; (3) ended at the English Channel; (4) ran from Rome to the provinces in Spain.

14. _____ A Roman emperor noted for his adherence to Stoicism and who preferred the study of philosophy to the glory of the battlefield was (1) Julius Caesar; (2) Pliny the Elder; (3) Marcus Aurelius; (4) Seneca.

15. _____ Which of the following did Octavian defeat in battle, thus winning uncontested control of Rome's empire? (1) Antony; (2) Pompey; (3) Cicero; (4) Marius and Sulla.
16. _____ The attempted reforms of the Gracchi aimed at (1) rebuilding the Roman army and navy; (2) protecting the rights of businesses in foreign countries; (3) restoring independence and prosperity to the peasant; (4) all of the above.

17. _____ Which of the following was NOT a noteworthy Roman historian? (1) Juvenal; (2) Livy; (3) Tacitus; (4) Plutarch.

18. _____ Which of the following occurred FIRST? (1) Battle of Zama; (2) Battle of Cannae; (3) destruction of Carthage; (4) Hannibal's first invasion of Italy.

19. _____ Roman law (1) is without influence today; (2) remains a strong influence in international law and the Roman Catholic church; (3) was almost entirely the work of the Roman Senate in the first century C.E.; (4) ignored the principle of equity.

20. _____ Cleopatra was (1) a virtuous matron of the early Republican period; (2) Nero’s mother; (3) last of the Ptolemies and ruler of Egypt; (4) a Roman province in Asia.

21. _____ European barbarians often attacked Roman provinces because (1) they themselves had been attacked by Asian barbarians; (2) they were attracted by the lure of loot; (3) they were land hungry; (4) all of the above.

22. _____ Each of the following was a Germanic invader of the Roman Empire except the (1) Huns (2) Ostrogoths; (3) Visigoths; (4) Lombards.

23. _____ The Torah is (1) local centers of worship and instruction in the Jewish faith; (2) the title given to the patriarch of the Orthodox Church (3) scholars in Judaic law who apply ancient Hebrew teachings to modern problems; (4) God’s law as recorded by Moses.

24. _____ The discovery of the Dead Sea Scrolls in 1947 helped scholars (1) better understand the political and religious rivalries among the Jews in Judea just prior to Jesus’ birth; (2) discover a missing chapter in the relationship between Judaism and Christianity; (3) piece together the history of a previously obscure Jewish sect, the Essenes, whose theological views had a lot in common with the teachings of Christ; (4) all of the above.

25. _____ Which of the following occurred FIRST? (1) destruction of Jerusalem by the Romans; (2) beginning of the Maccabean dynasty in Palestine; (3) end of the Babylonian Captivity of the Jews; (4) reign of King Herod.

26. _____ Ardent Jewish nationalists who urged a rebellion against Rome were known as (1) Essenes; (2) Diaspora; (3) Zealots; (4) Ptolemies.

27. _____ The Jewish high court for the enforcement of religious law was the (1) Sanhedrin; (2) Diaspora; (3) Procurator; (4) none of the above.

28. _____ In 168 B.C.E., the Seleucid king, Antiochus IV, set off a Jewish rebellion in Judea when he (1) condemned Jesus Christ to death; (2) decreed that the Jewish temple in Jerusalem would be dedicated to the worship of Zeus; (3) exiled the Sadducees to Babylon; (4) ordered the translation of Hebrew scriptures into the Greek language.

29. _____ Among the early leaders of the Christian faith, Paul of Tarsus was notable for all of the following reasons EXCEPT (1) his declaration of the Petrine doctrine (2) his assertion that Jesus was the Son of God; (3) his assertion that faith in the saving power of Jesus Christ offered salvation to Jews and non-Jews alike; (4) his successful efforts in spreading the Christian message throughout the Roman Empire.

44
30. The Benedictine rule of monasticism included vows to adhere to all of the following EXCEPT (1) poverty; (2) silence; (3) chastity; (4) obedience.

31. In part the Nicene Creed was (1) an effort to end persecution of Christians by adding pagan rituals to Christian worship; (2) a move to restore Jewish beliefs to Christian theology; (3) a hope that the barbarians would become Christians if the gospel was made available in their language; (4) an effort to combat heresy within the Christian church.

32. According to Germanic legal code, a person found guilty of causing harm to another person was required to pay damages called a: (1) vice (2) grievance (3) comitatus (4) bot.

THE PLACE

A. On the following map, plot the boundary of the Roman Empire at its height.

B. Label each of the following rivers: Rhine, Nile, Elbe, Danube, and Euphrates.

C. With appropriate symbols and lines, show the location of each of the following on the map: Hadrian’s Wall, Pontus, Gaul, and Germania. In the lower left corner of the map include a legend explaining your lines and symbols.

D. Indicate the location of each of the places listed below on the map by placing the initial letter of each on the map. Be prepared to explain why each place was important in the history of Roman civilization.

<table>
<thead>
<tr>
<th>Sicily</th>
<th>Zama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carthage</td>
<td>Macedonia</td>
</tr>
<tr>
<td>Pontus</td>
<td>Vesuvius</td>
</tr>
<tr>
<td>Actium</td>
<td>Rome</td>
</tr>
</tbody>
</table>

E. Indicate by name the approximate location of the major modern nations whose territories were included in the Roman Empire at its largest extent.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

This chapter contains some terms that may be unfamiliar. Identify and state the historical significance of each to show how they represent important historical trends and tendencies.

fasces

Concilium Plebis

Code of the Twelve Tables

pater familias

Punic Wars
RELATIONSHIPS IN TIME

A. Each of Rome’s chronological periods seems to have its own theme. The Early Period—before __________, when the Republic was established—was one of settlements and invasions. Put the following events in chronological order by numbering them.

1. ______ Etruscan conquest of Rome
2. ______ Greek colonists arrive
3. ______ Indo-Europeans invade the Italian peninsula
4. ______ Legendary founding of Rome
5. ______ Etruscan invaders arrive

B. During the early Republic, the dates of which were __________, Rome broadened its power to include territories all around the Mediterranean. Below is a list of events that occurred during this period, each of which increased Rome’s strength outside of the Italian peninsula. Number the following items in the order of their occurrence.

1. ______ Macedonians defeated and Greece allied with Rome
2. _____ Third Punic War
3. _____ Rome supreme in the ancient world
4. _____ Rome defeats the Latin League
5. _____ Corinth destroyed and Greece brought under direct Roman control
6. _____ First Punic War
7. _____ King of Pergamum dies, willing his country to Rome
8. _____ Second Punic War

What happened in 509 B.C.E. that led to the founding of the Republic?

Who was Rome’s enemy in the Punic Wars?

What two cities did Rome demolish in 146 B.C.E. and why?

C. The late Republic, the dates of which were ____________, was wracked by a series of civil wars between rivals within the government. Fill in the missing name in each of the pairs of opponents and number them in correct order.

1. _____ Antony vs. ____________
2. _____ Marius vs. ____________
3. _____ Pompey vs. ____________

In the last of the three civil wars, a woman played a key role. Who was she and what was her importance?

D. The Pax Romana provided more than 200 years of relative peace and stability between the years ____________ and ____________. The rulers listed below deserve a share of the credit for the Pax Romana; number them in order.

1. _____ Flavian emperors
2. _____ Augustus (Octavian)
3. _____ Antonines
4. _____ Julio-Claudian emperors

How would you briefly describe the Roman Empire during the Pax Romana?
E. The rise of Christianity was one of the most important events during the era of the Roman Empire. Number each of the following events in chronological order.

1. _____ Writing of the Gospels
2. _____ Execution of Jesus Christ
3. _____ Paul of Tarsus begins spreading the Christian message
4. _____ Roman destruction of the Jewish Temple
5. _____ Reign of Herod the Great

COMPARING THE ROMANS WITH THE GREEKS

The Romans borrowed extensively from the Greeks. Specifically describe in what ways the Romans were similar to and different from the Greeks in the following areas:

Architecture

Sculpture

Literature

What unique contributions did the Romans make in government and law?

In temperament, attitude, and interests, how did the Romans differ from the Greeks?

ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “The slave systems of Rome and the [seventeenth-century] Iberian colonies were similar in numerous ways. They both employed a great number of slaves, and the prosperity of the elite was supported by the labor of the large slave population. They both relied on urban markets for profitable sale of the commodities produced. Yet, there were also major differences between the systems. The Roman slave system was based on food production in the heartland of the empire. The Iberian slave system rested on a foundation of luxury production, not the production of prime necessities, and it was located in the newly acquired colonial territories. . . .

“It has often been suggested that slavery retarded technological progress, a Roman weak point, by rendering labor-saving devices and techniques unnecessary. . . . To address satisfactorily the question of Roman industrial backwardness and technological stagnation requires a different perspective. . . . Owners generally lacked the specialized knowledge of the processes involved, and workers [slave or free] who might have devised labor-saving techniques or tools had no incentive or means for putting them to
use.” (William D. Phillips, Jr., Slavery from Roman Times to the Early Transatlantic Trade [Minneapolis: Univ. of Minnesota Press, 1985], pp. 12, 25.)

How did Roman slavery differ from that of other ancient or early modern societies? Do you think Roman achievements justified the use of slave labor? How significant was slavery among the economic causes of Rome’s decline?

2. Representative democracy became the government of Athens during its golden age. But no democracy ever appeared in Rome. C. Northcote Parkinson offers an explanation of why it did not.

“The main obstacle to the establishment of a democratic form of government lay in the mere size of the problem. The Athenians were relatively few and could make some pretence of assembling a representative body of citizens to conduct business on democratic lines. But the practical difficulty (and doubtful wisdom) of assembling the citizens of Rome was manifest. The eventual result could only be chaos, as the more responsible citizens could see for themselves. Even, however, if the practical problems were solved, the decisions reached would not be democratic in any real sense of the word. The vote did not extend to the rest of Italy, still less to the Roman Empire as a whole. Nor could it be extended more widely against the opposition of those already voting. The decisions made would nevertheless affect a vast and growing territory—countries which the Roman voters had never seen and could not, perhaps, have even found on the map. There was far less moral basis for a democracy in Rome than there had been for democracy in Athens. In the most careful analysis, it did not even make sense.” (C. Northcote Parkinson, The Evolution of Political Thought [New York: Viking Press, 1960], pp. 183-84.)

Why do you think Parkinson regards the mass assembly of Roman citizens as a bad idea? What conditions favored democracy in Athens that did not exist in Rome? To what extent do Parkinson’s strictures on democracy in ancient Rome apply to the contemporary United States?

3. “If a man were called to fix the period in the history of the world during which the condition of the human race was most happy and prosperous, he would, without hesitation, name that which elapsed from the death of Domitian to the accession of Commodus. The vast extent of the Roman empire was governed by absolute power, under the guidance of virtue and wisdom. The armies were restrained by the firm but gentle hand of four successive emperors whose characters and authority commanded involuntary respect. The forms of the civil administration were carefully preserved by Nerva, Trajan, Hadrian, and the Antonines, who delighted in the image of liberty and were pleased with considering themselves as the accountable ministers of the laws. Such princes [would have] deserved the honor of restoring the republic, had the Romans of their days been capable of enjoying a rational freedom.” (Edward Gibbon, The Decline and Fall of the Roman Empire, abridged by D. A. Saunders [New York: The Penguin English Library, 1984], p. 107.)

Would you agree with Gibbon’s opening statement? How does he insinuate in the last two sentences that Roman government, even at its best, suffered from a basic defect?
QUESTIONS TO THINK ABOUT

1. Can physical environment, more than any other factor, explain the rise of the Romans to a world power? Why or why not?
2. How does the story of the Gracchi illustrate what we call “culture lag”?
3. In what basic ways were the Romans originators and in what manner borrowers and adapters?
4. Do you think Caesar was justified in establishing a dictatorship?
5. Does Rome’s achievement of cultural diversity within political unity offer any lesson for Europe?
6. Why were the Romans eager for new religions and philosophies in the fourth century? Can you see any similarity to this in our own time?
7. How did the Romans, as builders, reflect and meet the needs of a great empire?
8. What social changes occurred simultaneous with Rome’s transition from republic to empire?
9. What were major factors contributing to the decline of the Roman Empire in the West—consider the economy, Christianity and Germanic invasions in particular.
10. To what extent were the Germanic contacts with the Roman Empire invasions and to what extent did they represent migration and assimilation?
CHAPTER 6

Byzantium and the Orthodox World:
Byzantium, Eastern Europe and Russia, 325–1500

The decline and collapse of Roman authority in the West and the relocation of the empire’s center of power to Byzantium in the East had tremendous consequences for Europe. The Christian faith emerged as a dynamic agent of civilization, preserving the rich legacy of classical antiquity and fusing Greco-Roman institutions and Christian theology with Germanic and Slavic cultures. In the West, the Roman Catholic Church asserted both religious and political independence from the Byzantine emperor, and the papacy played a prominent role in shaping the new political order in western Europe and in parts of eastern Europe. The Orthodox Church had an equally profound impact on the culture of the peoples who migrated to regions within the sphere of Byzantium’s influence. Orthodox missionaries brought Christianity to much of eastern Europe and the Balkans, promoted literacy in Slavic languages, and encouraged the development of new political and social structures. Unlike the Roman Catholic Church, however, the Orthodox Church remained subordinate to the authority of the Byzantine emperor, who claimed to be the “thirteenth apostle.”

From their prosperous metropolis, Constantinople, the Byzantines formed a shield for Christian Europe against the drive of Islam from the south. Behind this shield Bulgarians, Serbs, and other peoples within the Byzantine sphere developed separate national identities but lost their independence to the Ottoman Turks in the fifteenth century. Poles, Czechs, and several other Slavic peoples, in contrast, forged ties with the West. Although threatened by Mongols and Turks, these Slavs remained within the orbit of Western culture and the Roman Catholic Church and maintained their political independence. The Russians developed in yet another way. From an early eminence under Byzantine and Varangian tutelage, Russian power declined due to internal conflict and external pressure from Mongols and Tatars. In the sixteenth century the Grand Dukes of Moscow freed Russia and began the long, difficult task of building a modern nation-state.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The transition from Rome to Constantinople.

The Byzantine Empire: Latin Phase, 325-610.

The Age of Consolidation and the Golden Age, 610-1071.

The theological disputes and political rivalries that culminated in a schism between the Roman and Orthodox Christian churches.

Western and Turkish invasions, 1071-1453

The growth of Slavic nations in eastern Europe.

Russia to 1500.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Byzantium: The Latin Phase

1. __________________________: Roman emperor famous for establishing a second capital in the East.
2. __________________________ Nephew of Constantine who favored neoplatonism over Christianity.
3. __________________________: Empress of Justinian who was a wise counselor and courageous in times of danger.
4. __________________________: Greatest architectural monument of the Byzantine Empire; it proclaimed a new and lustrous civilization.
5. __________________________: Germanic kingdom in Italy that was conquered by the Byzantines in the sixth century.
6. __________________________: Sixth century emperor who codified Roman law and began a massive building project in Constantinople. His efforts at restoring imperial control over the western part of the empire proved less successful.

The Age of Consolidation and the Golden Age, 610-1071

7. __________________________: Governing structure introduced by Heraclius in the seventh century that was designed to create a more efficient system for administrative and defense purposes
8. __________________________: Name given to Byzantine era marked by preservation of law, Greek science, literature and philosophy.
9. __________________________: Ninth-century empress, first woman to rule the Byzantine Empire.
10. __________________________: Famous map which symbolizes the continuing influence of the Greeks.
11. __________________________: Bitter religious controversy over the worship of images, which finally helped cause a schism between the Orthodox and Roman churches.

Western and Turkish Invasions, 1071-1453

12. __________________________: Group of Turks before whom the Byzantine Empire crumbled, ending with the fall of Constantinople in 1453.
13. __________________________: First woman historian, author of numerous works, to include The Alexiad.
14. __________________________: Series of campaigns in the holy lands led by western Europeans interested in religion, adventure and riches.
Southeastern Europe and Russia to 1500

15. _____________________: Alphabet of modified Greek characters adapted to the Slavic languages.

16. _____________________: The religion embraced by those Slavic peoples who came within the Byzantine orbit.

17. _____________________: Russian city called “the Third Rome.”

18. _____________________: Son of the diplomatically astute prince of Novgorod, Alexander Nevsky, who founded the Grand Duchy of Moscow.

19. _____________________: Asian invaders who conquered Russia and imposed political control between 1240 and 1480 C.E.

20. _____________________: The ruler of the Kiev Rus who brought his country into the Byzantine sphere by marrying the sister of the Byzantine emperor and by officially embracing the Orthodox faith.

21. _____________________: The first Russian leader to adopt the title Tsar; he began the process of building the modern Russian state.

22. _____________________: People from northern Europe who established political control over Kiev and Novgorod during the ninth and tenth centuries under Oleg and Sviatoslav.

23. _____________________: Along with the Poles, Slovaks, Hungarians, Slovenes and Croats, these eastern European people developed close ties with Roman Catholic western Europe, and thus participated in the major formative developments of Western civilization.

24. _____________________: This battle in Serbia in 1389 brought the collapse of Slavic political cohesiveness at the hands of the Ottoman Turks.

25. _____________________: Area in Slavic Europe, under Roman control for almost 200 years, became highly Latinized.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _______ The so-called “Second Rome” was the city of (1) Moscow; (2) Kiev; (3) Novgorod; (4) Constantinople.

2. _______ The European city that was the most persistent commercial rival of Constantinople was (1) Rome; (2) Athens; (3) Venice; (4) Antioch.

3. _______ The battle, won by the Visigoths in 378, did much to destroy the myth of invincibility of the Roman legions was fought at (1) Kosovo; (2) Adrianople; (3) Troyes; (4) Tours.

4. _______ A state monopoly on which of the following added to the financial strength of the Byzantine Empire? (1) tea; (2) silk; (3) wine; (4) gunpowder.
5. ______ Justinian wasted much of the financial strength of his empire and exhausted much of its human resources in his (1) efforts to restore the western half of the Roman Empire to Constantinople’s control; (2) battles to repel the Arabs; (3) campaign to take Egypt from the Muslims; (4) all of the above.

6. ______ Choose the number at the end of this question that indicates the correct generalizations about the longevity of the Byzantine Empire: (a) Its barter economy made it relatively immune to economic fluctuations. (b) Its sea power and advanced military technology gave it an edge over most of its opponents. (c) After losing African and western European territories its population was culturally and linguistically relatively homogeneous. (d) Its geographic location made the capital city easily defensible. (1) a and c; (2) b and c; (3) b, c, and d; (4) only d.

7. ______ Justinian’s empire included all of the following EXCEPT (1) Greece; (2) Egypt; (3) Gaul; (4) Italy.

8. ______ The Byzantines’ defeat by Muslim Arabs at the battle of Yarmuk in 636 C.E. was significant because (1) Byzantium lost control over Palestine and Syria; (2) the Byzantines’ defeat signaled the decline of Greco-Roman dominance in the eastern-Mediterranean region; (3) that and subsequent victories allowed the Arabs to mount a direct attack on Constantinople; (4) all of the above.

9. ______ Justinian’s Code was (1) the personal ethics of the emperor; (2) an insulting expression used by the Bulgars to express contempt for Byzantine morals; (3) a codification of Roman law carried out under the orders of the emperor; (4) a pledge the emperor made to regain lost territories.

10. ______ The Byzantines lost control of Asia Minor (Anatolia) to the Seljuq Turks in the eleventh century at the battle of (1) Chalcedon; (2) Adrianople; (3) Nicaea; (4) Manzikert.

11. ______ Which of the following occurred FIRST? (1) schism between eastern and western Christianity; (2) Christianity brought to Russia; (3) papacy of Leo I; (4) end of the iconoclastic controversy.

12. ______ The event that marked the end of the Byzantine Empire was (1) the fall of Constantinople to the Ottoman Turks; (2) the twin invasion of Mongols and Varangians; (3) the schism between the western and eastern Christian churches; (4) none of the above.

13. ______ The last ruling dynasty of the Byzantine Empire was the (1) Comnenians; (2) Macedonians; (3) Paleologus; (4) Porphyrogenitus.

14. ______ Under the leadership of the ruling dynasty identified in question 16, the Byzantine Empire (1) enjoyed a remarkable period of political stability and cultural achievement during its final two centuries; (2) was dominated by the Orthodox Church patriarchy; (3) had to rely on Turkish, Serb, and Mongol mercenaries to protect its borders against continued Germanic and Persian military threats; (4) none of the above.

15. ______ Each of the following outside powers imposed their rule over Slavic peoples of eastern Europe EXCEPT the (1) Mongols; (2) Byzantines; (3) Ottoman Turks; (4) Venetians.

16. ______ The Byzantine brothers, Cyril and Methodius, (1) brought Orthodox Christianity to the Slavic people; (2) translated the liturgy into the Slavic language; (3) devised a Slavic alphabet based on the Greek; (4) all of the above.
17. Nation-building in the Balkans lagged behind that in western Europe in large measure because of (1) the ambitions of Russia; (2) the presence of the Ottoman Turks; (3) repeated Mongolian invasions; (4) Bohemian imperialism.

18. The eastern European peoples within the Orthodox Christian orbit include all of the following EXCEPT (1) Bulgarians; (2) Serbs; (3) Hungarians; (4) Montenegrins.

19. The eastern European peoples within the Roman Catholic orbit include all of the following EXCEPT (1) Romanians; (2) Poles; (3) Czechs; (4) Croats.

20. The Slavic peoples within the Roman Catholic sphere (1) were knit together by the Latin language; (2) joined in obedience to the papacy; (3) remained culturally linked to western Europe; (4) all of the above.

21. The great Russian city of Novgorod (a) was saved from destruction by the Mongols in the thirteenth century by Alexander Nevsky; (b) was ruled by an absolute hereditary monarch; (c) fought off the Teutonic Knights; (d) declined due to class conflict and diminished Baltic commerce. (1) b; (2) a, c, and d; (3) c & d; (4) a & d.

22. The Kremlin is the name for (1) a great river in southern Russia; (2) an enormous walled palace in Moscow; (3) a magnificent Russian Orthodox cathedral; (4) one of the titles of the tsar of Russia.

MAKING CONNECTIONS

A. Because it is useful as a peg to hang other events on and around, you should know that Constantine I (the Great) moved the capitol of the Roman Empire to Byzantium at the city of _______ in the year _______. Can you explain why this was a landmark event in European history?

B. Here’s another exact date you should know: the fall of Constantinople occurred in _______. Why was that an important event?

C. Heraclius instituted the __________ _________ in the seventh-century Byzantine Empire. It proved to be effective in its use of military, religious, and administrative authority. Consider how this system would be important for the Byzantines and explain why.

D. The __________ Church and the Roman Catholic Church excommunicated each other in 1054. They continued to have a profound effect on Eastern and Western Europe respectively. Describe how their influences continued for centuries.

E. The rise of Russia was shaped by the Varangians, the Mongols, and Muscovites. What were some of the key events in the development of Russia to the sixteenth century? Explain your answer.
THE TIME

In each of the groups below, number the items in chronological order.

A. **Move from Rome to Byzantium**
   1. _____ Pope Leo I, the Great
   2. _____ Edict of Milan
   3. _____ Iconoclastic controversy
   4. _____ Theodosius I makes Christianity the official religion of the Empire
   5. _____ Council of Nicea
   6. _____ Diocletian restructures the Roman Empire
   7. _____ Attila the Hun plunders Italy
   8. _____ Reign of Julian the Apostate

B. **Byzantium, Christian and Turkish Invasions**
   1. _____ Reign of Heraclius
   2. _____ Constantinople falls
   3. _____ First Crusade
   4. _____ Reign of Justinian
   5. _____ Macedonian dynasty
   6. _____ Iconoclasm controversy
   7. _____ Madaba Mosaic
   8. _____ Rise of Seljuk Turks
   9. _____ Great Schism
C. **Southeastern Europe and Russia to 1500**

1. _____ Ivan III  
2. _____ Vladimir of Kiev  
3. _____ Alexander Nevsky  
4. _____ Yaroslav the Wise  
5. _____ Mongols conquer Kiev  
6. _____ Macedonian dynasty  
7. _____ Mongol invasions  
8. _____ First Bulgarian Empire  
9. _____ Reign of Stephen Dushan

**DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?**

*The following terms in this chapter represent important historical trends and tendencies. In the space provided, identify and define each of the terms and explain their significance for world history.*

Constantine  

Theodora  

Code of Justinian  

Hagia Sophia  

Hippodrome  

Nika Rebellion  

Theme system  

Greek fire  

Caesaropapist
THE PLACE

Rome in Decline, Rise of Christianity, Germanic Invasions

The following descriptions refer to the map on the following page. Write in the correct answer for each of the following questions, and place the number for that question to its corresponding position on the map.

1. ___________: Location of the council meeting called by Constantine which resulted in further definition of Christian doctrine in 325.

2. ___________: In 415, a Christian mob incited by Archbishop Cyril, kills female philosopher Hypatia here.

3. ___________: The Angles, Saxons, Franks, Ostrogoths, Visigoths, and Burgundians all established control over large areas of Europe.

The Byzantine Sphere, Slavic Europe and Russia

On the following outline map, provide the following information:

A. With a heavy pencil line encircle the approximate area controlled by the East Roman Empire at its high point under Justinian.

B. Indicate with ///// the approximate area controlled by the Muslim Arabs circa 640 C.E.

C. Indicate with ------- the approximate area within the orbit of the Roman Catholic Church by 1054 C.E.

D. Indicate with ===== the area within the orbit of the Eastern Orthodox Church by 1054 C.E.

E. Write in the correct answer for each of the following questions, and place the number for that question to its corresponding position on the map

1. ____________: Site of the “Third Rome.”
ARRIVING AT CONCLUSIONS

Here are some quotations from modern scholars dealing with the significance of this period of history. Answer the accompanying questions and be prepared to defend your position.

1. “In the late second and third centuries, the Christians became figures to be reckoned with in the Roman world. They did so largely because they had a singularly articulate and radical contribution to make to that great debate . . . on the manner in which supernatural power could be exercised in society. The way in which the Christians idealized their martyrs as the special ‘friends of God,’ and the manner in which they organized themselves around bishops who claimed with increasing assertiveness to be ‘friends of God’ . . . condensed the main issues of that debate . . . How the Christians thought about themselves . . . and the way in which they articulated their attitude to themselves and to the outside world counted for more than spectacular or massive conversions.” (Peter Brown, *The Making of Late Antiquity* [Cambridge, MA: Harvard University Press, 1978], p. 57.)
Do you think that the author's emphasis on the power of spiritual or ideological convictions is supported by historical evidence? Do you think that it is appropriate to compare the Christian movement of late antiquity with radical movements of modern times?

2. The sixth-century Byzantine historian, Procopius, who privately condemned Emperor Justinian’s character and policies, wrote for the public the following eulogy:

“In our time Justinian became Emperor. He took over the state when it was tottering dangerously. He increased its size and made it far more glorious by driving from it the barbarians who had violated it from ancient times. . . Justinian did not refuse to acquire other states as well . . . and he built innumerable new cities. Finding doctrine about God before his time wavering and being forced into many directions, he checked all the pathways leading to error and caused the faith to stand on one secure foundation. Besides this, he found that the laws were obscure because they had been multiplied unnecessarily and were in confusion because of the obvious contradiction. So he purified them of the mass of quibbles, and by greatly strengthening them, preserved them from contradiction. The good that was done by his building shall be my present subject.” Procopius then describes in detail the church of Holy Wisdom and many other great works of architecture. (Procopius, Buildings, trans. by Averil Cameron, [New York: Twayne Publishers, 1967], pp. 333-34.)

How accurate is the above summary of Emperor Justinian’s achievements? Compare it to the description in the text. What were the emperor’s religious policies? Was he orthodox?

3. Although the area ruled from Constantinople declined after the reign of Justinian, the cultural and religious influence of Byzantine civilization increased, particularly among the Russians in the tenth century. Here is what a modern authority wrote about the impact on the Russians:

“Since the adoption of Christianity as the state religion of the Kievan principality [988], the influence of Byzantine civilization upon Russia became the determining factor of Russian civilization. . . Russia accepted from Byzantium its religious faith, its ecclesiastical hierarchy, its literature in translation, its art, its political ideology. . . [Russia’s] acceptance of the Byzantine political world-view and of Constantinople’s cultural leadership represents the greatest of all spiritual conquests of the Byzantine empire. This conquest is so much more extraordinary [since] it never involved direct political dependence and was therefore accomplished almost exclusively by the Church.” (John Meyendorff, Byzantium and the Rise of Russia [New York: Cambridge University Press, 1981], pp. 10, 14.)

Why did Byzantine civilization expand so successfully among the Slavic peoples? What were the chief characteristics of Byzantine political ideology that might be still observed in Russia today?

QUESTIONS TO THINK ABOUT

1. What is meant by reference to the “preservative” functions of Byzantium? Can you think of any current cultures that may someday be remembered for a similar role?

2. What role did religion play from the tenth to the fifteenth century in the failure of the peoples of eastern Europe to unite in the common cause of standing off invasions from other peoples, particularly the Ottoman Turks? Can you think of other reasons for this failure?
3. We sometimes hesitate to consider Russia as a European nation. How does knowledge of its early history help us understand Russia’s different line of development?

4. The study of history provides us with a more complete understanding of the issues and problems confronting the modern world. Can you identify any contemporary problems or conflicts that are rooted in the ambitions, actions, choices, or philosophical ideals adopted by the peoples who lived during this crucial period of European history? What role did geography play in the events we have studied?
CHAPTER 7
Islam: From Its Origins to 1300

Created by a religious genius, Muhammad, Islam took root in the seventh century among the Arabic people, who carried it with extraordinary rapidity across North Africa to Spain and through the Near East into Persia. This remarkable achievement was due, first of all, to the inherent attraction of Muhammad’s monotheistic religious vision. Both simple and profound, it created a community of believers, called Muslims, around the conviction that Allah is God and Muhammad is the last and greatest of his prophets. In the Qur’an, the book of Muhammad’s revelations, Muslims found the guidelines for living in submission to Allah and for bringing many nations under his sway.

Like the Romans before them, the Muslims created a vast empire, knitted together by a common language, Arabic, the shared values of religion, and economic connections. In the period of its greatest glory, from the eighth to the twelfth century, Islam absorbed much of the culture of ancient Greece and of Persia while making major contributions to the arts and sciences. Although often at war with Christian nations, Islam nonetheless served as tutor to the nascent civilization of the Christian West.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Muhammad’s founding of Islam and its meteoric spread around the Mediterranean.

The principal religious beliefs and practices of Islam.

The expansion of community and state.

The Abassid Era.

The main characteristics of Islamic law and government.

The high level of Islamic science, literature, art, and building.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Arabia before the Prophet

1. ____________________: Located at the site of an oasis in the Hijaz region of the Arabian peninsula, this city became a major center of trade and religious worship prior to 500 C.E.

2. ____________________: Nomadic people of Arabia whose lifestyle was based primarily on animal herding.
3. ____________________: Name for the religious beliefs of many pre-Islamic Arabs, in which
gods and spirits were believed to inhabit natural objects such as stones, trees, and wells.

4. ____________________: Code of ethics that governed Arab tribal life.

5. ____________________: Male elder who was elected to be the leader of an Arab tribe.

6. ____________________: Tribe that gained a prominent position in the affairs of Mecca by
500 C.E. by forging commercial relationships with Byzantium, Persia, and Aksum.

**Muhammad, Prophet of Islam**

7. ____________________: Word meaning “submission to God,” used to denote the Muslims,
their civilization, and their lands.

8. ____________________: Holiest temple in Mecca, it contains a black stone, the most sacred
relic in Arabia, supposed to have been turned black by the sins of those who touched it.

9. ____________________: The one god of Islam.

10. ____________________: Muhammad’s flight from Mecca to Medina, which marked the
beginning of the first year of the Muslim calendar.


12. ____________________: First successor of Muhammad, he began the compilation of
Muhammad’s revelations into the Qur’an.

13. ____________________: The first four caliphs who succeeded Muhammad as head of the
**umma**.

**Islamic Faith and Law**

14. ____________________: Language of the Qur’an, the common knowledge of which is a
force binding together present-day Muslims.

15. ____________________, ____________________, and ____________________: These are called the Five Pillars
of Islam, religious acts required of every true Muslim.

16. ____________________: The source of Islamic law, it is composed of the Qur’an and *hadith*.

**The Expansion of Community and State**

17. ____________________: Religious group that opposed the privileged ruling class of the
Arabs; it has become one of the two major Islamic sects.

18. ____________________: Orthodox sect of Islam, whose members believed that the caliph
owed his position to the consent of the Islamic community.
19. ________________: Shrine built by the Umayyads in Jerusalem in the late seventh century near the “wailing wall,” it houses a rock believed to be the site where God asked Abraham to sacrifice his son.

20. ________________: General who led a Muslim army across the Strait of Gibraltar into Spain in 711, setting the stage for Muslim conquest of the Iberian peninsula.

21. ________________: Proclaimed himself caliph and founded the Umayyad dynasty in 661.

22. ________________: Capital city of the Islamic Empire under the Umayyads.

**The Abbasid Era**

23. ________________: Caliph of Baghdad, greatest Islamic ruler and contemporary of Charlemagne.

24. ________________: Muhammad’s daughter, whose alleged Shiite descendants established a dynasty that ruled Egypt.

25. ________________: Group of Turks who gained control over Persia, Iraq, Syria, and Palestine in the eleventh century; they allowed the Abbasids to remain in power in name only.

26. ________________: Elite “slave” guard in Egypt, they rebelled against their Ayyubid rulers and established a governing system that ruled Egypt and Syria until the early sixteenth century.

**Islamic Culture**

27. ________________: Eleventh-century Muslim scholar; author of the *Canon of Medicine*, much in demand in the West.

28. ________________: Ruling Islamic dynasty under whom Muslim culture reached its “golden age.”

29. ________________: Pseudoscience of Muslim scholars, which attempted to change base metals into precious ones.

30. ________________: Called “the father of sociology,” he wrote a general history that examines the interaction of society and the physical environment.

31. ________________: Last great Islamic philosopher, notable for his commentaries on Aristotle’s works, who argued that faith and reason operate on different levels and cannot be reconciled.

32. ________________: The slender towers from which the faithful are summoned to prayer.

33. ________________: Muslim mystic orders that seek greater understanding and communion with Allah through ritual and discipline.

34. ________________: Poet who wrote *Rubáiyát*, this man also had notable achievements in the fields of mathematics and astronomy.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The basic political unit of the Bedouins was the (1) clan; (2) extended family; (3) tribe; (4) nation.

2. _____ Medina is a holy city for Muslims because it (1) was the birthplace of Muhammad; (2) was the home of the Ka’ba; (3) was a place of refuge for Muhammad and his followers during a time of persecution; (4) was the site of Muhammad's death.

3. _____ Which of the following occurred FIRST? (1) end of the Umayyad dynasty; (2) origin of the caliphate of Cordova; (3) the Hijrah; (4) the death of Muhammad.

4. _____ The Shia sect differed from the Sunnis in part because it (1) opposed the use of Arabic in Muslim ritual; (2) wanted to launch a holy war against Christianity; (3) accepted a divine-right doctrine that assumed the existence of an infallible leader; (4) all of the above.

5. _____ The obligations Islam imposed on its followers include all of the following EXCEPT (1) poverty; (2) prayer; (3) almsgiving; (4) periodic fasting.

6. _____ Islamic law is based primarily on (1) the Qur’an; (2) Roman law; (3) Justinian’s Code; (4) Hammurabi’s Code.

7. _____ All of the following came under Muslim control by the time of the Abbasid dynasty EXCEPT (1) Egypt; (2) Greece; (3) Tunisia; (4) Persia.

8. _____ Distinctive features of Islamic society include (1) equality between the sexes; (2) a priestly caste; (3) separation of church and state; (4) none of the above.

9. _____ Islam expanded rapidly under the first four caliphs for all of the following reasons EXCEPT (1) its belief in Holy War (jihad); (2) its alliance with the Byzantines; (3) dissension among Christians; (4) the simplicity and power of its religious teachings.

10. _____ The non-Islamic populations under Muslim rule typically were (1) taxed more than Muslims; (2) subject to capital punishment; (3) excluded from the army and other public employment; (4) allowed to worship publicly and to proselytize among Muslims.

11. _____ Islamic culture under the Abbasid dynasty reached an unparalleled level of creativity and accomplishment because (1) the Abbasid caliphs encouraged scholarship and artistic expression; (2) the Abbasid caliphs succeeded in expelling Christian and Jewish influences from their realm; (3) the Abbasid caliphs created a self-reliant economy that isolated the Islamic umma from the outside world; (4) none of the above.

12. _____ The Seljuks were (1) members of a heretical sect within Islam; (2) Turkish nomads from central Asia; (3) renegade Byzantine soldiers; (4) none of the above.

13. _____ Muslims believe that Muhammad was the last and greatest of a series of great prophets that included all of the following EXCEPT (1) Socrates; (2) Jesus; (3) Moses; (4) Abraham.

14. _____ The Mamluks were (1) Muslim holy men; (2) founders of a Muslim dynasty in Spain; (3) Asian nomads who captured the city of Baghdad; (4) none of the above.
15. _____ One distinction between Muslim and Christian art was the (1) failure of the Muslims to learn to use the arch; (2) religious barrier to the reproduction of the human figure in Muslim art; (3) refusal of Muslim artists to use geometric designs; (4) all of the above.

16. _____ Familiar features of Muslim architecture include (1) domes; (2) horseshoe arches; (3) minarets; (4) all of the above.

17. _____ An outstanding example of Muslim architecture that is based largely on Persian motifs is (1) the Pantheon; (2) the great pyramid of Khufu; (3) the Alhambra; (4) the Parthenon.

18. _____ The North African Islamic scholar who conceived of history as an evolutionary process was (1) Harun al-Rashid; (2) Khadija; (3) ibn-Khaldun; (4) Moses Maimonides.

19. _____ The Arabian Nights is (1) a scholarly treatise on astronomy; (2) an autobiographical fragment allegedly by Muhammad; (3) a collection of often erotic stories; (4) none of the above.

20. _____ Persian scholars who made important contributions to science include all of the following EXCEPT (1) Avicenna; (2) Rhazes; (3) Omar Khayyám; (4) Abu Bakr.

21. _____ Christian and Jewish religious minorities living within the Islamic empires were (1) persecuted and subjected to a campaign of violence to force their conversion to Islam; (2) generally tolerated as “people of the Book”; (3) were granted complete equality with Muslim citizens within the caliph’s realm; (4) none of the above.

22. _____ The religious scholars who study, interpret, and administer Islamic law as recorded in the Sharia are called (1) muezzin; (2) shahada; (3) hadith; (4) ulama.

RELATIONSHIPS IN TIME

To give yourself a framework for understanding the development of Islam, place each of these items in its correct position on the following time line.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>500</td>
<td>Muslims under Tariq ibn Ziyad conquer Spain</td>
</tr>
<tr>
<td>500</td>
<td>Muslims under Tariq ibn Ziyad conquer Spain</td>
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<tr>
<td>800</td>
<td>Muslims under Tariq ibn Ziyad conquer Spain</td>
</tr>
</tbody>
</table>
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Regarding this chapter about Islam, the following terms represent major historical developments. In the space provided, write your definition of each of the following and record your evaluation of the terms as symbols of historical significance for world history.

Mecca

Ka’ba

Qur’an

Hijra

umma

caliph

Sunna

Jihad

Five Pillars
THE PLACE

A. *On the following outline map, indicate with ////// the area under the control of the Abbasid dynasty.*

B. *On the same map indicate the location of the following places:*

1. Mecca
2. Jerusalem
3. Constantinople
4. Baghdad
5. Cordova
6. Damascus
7. Medina
8. Cairo
ARRIVING AT CONCLUSIONS

Here are some quotations from historians dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “The strategy employed by the Arabs in the great campaigns of conquest was determined by the use of desert power, on lines strikingly similar to the use of sea power by modern empires. The desert was familiar and accessible to the Arabs and not to their enemies. They could use it as a means of communication for supplies and reinforcements, as a safe retreat in times of emergency. It is no accident that in each of the conquered provinces the Arabs established their main bases in towns on the edge of the desert. . . . These garrison towns were the Gibraltars and Singapores of the early Arab Empire.” (Bernard Lewis, *The Arabs in History* [London: Hutchinson & Co., 1960], p. 55.)

Does the analogy used by Lewis seem to be supported by his evidence? Why or why not? Does this interpretation fit the outlines of the early Arab conquests? Explain. What other factors—geographic, military, religious, and historical—were involved in the initial success of the Arabs?

2. “Unquestionably Allah’s commands in the [Qur’an] raised the status of women in seventh-century Arabia. . . . It is true that [it] says . . . that the man is the head of the household—something that has hardly been disputed in any civilized society until the present day. It was the scholars and casuists of Islam in later centuries who succeeded in . . . misinterpreting the [Qur’an] in such a way as to place women in subjection. Seclusion and the veil which were intended to give women privacy and protection . . . became a form of imprisonment. . . . Divorce, which the [Qur’an] commands should only

How does the Qur’an’s treatment of women, as described by Mansfield, compare with the position of women in ancient Greek and Roman society? Why has “civilized society” always assumed that the man is the head of the household? Have you noticed signs that this idea is being challenged within Islam, as well as within other ancient civilizations?

3. “Perhaps . . . [an] explanation can be given for the acceptance of Arab rule by the population of the conquered territories. . . . To most of them it did not much matter whether they were ruled by Iranians, Greeks or Arabs. Government impinged for the most part on the life of the cities and their immediate hinterlands; . . . city-dwellers might not care much who ruled them, provided they were secure, at peace and reasonably taxed. The people of the countryside and steppes lived under their own customs, and it made little difference to them who ruled the cities. For some, the replacement of Greeks and Iranians by Arabs even offered advantages. Those whose opposition to Byzantine rule was expressed in terms of religious dissidence might find it easier to live under a ruler who was impartial towards various Christian groups, particularly as the new faith, which had as yet no fully developed system of doctrine or law, may not have appeared alien to them. In those parts of Syria and Iraq already occupied by people of Arabian origin and language, it was easy for their leaders to transfer their loyalties from the emperors to the new Arab alliance. . . .” (Albert Hourani, *A History of the Arab Peoples* [New York: MJF Books, 1991], pp. 23-24.)

What social, economic, and political circumstances in the Middle East during the seventh century worked in favor of the Muslim conquerors? What does Hourani suggest about the effectiveness of Byzantine and Persian rule in the Middle East? Why did some religious minorities living in the region prefer to be ruled by Muslims rather than the Byzantine emperor? Can you identify other factors that contributed to the rapid expansion of the Islamic empire?

**QUESTIONS TO THINK ABOUT**

1. What is Islam? What role has the Qu’ran played in its development and what role does it play today?

2. Would you say that Islam is a democratic creed?

3. How does the role of Muhammad in the rise of Islam support the view that the personality of great individuals can determine the course of history?

4. What were the political, economic and social conditions that help to account for the remarkable achievements in science, literature and the arts under the Umayyad and Abbasid dynasties?

5. Compare the aspirations of Islamic fundamentalism at the end of the twentieth century with the original teachings and example of Muhammad. How do you think Muhammad would judge a fundamentalist regime like contemporary Iran’s?
6. What has historically been the position of women in Islam? Can you find anything in Muhammad’s life and work that might be used to justify equal rights for women, or at least to improve their status?

7. What has been the historical impact of the concept of the umma? In your opinion, does the term jihad mean “struggle” or “holy war”? Explain your answers.
CHAPTER 8

African Beginnings:
African Civilizations to 1500 C.E.

Not so long ago the peoples of sub-Saharan Africa were commonly identified as “savages” in the popular imagination of the “civilized” Western world. They were thought to be most comfortable in jungles where they made their living by hunting and gathering. They were sometimes described as “noble,” their simplicity reproaching the excessive complexity and artificiality of the lives of modern Europeans and Americans. “Savages” could also appear threatening or intimidating. Lacking the social and moral restraints that civilizations supposedly impose on the use of violence, these primitive peoples might inexplicably perpetrate the most horrendous atrocities on missionaries, explorers, and colonists.

This concept of the “savage” is belied by the history of sub-Saharan Africa. Life among the Bantu-speaking people was in harmony with nature’s rhythms, and Africa’s early empires generally developed along a course that mirrored the cultural values of their founding peoples. African societies were shaped by centuries of cultural experience in adapting to and surviving in an often difficult natural environment; and, over time, many of these societies were influenced by outside cultural forces—with both positive and negative results. The malign connotation of “savage” can be supported by a superficial examination of the historical record of the African peoples, because sub-Saharan Africa has witnessed many terrible and bloody conflicts among its many tribes. However, this record of violence scarcely exceeds that of Europe, even during the most recent century.

The most important contribution that history can make toward correcting false impressions of African societies is to explore the true nature of the civilizations of these peoples. Their societies were complex organizations that achieved high levels of skill in agriculture, architecture, crafts, engineering, and government. They also developed effective systems of social morality, prizing communal qualities rather than competition.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The broad outlines of African history—its geographic, trade, ethnic and historical background, and general cultural patterns.

The civilizations of sub-Saharan Africa.

The major empires of East Africa and the western Sudan.

The cross-cultural impact of the trans-Saharan and Indian Ocean trade.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The African Environment

1. ________________________: Huge desert that stretches across Africa just south of the fertile strip along the north coast.
2. ________________________: Grassy plains that become more and more wooded as they near the equator.
3. ________________________: Farming method common in sparsely populated regions with marginal soil in which farmers clear a patch of land to be used for cultivation for only a few growing seasons.
4. ________________________: Technique used to make bronze statuary using a wax cast and a clay mold.
5. ________________________: Principle that is fundamental to social organization throughout sub-Saharan Africa.

The Peopling of Africa

6. ________________________: Climatic phase from 10,000 to 6,000 B.C.E. during which the northern half of Africa received abundant rainfall that supported human habitation in regions such as the Sahara Desert.
7. ________________________: Dating between 700 to 400 B.C.E., this early center of iron-smelting on the Jos plateau in central Nigeria produced steel of equal quality to the iron works of Rome and Egypt.
8. ________________________: Capital city of Kush and a famous iron-smelting center.

Bantu Dispersion

9. ________________________: Language group of many eastern, central, and southern African societies that can be traced to the Bantu peoples who began migrating from their original homeland near present-day Cameroon around 500 B.C.E.

Ethiopia and Northeastern Africa

10. ________________________: Fifteenth-century emperor of Ethiopia who reformed the church, strengthened the unity of the state, and achieved security among the country’s Islamic neighbors.
11. ________________________: Native title of the emperor of Ethiopia.
12. ________________________: Seaport city of Aksum that prospered as the central point of trade between the Mediterranean Sea and Indian Ocean.
13. ________________________: Fourth-century ruler of Aksum who converted to Christianity and made it the official state religion.
14. ________________________: The royal chronicle of the Solomonid Dynasty, who succeeded the Zagwes in 1270 C.E.; it provided an epic account that claimed direct decent from the Old Testament’s King Solomon.
Empires of the Western Sudan
15. ________________: One of the kingdoms of the western Sudan, its king was considered divine, an impression reinforced when he appeared surrounded by gold swords and horses wearing gold cloth blankets.

16. ________________: Most significant foreign religious influence on the kingdoms of the western Sudan.

17. ________________: King of Mali who dazzled Mecca with his lavish retinue and generous gifts.

18. ________________: King of Songhai who organized the government to run peacefully and effectively.

19. ________________: Songhai city renowned as a center of learning and trade; site of the Sankore mosque.

20. ________________: Thirteenth-century king of Kanem; he amassed an impressive cavalry force that numbered as many as 40,000 horsemen.

21. ________________: Pack animals that served as the primary means of transporting goods in the trans-Saharan trade.

West African Forest Kingdoms
22. ________________: Title given to kings of Benin.

23. ________________: Noteworthy fifteenth-century king of Benin, he added territory to his realm through military conquest and was alleged to possess magical and healing powers.

24. ________________: Yoruba god cited in oral tradition as establishing the patrilineal line of Odudwa, the ancestral lineage required of the kings of Ife and other Yoruban states.

Swahili City-States in East Africa
25. ________________: Independent and competitive coastal centers of trade in East Africa, ruled by Muslim urban elites, whose remarkable civilization peaked between 1200 and 1500 C.E.


27. ________________: Title adopted by many Muslim monarchs of East African city-states.

28. ________________: Swahili city-state that became prosperous mainly because it established control over Zimbabwe’s gold exports.

Kingdoms of Central and Southern Africa
29. ________________: Kingdom formed in the fourteenth century by Wene.

30. ________________: Royal palace built by the rulers of Great Zimbabwe, it had walls twelve-feet thick and twenty-feet high, and was more than 800 feet in circumference.

31. ________________: According to traditional accounts, he was sent by the rulers of Great Zimbabwe to find new sources of salt, but eventually founded the rival kingdom of Mutapa in the Mazoe valley.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ Africa’s geography consists of bands of (1) fertile coast line, desert, and savanna that merges into forest land; (2) rocky coasts and desert; (3) mountainous coasts and desert in the interior; (4) fertile coasts, tropical jungles, and savanna.

2. ______ The accomplishments of prehistoric Africa are evident in all of these EXCEPT (1) Nok terracotta sculpture; (2) brass pots; (3) cultivation of sorghum; (4) the widespread use of iron.

3. ______ Gold and salt were exchanged for centuries in the trade that crossed the (1) Niger River; (2) Indian Ocean; (3) Sahara Desert; (4) Red Sea.

4. ______ The three states that rose in the western savanna were (1) Ghana, Kush, Benin; (2) Aksum, Kush, Mali; (3) Songhai, Kongo, Mali; (4) Ghana, Mali, Songhai.

5. ______ In East Africa (1) the political units were coastal cities, not states; (2) trade in the Indian Ocean was the economic cornerstone of the culture; (3) the level of civilization was advanced; (4) none of the above; (5) all of the above.

6. ______ Zimbabwe thrived because of its (1) iron refining; (2) salt trade; (3) gold mining; (4) slave trade.

7. ______ Askia Muhammed was the enlightened early sixteenth-century ruler of (1) Songhai; (2) Mali; (3) Ethiopia; (4) Kush.

8. ______ The value system common to the Bantu-speaking people of sub-Saharan Africa included all of the following EXCEPT (1) appreciation for the interests of the community; (2) emphasis on the individual; (3) belief in a supreme being; (4) respect for the dead.

9. ______ The native cultures in Africa (1) varied greatly; (2) depended on clans for their political structure; (3) accepted the arts as an integral part of their daily lives; (4) all of the above.

10. ______ In the parts of Africa where Bantu political institutions prevailed (1) descent in royal lines was quite commonly matrilineal; (2) women were often powers behind the thrones; (3) occasionally women served as officials or councilors; (4) all of the above.

11. ______ Magunabwe’s rulers and commercial elite (1) gained their status by controlling the ivory and cattle trade; (2) lived among the commoners in village settlements; (3) were dominated by Arab Muslim clerics and traders; (4) all of the above.

12. ______ By the fifteenth century, the kings of Kongo had developed a centralized state including all of the following EXCEPT (1) a professional army; (2) a democratic system for selecting kings; (3) control over inter-regional trade; (4) a governing administration usually staffed by the king’s relatives.

13. ______ The Periplus of the Erythrean Sea (1) described the trade network along the Red Sea and Indian Ocean; (2) was written around the first century C.E.; (3) was a navigational guide identifying the principle ports and market towns in East Africa; (4) all of the above.

14. ______ The Swahili city-states (1) were dominated by Muslim traders who formed the political elite; (2) were often dominated by the more powerful kingdoms of Ethiopia and Ghana; (3) created a centralized federation of states under a single monarch to regulate commercial competition; (4) eventually absorbed the kingdoms of Great Zimbabwe and Benin.
15. Christianity in Ethiopia was promoted by all of the following EXCEPT (1) Coptic church leaders in Egypt; (2) Syrian monks known as the “Nine Saints”; (3) the holy war launched by Ahmad al-Ghazi Ahmad Gran; (4) Emperor Zara Yakob.

16. All of the following were key components in the trans-Saharan trade EXCEPT (1) gold; (2) cotton; (3) kola nuts; (4) salt.

17. The trans-Saharan slave trade was fueled primarily by the high market demand for new sources of labor and soldiers in (1) Northern Europe; (2) the Americas; (3) Byzantium; (4) the North African Mediterranean states.

18. The tsetse flies that infest regions in and around the rain forests (1) often devour grain crops before harvest; (2) can infect humans and livestock with sleeping sickness; (3) serve a positive purpose by eating the mosquitoes that carry malaria and yellow fever; (4) all of the above.

19. Which of the following correctly identifies the agricultural practice of growing plants that compliment each other side by side in order to make the most use out of poor soil? (1) slash and burn; (2) bush fallow; (3) intercropping; (4) terra-cotta.

20. Sunni Ali and Askia Muhammad were important kings who ruled during the fifteenth and sixteenth centuries over which of the following empires? (1) Songhai; (2) Aksum; (3) Benin; (4) Mapungabwe.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

This chapter contains some terms that may be unfamiliar. Write a short definition of each, using the text and the dictionary when necessary and, in the space provided, explain how each of them is important for world history?

Sudan

caravan trade

bridewealth

“stateless” societies

African masks

Bantu

Aksum

Jenne-jeno

Ghana

Mansa Musa
Fill in the blanks in the following narrative.

The most prominent of the sub-Saharan peoples were the (1) ________________, who originated in the (2) ________________ part of Africa. Already by 2000 B.C.E., (3) ____________ and (4) ____________ were being cultivated in the savanna. Beautiful terra-cotta sculpture was being fashioned by the (5) ____________ people for centuries after 1000 B.C.E. The use of (6) ____________ spread over much of Africa between 600 B.C.E. and 400 C.E.

The Nubian kingdom of (7) ________________ emerged by the fourth century B.C.E. Its capital was (8) ____________, a civilized city that traded heavily in (9) ________________ tools and weapons. A hybrid Arab-African state, (10) ________________, conquered Kush and took over much of the trade between Africa and the Near East. Under the fifteenth century emperor (11) ________________, the Ethiopian monarchy reached its greatest strength, but within a century a holy war launched by the Muslim state of (12) ________________ brought about the decline of Aksum’s power.

The three prominent kingdoms of the western Sudan between roughly 400 and 1600 were, in chronological order, (13) ____________, (14) ____________, and (15) ____________. These kingdoms grew up around the trade crossing the (16) ____________ Desert, carrying the gold that was mined near the (17) ____________ River. The kingdoms sometimes had highly developed governmental systems, in spite of the fact that boundaries were fluid and cultural unity was lacking.

In East Africa trade was concentrated along the (18) ________________ from the beginning of the Common Era. After the twelfth century the primitive trading settlements became flourishing (19) ________________ commercial centers. By the fourteenth century the commercial traffic had increased greatly in the sophisticated coastal towns, such as Kilwa. East Africa centered on a series of independent coastal (20) ________________. The spoken language was (21) ________________, but the literature was written in an (22) ________________ script. The official religion was (23) ________________, shaped by local customs and traditional beliefs.
THE PLACE

Using the maps in your textbook, locate and mark the following items on the following outline map of Africa.

<table>
<thead>
<tr>
<th>Sahara Desert</th>
<th>Red Sea</th>
<th>Nile River</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairo</td>
<td>Songhai</td>
<td>Benin</td>
</tr>
<tr>
<td>Kalahari Desert</td>
<td>Indian Ocean</td>
<td>Niger River</td>
</tr>
<tr>
<td>Mali</td>
<td>Zimbabwe</td>
<td>Kongo</td>
</tr>
<tr>
<td>Mediterranean Sea</td>
<td>Atlantic Ocean</td>
<td>Aksum</td>
</tr>
<tr>
<td>Ghana</td>
<td>Timbuktu</td>
<td>Ethiopia</td>
</tr>
</tbody>
</table>
ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “In summary, the social and political organization of all the Negro kingdoms had numerous features in common. . . . All . . . were highly autocratic, with power of life or death vested in the king. He also represented the court of last appeal in legal cases, and one of his important functions was dispensing justice. While benevolence in a king was appreciated, he was likely to be regarded as a weakling if he never utilized his powers arbitrarily. The person of the king was always sacred, and his physical condition was thought to affect the well-being of the state. . . . The royal establishment was always elaborate and absorbed much of the national revenue. It included guards, an elaborate cadre of court officials, and hundreds of wives. . . . None of the Negro kingdoms had legislative bodies or any other device for popular representation in government. Although the king usually had a council, the members were appointed by him, and their duties were purely advisory.” (Ralph Linton, The Tree of Culture [New York: Alfred A. Knopf, 1955], p. 463.)

Does this seem an accurate description of the native kingdoms of Africa? Cite evidence to back up your opinion. If Linton’s observations are true, what effect may these long-established cultural patterns have on the developing African nations of today? Is it likely that they will become democratic?

2. “A distinguished historian has written ‘civilization is born of numbers.’ Without these ‘numbers,’ the emperors of Ghana would never have been able to build the great palaces of Koumbi . . . . The continent was therefore densely populated, especially south of the Sahara: in the Senegal valley, in the interior of the Niger delta and around Lake Chad there were hundreds of farming villages, trading centres and towns. . . . The great monuments were not the work of ‘hordes of slaves’; it was the piety of the subjects and their concept of royalty—which made each think of himself as the son of the king—that made possible these major endeavours. The coercion of ‘hordes of slaves’ appears more and more a superficial explanation, just as if we tried to explain a Gothic cathedral or a Roman basilica as the product of slaves working under the whip. Faith has strong echoes in the hearts and spirits of men.” (D.T. Niane, ed., Africa from the Twelfth to the Sixteenth Century [Berkeley: University of California Press, 1984], p. 683.)

Do you agree with the author’s inference that the great monuments of African civilization were truly communal endeavors comparable to the collective motivation that produced the great medieval cathedrals? What other aspects of African life had a communal rather than an individual character? Is there a connection between Africa’s communal traditions and the socialist tendencies of modern African nationalist movements?

QUESTIONS TO THINK ABOUT

1. What similarities and what differences do you find between the civilizations of sub-Saharan Africa before 1500 and the civilizations in Europe during the same period?

2. Which of the sub-Saharan African civilizations we have studied do you consider particularly advanced? Explain your answer.

3. In what ways did the trans-Saharan and Indian Ocean trade have an impact on the peoples involved that went beyond national commercial relationships? In what ways did the trade affect cultural patterns?

4. Consider the economic and political development of major areas of Africa discussed in this chapter. What are their similarities and differences? Explain your answer.

5. Can you identify any common themes in the cultural developments of the African societies we have studied? What role did the natural environment play in the histories of African societies? To what extent were talented rulers able to shape the future of their nations?
CHAPTER 9

The European Middle Ages
476-1348 C.E.

The decline and fall of the western half of the Roman Empire in the fifth century created a vacuum in Europe which was filled largely by the Roman Catholic Church and Germanic kingdoms. Rome’s centralized administration, standing professional army, and uniform imperial legal system were replaced by primitive Germanic tribal institutions or by locally adapted remnants of the Roman past. From these roots, in response to external challenges and internal needs, emerged a new economic, political-military system—feudalism—which distributed authority through a hierarchy of personal relationships between lords and vassals.

As a cultural force, the Church centered at Rome became the major religious and intellectual influence shaping Western Europe. Among the many barbaric German tribes that invaded the empire, the Franks proved to be most politically astute and most powerful. Both qualities were exemplified in Clovis and Charlemagne who linked their extraordinary political ambitions to the dominant religious force in western Europe, Catholic Christianity. From this union, a semblance of imperial unity among European peoples evolved—the Holy Roman Empire—only to develop into feudalism with the decline, albeit temporary, of both church and state.

Beginning in the eleventh century and extending through the thirteenth century, Europe underwent a period of renewal and reform. The previous era characterized by feudalism, with its decentralization of power in the economy and the state, gave way to a resurgence of secular interest. As the ideal of a united Christian Europe declined, a new ideal gradually took its place. Europe was increasingly viewed as a network of independent, sovereign states competing more than cooperating with one another. By 1500 it was apparent that distinct nations had developed. In England and France nation and state had become virtually inseparable under native ruling families or dynasties. Elsewhere, as on the Iberian peninsula, the nation-state was also coming to be the basic form of political organization. Throughout Europe rulers had gained a large measure of control over the Church within their borders.

In addition, the culture changed dramatically, particularly the Church, which sought to reform itself in a variety of ways and to rid the Holy Lands of the Muslims in the Crusades. Contact with other parts of the world, particularly connecting along the Mediterranean, resulted in stimulated trade, the rise of towns and development of guilds, great monuments of architecture, and the foundation of universities. With the fourteenth century came an extended period of war, disease, and unprecedented crises in the Church, and Europe stood on the threshold of still greater change.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The evolution of the Christian Church and its presence in Europe in the Early Middle Ages.

How the Merovingians and Carolingians temporarily filled the void left by the fall of the Roman Empire.

The structure of feudalism, to include manorialism, and how it filled the vacuum left by the disintegration of the Carolingian Empire and the Viking invasions.

Feudalism, manorialism and life for the nobles, the clergy and the peasants in Europe in the Early Middle Ages.
The revival of trade and towns and the rise of guilds.

Renewal of the Catholic Church 1000-1348, as demonstrated by papal reform, formation of new orders and the Crusades.

The development of European states, 1000-1348

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

**The Church in the Early Middle Ages**

1. _________________: Pope who led the movement in the late sixth and early seventh centuries to use political as well as spiritual influence.

2. _________________: A large grant of territory in Italy given by the Germanic ruler created the Papal States and increased the Pope’s power.

3. _________________: Early Christian missionary who lived with the Visigoths and translated most of the Bible into Gothic.

4. _________________: Sixth-century church scholar who wrote *The Consolation of Philosophy*, a leader in the effort to preserve classical texts.

5. _________________: This book stands as an outstanding example of early medieval European monastic scholarly and artistic achievement.

**The Merovingians and Carolingians**

6. _________________: Germanic people who migrated into Gaul and built the most enduring Germanic state—this kingdom covered most of France by the early sixth century.

7. _________________: Dynasty in France whose conversion to Christianity assured the support of the native population in the sixth century.

8. _________________: Named not for its founder but for its greatest leader, Charlemagne—this dynasty built the greatest empire in Europe since the fall of Rome.

9. _________________: Christian heresy rejected by Clovis in favor of orthodox, Trinitarian Christianity.

10. _________________: Sea-faring Scandinavian invaders who attacked Europe from the ninth to the eleventh centuries.

**Feudalism, Manorialism, and Life in the Middle Ages**

11. _________________: Noble who had knelt before his overlord and promised personal loyalty to him; in return he was given control over a portion of the lord’s land.

12. _________________: Hereditary allotment of land that the above noble received control of, but not ownership of, after his oath of fealty to his overlord.
13. ____________________: Lowest ranking member of the feudal nobility.

14. ____________________: Process by which vassals parceled out portions of their fiefs to lesser members of the nobility.

15. ____________________: Manorial land reserved exclusively for the lord’s use.

16. ____________________: Hereditary servile class bound to manorial land in the feudal system.

17. ____________________: Most leaders of the Church came from this social class and were landowners, vassals in the feudal system.

18. ____________________: It was a code of conduct traditionally based on warfare, religion and reverence to women and formed the basis for medieval European culture.

19. ____________________: The highpoint of the ceremony emphasizing a newly-designated knight’s responsibilities.

20. ____________________: Workers on medieval manors who were absolutely bound to the land in service to their feudal lord.

21. ____________________: Land arrangement available to tenants who shared the profits of labor with the landowner.

22. ____________________: The most popular past-times of medieval peasants included these activities.

The Revival of Trade and Towns

23. ____________________: Class of workers in a craft guild who had completed the initial stage of training in their trade, but who had not yet produced a “master piece.”

24. ____________________: Class of commercially-minded townspeople who began to assert considerable influence on European economic, social, and political life.

25. ____________________: Association of artisans or merchants formed to meet business, political, and social objectives.

The Church in the High Middle Ages: 1000-1348

26. ____________________: Order of monks that sought to free the Church from secular authority in favor of papal authority.

27. ____________________: Lawyer pope under whose administration the papacy reached a highpoint in power.

28. ____________________: Belief in teachings condemned by the Church.

29. ____________________: Series of military expeditions from Western Europe aimed at removing Muslim control of the Holy Lands.

The Development of European States: 1000-1348

30. ____________________: French king who accomplished the first great expansion of territory, tripling the monarchy’s holdings.
31. ______: English ruler best known for increasing the power of the royal courts at the expense of the feudal courts.

32. ______: Archbishop of Canterbury who defied Henry II and became a martyr to protect church courts.

33. ______: Movement in Spain characterized by religious fervor directed at removal of the Muslims.

TRY THESE MULTIPLE CHOICE QUESTIONS

1. _____ One of the greatest Catholic missionaries to the Germanic tribes, known as “Apostle to the Germans,” was: (1) Gregory I; (2) Cassiodorus; (3) Boethius; (4) Boniface.

2. _____ As monasteries became the repositories of classical learning, many of them established special departments to copy manuscripts—departments known as (1) abbeys; (2) scriptoria; (3) marches; (4) bishoprics.

3. _____ The Merovingian ruler whose conquests in the late fifth and early sixth centuries brought most of France under Frankish control was (1) Charles Martel; (2) Einhard; (3) Syagrius; (4) Clovis I.

4. _____ The alliance between the papacy and the Frankish state had lasting significance on the history of Western Europe because (1) the pope was forced to accept the status of vassal under the Frankish king; (2) the Frankish king was able to absorb all papal lands and unite the Italian peninsula; (3) the Franks replaced the Byzantines as the protector of the Roman church; (4) Charlemagne used the church to legitimize his military conquest of Britain.

5. _____ The adversaries at the battle of Tours in 732 were the (1) Franks and Muslims; (2) Lombards and Slavs; (3) Byzantines and Muslims; (4) Lombards and Byzantines.

6. _____ Which of the following occurred FIRST? (1) Battle of Tours; (2) Charles Martel became mayor; (3) Pepin the Short became mayor; (4) Charlemagne was crowned emperor.

7. _____ Charlemagne’s capital, which he called “New Rome,” was located at (1) Tours; (2) Aix-la-Chapelle; (3) Poitiers; (4) Paris.

8. _____ Feudalism has as a major characteristic: (1) the utilization of machinery to stimulate industrial production; (2) the decentralization of political authority; (3) efforts to eliminate violence and war; (4) all of the above.

9. _____ A basic feature of the feudal system is (1) the association of land ownership and military power; (2) the strict separation of church and state; (3) participation in government by all classes; (4) rapid social and political change.

10. _____ One of the ways by which the Church attempted to exercise control of knights was by urging knights to protect sacred places and spare noncombatants, a pronouncement known as (1) “The Penitence of Warriors”; (2) “The Truce of God”; (3) “The Peace of God”; (4) “The Code of Chivalry.”

11. _____ Nobles were fond of participating in outdoor sports as entertainment in all of the following sports EXCEPT: (1) jousting; (2) cockfighting; (3) falconry; (4) hunting.

12. _____ In the manorial system, the person who was the general manager of the lord’s estate was the (1) steward; (2) bailiff; (3) reeve; (4) freeman.

13. _____ The battle of Hastings was won by the (1) Saxons; (2) Normans; (3) Slavs; (4) Magyars.
14. ______ William the Conqueror modified feudalism in England by (1) requiring all vassals to swear their first allegiance to the king, rather than to another vassal; (2) requiring tenants-in-chief to provide knights for the royal army; (3) placing restrictions on the hierarchy of the Church; (4) all of the above.

15. ______ Henry II and Thomas à Becket quarreled over (1) Henry’s desire for a divorce; (2) the independence of church courts; (3) Becket’s affair with Henry’s wife; (4) all of the above.

16. ______ Among the results of the long struggle for Spanish unification was (1) a tradition of religious toleration stemming from the need for Christian unity in the face of Muslim power; (2) a legacy of warlike spirit and national pride; (3) a national heritage of pride in crafts and manual labor that helped stimulate the national economy; (4) all of the above.

17. ______ A major goal of the Hohenstaufen dynasty was (1) the unification of Spain and Portugal; (2) the expulsion of the Moors from Spain; (3) driving the Mongols from Russia; (4) none of the above.

18. ______ The term referring to a “guild of learners, both teachers and students,” is (1) academy; (2) university; (3) institute; (4) college.

19. ______ Thomas Aquinas, author of *Summa Theologica*, sought to (1) reconcile faith and reason; (2) show that Aristotle was wrong; (3) establish a strict doctrine; (4) eliminate heretics from the church.

20. ______ Hildegard of Bingen is a good example of (1) an able military leader; (2) an accomplished medieval musician; (3) an outstanding scholar; (4) a leading critic of the church.

**RELATIONSHIPS IN TIME**

*Place each of the items below in correct order under the proper century which follow.*

- Norman Conquest
- Charles Martel defeats Muslims at Tours
- *Magna Carta*
- Viking raids and settlement across Europe
- Venerable Bede writes *Ecclesiastical History of the English People*
- *Benedictine Rule* becomes basis for monastic life
- Pope Urban II proclaims the First Crusade
- Division of the Carolingian Empire
- Establishment of the Inquisition
- Pontificate of Gregory I
- Cassiodorus writes *The Consolation of Philosophy*
- Election of Hugh Capet
- Charlemagne crowned emperor by the Pope
- Clovis unites Franks into one kingdom
- Papacy of Gregory VII

**Sixth Century**

**Seventh Century**

**Eighth Century**
Ninth Century

Tenth Century

Eleventh Century

Twelfth Century

Thirteenth Century

MAKING CONNECTIONS

Explain what happened in each of the following incidents:

Missionaries spread Christianity to England, Ireland, and France

The Donation of Pepin

Charlemagne is crowned “Emperor of the Romans”

The murder of Thomas à Becket

What common theme connects all of these events? What would be the result of these developments for Europe?
FOCUSING ON MAJOR TOPICS

The Feudal System

The collapse of effective central authority, especially following the breakup of Charlemagne’s empire, left a political void that was filled by _________________.

On the triangle below, indicate how feudal hierarchy theoretically worked. Who was at the top?

Who was at the bottom of the feudal hierarchy?

Why was the reality of the feudal hierarchy not so simple?

How could one person be both a lord and a vassal?

How could even a king be a vassal?

What did the lords demand from their vassals?

What did the vassals demand from their lords?

What were the three classes of medieval society?
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

The following terms discussed in the chapter are representative of major trends and tendencies in the period. Give the definition for each and, in the space provided, record your opinion of their historical significance.

Boniface

Pepin

Cassiodorus

*missi dominici*

Carolingian Renaissance

Treaty of Verdun

feudalism

chivalry

oath of fealty

*Magna Carta*

cluniaic reform

lay investiture

Crusader States

universities

Scholasticism
MAKING CONNECTIONS

Explain what happened in the Investiture Struggle.

What common theme runs through each of these episodes?

What is the difference between Parliament and parlement?

From the point of view of centralizing control of the nation, compare what William the Conqueror did with what the Capetian kings achieved.

THE PLACE

A. On the following map, indicate areas in which missionaries Ulfilas, St. Patrick and Boniface were successful in their efforts to spread Christianity.

B. Indicate with | | | | the extent of Charlemagne’s Empire by the time of his death.

C. Mark and label the location of the following: Rome, Paris, Verdun, Aachen, Ravenna, Prague, and Tours.

D. Label each of the following kingdoms: East Franks, West Franks, Byzantine Empire, Khanate of Bulgaria, Umayyad Emirate of Cordova, Ireland, and Danelaw English Kingdom.
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent scholars dealing with aspects of this period of history. Answer the accompanying questions and be prepared to defend your position.

1. “Was the collapse of the [Carolingian] Empire inherent in the system, in that too much local power was given to the aristocracy without adequate safeguards? Or was it rather the crisis in the structure of leadership at the very top which enabled weaknesses to show themselves?
   “Historians, with their usual prejudice in favour of any type of centralised government, have tended to regard the collapse of the Carolingian Empire as a disaster—an echo of scholarly reaction to the fall of the Roman Empire. The Roman Empire . . . had generally been conceived as a political unit; the Carolingian Empire . . . rarely was. Under the first emperor, Charlemagne, there were three subordinate kings. In 806 Charlemagne ruled for the succession in such a way that, if all his sons had survived, the title of Emperor and the unity of Empire would have disappeared on his death. The survival of the Empire was almost as accidental as its creation.” (Edward James, The Origins of France: From Clovis to the Capetians, 500-1000 [New York: St. Martin’s Press, 1982], p. 166.)

How would you reply to the questions which the author raises above? What was Charlemagne’s conception of imperial authority? How did his idea differ from Constantine’s?

2. Orderic Vitalis (1075-1142), the principal historian writing about England under the Normans early in the twelfth century, composed the following dramatic death-beds speech which he attributed to William the Conqueror. “I name no man my heir to the kingdom of England; instead I entrust it to the eternal Creator to whom I belong and in whose hands are all things. For I did not come to possess such dignity by hereditary right, but wrested the kingdom from the perjured Harold with bitter strife and terrible bloodshed, and subjected it to my rule after killing and driving into exile all his supporters. I treated the native inhabitants of the kingdom with unreasonable severity, cruelly oppressed high and low, unjustly dispossessed many, and caused the death of thousands by starvation and war, especially in Yorkshire.” (Marjorie Chibnall, The World of Orderic Vitalis [Oxford: Clarendon Press, 1984], pp. 184-85.)

How does Orderic’s assessment of William’s reign compare with the one in the text? Orderic was Anglo-Saxon on his mother’s side. Has that influenced his judgment? Orderic was also a monk, a member of the clergy. How can that be inferred from the speech?

3. “No one ever spoke of the good times of Philip the Fair as they did of the good times of St. Louis. . . . There were no civil wars in Philip’s reign, no notable acts of treason, no executions of famous men, no plunderings of towns and villages. Philip drew heavily on the political capital accumulated by his ancestors, but he also replenished it. He was king of France in a way that none of his predecessors had been. He had forced the most independent lords . . . to recognize his superiority. His courts, and especially . . . the Parlement, retained their reputation for justice.” It was Philip’s policy of oppressive taxation that “his people could not forgive.” (Joseph R. Strayer, The Reign of Philip the Fair [Princeton, NJ: Princeton University Press, 1980], p. 423.)

What notable breaches of justice and equity by Philip does the above assessment overlook? Draw your own comparison of Louis IX and Philip the Fair. Why did Philip resort to oppressive fiscal measures?
QUESTIONS TO THINK ABOUT

1. How would you explain the success of Charlemagne? What would be the long-term effects of his interest in intellectual and artistic matters?

2. What is your assessment of the importance of the presence of the Byzantine Empire, Muslim powers, and nomadic tribes surrounding Europe in this period. How did they contribute to the development of feudalism?

3. What is your assessment of the importance of the presence of the Byzantine Empire, Muslim powers, and nomadic tribes surrounding Europe in this period. How did they contribute to the development of feudalism?

4. What were similarities and differences in the daily lives of the clergy, the nobility, and the peasantry in the Early Middle Ages? What does this tell us about the era?

5. How did the objectives and role of the Catholic Church change as the church expanded into northern and western Europe during the period 500-1000?

6. Why did the Church experience so much difficulty after its period of revival in the eleventh through the thirteenth centuries?

7. What differences did the Norman Conquest make in the subsequent history of England and France? Were the consequences all beneficial for France?

8. What political factors were present in Spain during these centuries that were not present in France and England?

9. Why did a centralized monarchy not develop in Italy and Germany, while it did in England and France?
CHAPTER 10

Culture, Power, And Trade in the Era of Asian Hegemony, 220-1350

Civilizations, like people, undergo stages of growth, maturity and decline. This chapter describes the beginning of the maturation of civilizations in India and China as well as the emergence of civilization in Japan as a “spin off” from China. It shows how the Mongol conquest impacted these civilizations. The Gupta age in India and Tang and Sung dynasties in China brought full shape to all the elements of civilization. They absorbed ideas from other cultures. Hinduism borrowed from Buddhism while Neo-Confucianism borrowed from Taoism and Buddhism. There was an outpouring of scientific, technological, literary and artistic creativity which made these countries the leading lights of the world at a time when the West was still in its “dark ages.”

Political disruption and warfare can divert civilization from its course of development, however. The Hinduism that demonstrated such creativity under the Guptas turned inward and defensive when faced with the challenge of Islam. Solidifying the caste system rituals prevented Hindus from converting to Islam in large numbers but it also forfeited intellectual creativity. Confucian China likewise was swept off its cultural foundations by the Mongol conquest and thereafter became suspicious of outside contacts.

Japan, however, had the advantage of choice. Never conquered, the Japanese chose the civilization they wanted from Tang China and when, after three centuries, their Chinese-style imperial government began to weaken, they reacted in a similarly purposeful way. Instead of seeking to restore a “Golden Age” as the Chinese had, they evolved a new political system based on a feudal dictatorship, the Kamakura Shogunate, which boosted its legitimacy by keeping the imperial line as “appointers” of shoguns. The political adaptations of the Japanese and their modern-sounding reforms remind us to look for innovation among these ancients, who faced many of the same basic problems of government as we do today—national productivity, cost of living and wage fluctuations, credit, taxes, and balance between the interests of the state and those of the citizen.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Gupta Empire in India with its remarkable science, literature, and overall influence on other parts of Asia.

The Muslim invasions of India that led to the powerful Delhi Sultanate, which was destroyed by Tamerlane.

The Tang and Sung dynasties with their effective governments, skilled poets, artists, and religious philosophers.

The Mongol Empire whose military might imposed a Pax Mongolica through Asia from China to the Danube River.
Early developments in Korea and its emergence as a kingdom, from three kingdoms into one.

The buildup of a Japanese imperial state out of a competing group of clans, the decline of that form of government, and the emergence of a new structure embodied in the Kamakura Shogunate.

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of following blanks with the correct identification.*

**India**

1. _________________: Dynasty under which Indian culture achieved its classical age.

2. _________________: Classical language of Indian written literature.

3. _________________: Religion that, after undergoing a revival, became the dominant religion in India during the Gupta period.

4. _________________: Separate kingdom in southwest India with extensive overseas contacts.

5. _________________: Location of a monumental series of temples carved out of solid rock in India.

6. _________________: Muslim conqueror of northwest India known for both his destructiveness and sponsorship of scholars.

7. _________________: India’s best-known poet and dramatist who wrote the play *Shakuntala*.

8. _________________: Central Asiatic tribesmen who intermarried with Indians.

9. _________________: Strong Hindu leader who restored unity to North India briefly until his death in 647.

10. _________________: Descendants of Central Asian invaders who carved out kingdoms for themselves in the seventh century.

11. _________________: Turko-Mongol conqueror who destroyed the Delhi Sultanate in 1398.

12. _________________: Indian spoken language synthesizing Persian, Arabic, and Turkish words.

**China**

13. _________________: Powerful and capable female ruler who expanded the Tang state but was judged harshly in Chinese histories.
14. ______________________: This Tang ruler both contributed to the prosperity of his government but also to its decline.

15. ______________________: Eleventh-century Chinese economist and statesman who promoted government policies similar to those of the modern welfare state.

16. ______________________: Leader of a rebellion in Tang China that fatally weakened the dynasty.

17. ______________________: School of Chinese thought whose greatest advocate was Chu Hsi; it dominated Chinese intellectual life from the twelfth century to modern times.

18. ______________________: Chinese dynasty of the seventh to the tenth centuries, which represents the “golden age” of Chinese poetry, painting, scholarship, and political expansion.

19. ______________________: Method of printing invented in China about 600.

Korea, Japan

20. ______________________: The kingdom in northeast Korea, which first united it in 668.

21. ______________________: The name for people who controlled the military and the bureaucracy in Korea.

22. ______________________: Japanese clan on Honshu Island that was probably the first ruling dynasty of Japan.

23. ______________________: Traditional Japanese religion based on animistic cults and nature worship.

24. ______________________: Military-like leaders who ruled Japan after the twelfth century.

25. ______________________: Japanese warrior nobility who practiced a code of chivalry.

26. ______________________: Japan’s first capital city.

27. ______________________: Center of Japanese political life from the eighth century to the middle of the nineteenth century.

28. ______________________: Heian-era Japanese decorative painting style characterized by its bright colors.

Mongol Empire/Yuan Dynasty

29. ______________________: Mongol leader who, by 1206, had conquered Mongolia and thereafter pillaged China; overran southern Manchuria; and invaded India, Persia, and Russia.

30. ______________________: Progressive Mongol leader who ruled China when that land was visited by Westerners in the thirteenth century.

31. ______________________: Venetian traveler whose account of his journeys to India and China and long stay there provides much of our information on thirteenth century Asia.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ Chandra Gupta I was (1) a Buddhist monk who helped spread Buddhism into China; (2) a leading Hindu philosopher who reformed Hinduism in the seventh century; (3) an Afghan king who conquered northern India; (4) none of the above.

2. _____ Which of the following began FIRST? (1) Song dynasty; (2) Mongol conquest of northern China; (3) Tang dynasty; (4) Qin dynasty in Manchuria.

3. _____ The prehistoric Japanese population (1) were predominantly Mongoloid; (2) spoke an Altaic language; (3) migrated from the Asian mainland; (4) all of the above.

4. _____ The Gupta age in India included all of the following characteristics EXCEPT (1) a strengthening of the caste system; (2) a flowering of the arts and literature; (3) a decline in the influence of Hinduism and a corresponding increase in the influence of Buddhism; (4) remarkable advances in science and technology.

5. _____ Which of the following was NOT characteristic of the reform program of Wang An-shih? (1) The government controlled commodity prices and interest rates; (2) Examinations stressed practical rather than literary knowledge; (3) The program was supported by scholars; (4) The reforms were done away with within a generation.

6. _____ Li Bo and Du Fu have in common that both were (1) early travelers in India who took written reports back to China; (2) among the first writers of objective history in China; (3) Tang poets; (4) none of the above.

7. _____ Comparing the Gupta monarchy with the Mauryan, the Gupta (1) used none of the political structure of the Mauryan; (2) avoided using secret service spies; (3) depended more on local communal institutions than did the Mauryan; (4) had more extensive royal lands than did the Mauryan.

8. _____ The Taika reforms in Japan were largely concerned with (1) extending the authority of the priesthood; (2) increasing the power of the clans; (3) emulating Chinese models of government and society; (4) all of the above.

9. _____ The Pax Mongolica (1) linked Europe and Asia through the Mongol Empire; (2) was a period of armed truce between the Huns and Mongols; (3) marked the extension of Chinese culture into Mesopotamia; (4) saw Muslims in India for the first time.

10. _____ Chinese territorial expansion reached its greatest extent during the dynasty of the (1) Sui; (2) Tang; (3) Song; (4) Qin.

11. _____ China under the Sung dynasty included all the following characteristics EXCEPT (1) a revival and reinterpretation of Confucianism; (2) significant advances in experimental and applied sciences; (3) a neglect of painting in favor of architecture; (4) the manufacture of superb pottery.
12. ____ Existing evidence suggests that the Japanese people (1) really did descend from the sun; (2) are of mixed ethnic origins; (3) are basically Caucasoid; (4) none of the above.

13. ____ Results of the Muslim conquests in India include (1) continuing religious conflict; (2) considerable cultural exchange between Hindu and Muslim; (3) the development of a new language; (4) all of the above.

14. ____ The Taika reforms in Japan (1) aimed at establishing a loose, decentralized feudal society; (2) promoted the interests of clans that rivaled the Yamato; (3) established an effective system of recruitment through civil service examinations; (4) were inspired by the example of Tang China.

15. ____ Which of the following is NOT true about the Kamakura Shogunate? (1) The shogun created his position independently in opposition to the emperor; (2) The shogun was appointed by the emperor; (3) The shogun paid respect to the emperor; (4) The shogun’s capital and administration were separate from that of the emperor.

16. ____ Shinto (1) is a complex philosophy with stringent ethics; (2) involves worship of a single deity, the Sun Goddess; (3) clashed violently with Buddhism; (4) supports the divine ancestry of the Japanese imperial line.

17. ____ Which of the following was NEVER a part of China at the height of the Tang dynasty? (1) Turkestan; (2) Japan; (3) Yangtze valley; (4) North China Plain.

18. ____ Which of the following occurred FIRST? (1) Fujiwara regency; (2) Kamakura Shogunate; (3) building of Kyoto; (4) Taika reforms.

19. ____ The Mongol Empire (1) welcomed foreigners and their ideas; (2) was very suspicious of outsiders; (3) harmed trade among its different parts by its disunity; (4) was easy-going in its governing style.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

This chapter contains some terms which may be unfamiliar but are symbolic of larger historical trends and themes. In the space provided, give a definition of each and evaluate each item in terms of its importance for world history.

Faxian

Delhi Sultanate

Sikhism
Empress Wu

Pure Land Sect

Neo-Confucianism

Khanates

*Pax Mongolica*

Yuan dynasty

*Ebstorf Mappamundi*

Three Kingdoms Period

Koryo dynasty

Yamato clan

Heian period

samurai
THE PLACE

A. Using the maps in Chapter 10 of the text, locate the following on the map that appears on the next page:

- China
- Yellow Sea
- Kyushu
- Pacific Ocean

- Japan
- Shikoku
- Sea of Japan
- Honshu

- Korea
- Hokkaido
- Manchuria

B. Write in these rivers:

- Huang Ho
- Yalu
- Yangtse

C. Place a dot on the map and write the name of each of these cities in the appropriate place:

- Seoul
- Tokyo
- Kyoto

- Peking
- Hangchow

D. With this symbol ////// indicate the route of the first Grand Canal. With this symbol ---- show the site of the Great Wall.
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent scholars dealing with significant matters from this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Gupta art, the ‘classical’ art of India, was of tremendous importance for all Buddhist art of Southeast Asia, Central Asia, China, and Japan. It gave that art its norm, and the sculpture and painting of the Gupta period occupy a position parallel to that of Greek and Roman art in the West, in which European artistic canons found their standards of perfection. The final solution of the problems of form and content provided a firm basis for original artistic expression, and whether in Cambodia, Java, or Japan, the powerful yet subtle influence of Gupta art may always be detected.” (Woodbridge Bingham, Hilary Conroy, and Frank W. Ikle, A History of Asia, vol. I [Boston: Allyn and Bacon, 1964], p. 196.)

What other aspects of Indian culture do you think might have been exported along with the standards of Gupta art? If the analogy between Gupta art in Asia with Greek and Roman art in Europe is valid, what would you expect some of the consequences to be, both in India and elsewhere in Asia where Gupta art standards penetrated?

2. Endowed with an adequate physical base for the development of its own institutions and traditions, Japan was also profoundly affected by its location on the world map. At its closest point, the island of Kyushu is about 120 miles from the continent, across the Korean Strait. It was over this route that continental influences entered Japan, for direct contact with China did not become general until late in the seventh century and, even then, remained hazardous. Although conquerors from the mainland may have played an important part in Japan’s early history, Japan was far too removed to be dominated by mainland powers. Foreign ideas, institutions, and techniques could be adapted to Japanese needs without military or political interference from abroad.” (Conrad Schirokauer, A Brief History of Chinese and Japanese Civilizations [New York: Harcourt Brace Jovanovich, 1978], p. 131.)

How did the Japanese modify the Chinese institutions that they borrowed? Although they had enough geographic isolation to be able to choose, why do you think they chose to “adapt” rather than just become wholly like the Chinese? Could they have become just like the Chinese?

3. Mongol armies of the thirteenth century conquered vast territories with limited manpower. A famed military historian helps explain their success.

“The best example of strategy in the Middle Ages comes not from the West but from the East. For the thirteenth century, strategically distinguished in the West, was made outstanding by the paralysing lesson in strategy taught by the Mongols to European chivalry. In scale and in quality, in surprise and mobility, in the strategic and tactical indirect approach, their campaigns rival or surpass any in history. In Jenghiz [Genghis] Khan’s conquest of China we can trace his use of Taitong Fu to bait successive traps as Bonaparte after utilized the fortress of Mantua. By far-flung movements with a combination of three armies he finally broke up the military and moral cohesion of the Chin empire. When in 1220 he invaded the Karismian empire, whose center of power lay in modern Turkestan, one force distracted the enemy’s attention to the approach from Kashgar in the south; then the main mass appeared in the north; screened by its operations, he himself with his reserve army swung wider stillCand, after disappearing into the Kizyl-Kum desert, debouched by surprise at Bokhara in the rear of the enemy’s defensive lines and armies.” (B.H. Liddell Hart, Strategy [New York: Praeger, 1954], p. 81-82.)
To what does Liddell Hart attribute the military success of the Mongols? Why would he regard the Mongols as masters of the “indirect approach” in military affairs? How does the quotation suggest that the Mongols sometimes employed techniques similar to those of the Arabs in the seventh and eighth centuries?

QUESTIONS TO THINK ABOUT

1. If you were preparing an outline for a debate on the merits of the caste system, what leading arguments would you assign to the affirmative? To the negative?

2. Why do you think India was so swayed and affected by outside invaders whereas China seemed to absorb Central Asian conquerors and go back to their old ways of doing things? Could it have been because the Chinese never had to deal with frequent invasion? Or could it have been because the Chinese never had to deal directly with fiercely exclusive thought systems, like Islam, among their invaders?

3. Why did Buddhism decline in the country of its birth, India, at the same time that it was spreading and prospering in China, Korea, and Japan?

4. What were the most important historical influences in the shaping of Korea and how were they manifested?

5. Japan’s obligation to China in terms of its arts, politics, religion, and philosophy has been described as “immense.” Do you agree? What are some good and what are some unfortunate results of such cultural diffusion?

6. What were the long-term effects of Mongol rule? Assess them in terms of productive and destructive effects and express your opinion.
CHAPTER 11

The Americas to 1492

Contemporary Americans value their rich cultural diversity. Since the late fifteenth century, the cultural diversity of the Western Hemisphere has been shaped by an influx of peoples from Europe, Asia, and Africa. In the process of this migration, the peoples already living in the so-called “New World” often were conquered, displaced, and decimated. But cultural diversity in the Americas did not begin with the Columbian age. Indeed, the societies that evolved in the Americas in the centuries prior to 1500 were marked by a high degree of cultural variation.

The great Amerindian empires—the Olmecs, Mayas, and Aztecs of Mesoamerica, and the Incas in South America—established strong governing institutions to rule over their large populations. The cultural evolution toward a more centralized political system was made possible by increased agricultural production, which in turn encouraged population growth, the development of large urban centers, the expansion of regional trade, and the elaboration of governing and social institutions. Despite being isolated from the developments taking place in other parts of the world, the evolution of American civilizations followed a similar pattern as that of other civilizations in Eurasia and Africa. Still, by the fifteenth century the Amerindian empires had not developed sophisticated military weapons, nor had their religions advanced very far from their animist roots—the ritual sacrifice of humans continued in the Aztec Empire up to the Spanish conquest in the early sixteenth century.

In North America, a different pattern of cultural development took place. Scattered across a broad continent, Amerindian tribes in the north formed smaller, self-sustaining civilizations. The transition from food-gathering to food-producing economies among some of the northern peoples did not result in the formation of large empires, as had occurred in Central and South America. There was great variety among the Amerindian societies in the north, from the Mesolithic cultures of the Inuit and Aleuts in the far Northwest, to the more sophisticated Iroquois confederation in the Northeast. Whatever their level of cultural development, all of the Amerindian societies in the Western Hemisphere were affected by European penetration after 1500.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The origins of Amerindian societies.

The major political and social characteristics of the Olmecs, Mayas, Aztecs, and Incas.

The diversity of the Amerindians of North America.

The cultural achievements of Amerindian civilizations.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Origins of Americans, Civilizations in Mesoamerica and North America

1. ______________________: Principal food crop of the native civilizations of the Western Hemisphere.
2. ______________________: Early Central American Indians with a remarkably advanced culture, notable especially for their city-state organization, scientific achievements, and art.
3. ______________________: Warlike Indian confederacy controlling Mexico when Cortés arrived.
4. ______________________: Most advanced of the South American natives, whose civilization once dominated the western coast of the continent.
5. ______________________: Term applied to Mexican and Central American cultures after about 1200 B.C.E.
6. ______________________: Early Mesoamerican civilization famous for its large building projects and colossal sculptured stone heads.
7. ______________________: Capital of the Aztec Empire, an architectural wonder, constructed on an island.
8. ______________________, and ______________________: Two of the most significant achievements of the Mayans.
9. ______________________: Strong-willed ruler of the Aztecs in the fifteenth century who extended the empire to the Gulf Coast.
10. ______________________: Greatest ruler of the Inca Empire, who added worship of a supreme creator to the current cult of the sun.
11. ______________________: Semicivilized group that created a new power during the first part of the postclassical period of Mesoamerican civilization.
12. ______________________: Land bridge connecting Alaska and Asia used by Paleolithic hunters to migrate to the Western Hemisphere.
13. ______________________: Name for the phenomenon whereby cultures develop along similar lines despite being isolated from one another.
14. ______________________: Major trading center and burial site near present-day East St. Louis, Illinois; it served as a capital for the Amerindian culture in the Mississippi valley.
15. ______________________: Religious sites used for worship and human sacrifice.
16. __________________________: Toltec capital, founded by King Topiltzin in the tenth century.

17. __________________________: Appointed nobility in the Aztec Empire.

18. __________________________: North American people who established the League of the Five Nations.

19. __________________________: People who developed a sophisticated culture in the southwest of the present-day United States; they are noted for their architecture, use of irrigation, and weaving of cotton cloth.

20. __________________________ and __________________________: Peoples of the far north; they are more closely related to Asians than other Amerindian peoples.

21. __________________________: System of notation developed by the Mayans for maintaining records.

22. __________________________: The Spanish conquest of the Aztecs occurred during this king’s reign.

**TRY THESE MULTIPLE-CHOICE QUESTIONS**

1. ____ At the time Spanish explorers came to the Western Hemisphere there were mature civilizations in all of the following areas EXCEPT (1) Mexico; (2) Peru; (3) Tierra del Fuego; (4) Guatemala.

2. ____ Amerindian civilizations lacked all of the following EXCEPT (1) iron; (2) horses; (3) pottery; (4) most common domesticated animals.

3. ____ It was characteristic of male dominance in Mayan culture that a woman (1) could not enter temples; (2) could not look directly at men; (3) ate with other women after the men had eaten; (4) all of the above.

4. ____ Which of the following occurred FIRST? (1) the beginning of the Inca Empire; (2) the beginning of the Aztec Empire; (3) construction of the first Mayan cities; (4) foundation of the Olmec civilization.

5. ____ Of all the New World cultures, the one that came closest to developing a useful system of writing was the (1) Toltec; (2) Maya; (3) Inca; (4) Aztec.

6. ____ The Olmec civilization was centered FIRST at (1) La Venta; (2) Teotihuacán; (3) Tenochtitlán; (4) San Lorenzo.

7. ____ Choose by number the correct generalizations about Olmec civilization. (a) It originated on the coastal plain of modern Peru. (b) It produced colossal stone heads and carried out large building projects. (c) It was dominated by a priestly class. (d) It was unusually violent and aggressive toward surrounding peoples. (1) a and b; (2) b and c; (3) b, c, and d; (4) only a; (5) c and d.

8. ____ The distinctive characteristics of Inca civilization included all of the following EXCEPT (1) an excellent military system, including compulsory military service; (2) a well-developed monetary and credit system; (3) ceremonial public veneration of mummified emperors; (4) an inaccurate lunar calendar.
9. ____ With respect to their political practices and culture, the Aztecs and Mayas have been compared to the (1) Romans and Greeks; (2) Egyptians and Persians; (3) Chinese and Indians; (4) Germans and French.

10. ____ Which of the following was NOT a member of the League of the Five Nations? (1) the Seneca; (2) the Mohawk; (3) the Pueblo; (4) the Oneida.

11. ____ The postclassical era in Mesoamerica was marked by (1) the decline of artistic expression; (2) the decline of urban populations; (3) increased militarism and war; (4) all of the above.

12. ____ Toltec civilization was marked by (1) extensive trade; (2) conquest of neighboring peoples; (3) decreased agricultural production; (4) all of the above.

13. ____ Commoners in the Aztec Empire (1) developed a prosperous market system separate from state authority; (2) primarily served as slave laborers in the cities; (3) were barred from the ranks of the appointed nobility; (4) all of the above.

14. ____ Choose by number the correct generalizations about Aztec religion. (a) It focused on the worship of the sun-god, Utzilopochtli; (b) Its focus on human virtue provided the Aztecs with a source of inspiration; (c) Unlike some other Mesoamerican religions, human sacrifice was rare; (d) the king was believed to be the living incarnation of the sun-god. (1) a and b are correct; (2) a and d are correct; (3) a, b, and d are correct; (4) only a is correct.

15. ____ The Incas were particularly skilled in making all of the following EXCEPT (1) iron weapons; (2) roads (3) aqueducts; (4) bridges.

16. ____ Amerindian societies in North America (1) were more technologically advanced than Mesoamerican societies; (2) varied greatly from one another in language and culture; (3) relied exclusively on hunting and gathering; (4) none of the above.

17. ____ Which of the following peoples lived in what is today the northeastern United States? (1) the Navajo; (2) the Apache; (3) the Cayuga; (4) the Hohokam.

18. ____ Which of the following took place FIRST? (1) reign of Pachacuti; (2) Cahokia complex is built; (3) Adena and Hopewell cultures emerge; (4) reign of Montezuma II.

FOCUSED ON MAJOR TOPICS

Name the three important cultures that flourished in the Americas before the European explorers arrived in great numbers.

Which two cultures were roughly contemporaneous?

Generally speaking, during what centuries did the third culture flourish?

Where was this earlier civilization located?

Which two arts reached a particularly high level of achievement?

Briefly describe the Mayan religion and its importance in the life-style of the Mayas.

Compare the Incas and the Aztecs with the Greeks and Romans. Which of the American cultures was similar to the Greeks? Specifically, how?
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

This chapter contains some terms that represent important trends and tendencies in world history. In the space provided, identify and assess the historical significance of each.

Bering Strait

Olmec

maize

Mayan calendar

Toltecs

Quetzalcoatl

Pyramid of the Sun

Aztecs

Chinampas

Pachacuti

matrilineal

Quechua

Iroquois

Mound Builders

Pueblo
THE PLACE

A. *On the map on the following page, indicate with a heavy solid line the boundaries of the Mayan Empire, and the regions controlled respectively by the Toltecs, Olmec, Iroquois, and Pueblos.*

B. *Indicate with ////////////// the boundaries of the Aztec Empire.*

C. *Indicate with ////////////// the boundaries of the Inca Empire.*

D. *Using the maps in the textbook, locate and mark the following items on the map.*

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
<td>San Lorenzo</td>
<td>Chimu</td>
<td>Andes Mountains</td>
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<tr>
<td>Monte Alban</td>
<td>Tiahuanaco</td>
<td>Caribbean Sea</td>
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<td>Oaxaca</td>
<td>Tenochtitlán</td>
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<td>Cuzco</td>
<td>Huari</td>
<td>Teotihuacán</td>
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<tr>
<td>Mayapan</td>
<td>Machu Picchu</td>
<td>Cahokia</td>
</tr>
</tbody>
</table>
ARRIVING AT CONCLUSIONS

Here are some quotations from scholars, dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “Manipulations of traditional religious concepts and rituals played crucial roles in the rise and fall of the Aztec and Inca Empires. In the second quarter of the fifteenth century Mexican and Inca leaders instituted specific ideological reforms. While these changes were intended to serve certain limited purposes, they also proved to be highly effective adaptations to the natural and cultural environments of Mesoamerica and the Central Andes. . . . The new state religions gave the Mexican and Inca decisive advantages over their competitors and enabled both peoples to conquer vast territories in a remarkably short time. However, in the long run the very same ideological factors created internal cultural stresses. . . that could not be resolved. In less than a century the problems had reached the point of crisis, and what the Spaniards toppled were two states destroying themselves from within.” (Geoffrey W. Conrad and Arthur A. Demarest, Religion and Empire: The Dynamics of Aztec and Inca Expansionism [New York: Cambridge University Press, 1984], p. 4.)

Would you agree with the authors’ contention that religion was chief among many causes for the rise and decline of the two great Amerindian civilizations? Is the evolution of the Aztec and Inca Empires similar to that of the Roman Empire? Is the argument developed above consistent with that presented in the text?

2. “The history of the Americas records the colonization and settlement of a great continent. We take a just pride in our European ancestors, who, from the Vikings down to the most recent political exiles, set forth to find a new life in the changing conditions of a new land. Our histories and traditions describe the evolution of these colonies into the present group of American republics, and it is a remarkable episode in the story of mankind. Yet the European settlement of the Americas, for all of its modern political significance, is just a late phase of the history of man on the American continent. The Asiatic colonization of the New World, which preceded the European infiltration by many centuries, has its own proud place in the Annals of Continental America.” (George C. Vaillant, The Aztecs of Mexico [Baltimore: Penguin Books, 1956], p. 23.)

What does Vaillant mean by the “Asiatic colonization of the New World”? Why should a modern American take pride in the accomplishments of the pre-Columbian cultures of America? What aspects of pre-Columbian culture survive today in the American nations?

QUESTIONS TO THINK ABOUT

1. What similarities and what differences do you find between the Mesoamerican civilizations of before 1500 and the civilizations in sub-Saharan Africa?

2. Scholars have long been amazed by the many similarities between Egyptian culture and that of the Mayas and Aztecs. List as many such similarities as you can. Do you consider these purely coincidental or not? Why?

3. Which of the Amerindian civilizations do you consider superior? Why?

4. What was the source of power and authority for the rulers of the Amerindian empires we studied? In what ways were the New World rulers more powerful than their contemporary counterparts in Europe and Asia?
CHAPTER 12

The Islamic Gunpowder Empires, 1300 - 1650

One of the recurring themes in history is the cyclical nature of nations and empires. Civilizations are born, reach their zenith under extraordinary leaders, and over time lose their vitality and strength. The remarkable feature in this cycle is that new civilizations emerge out of the decadence of the old, regenerated by new leaders and by outside cultural influences, often resulting in cultural synthesis. Such were the circumstances under which the Ottoman, Safavid, and Mughal empires emerged between 1300 and 1650. Coming on the heels of the Mongol and Timurid conquests in Southwest Asia and Anatolia, new Muslim Turcic dynasties began the process of consolidating and extending their realms with military might enhanced by the use of gunpowder weaponry.

Conquering an empire is not synonymous with establishing imperial authority, and the rulers of the new empires faced a monumental task in establishing an effective governing structure for their domains. Built upon the foundations of pre-existing cultural institutions and ethnically diverse populations, the most outstanding emperors realized that the vitality of their empires required a considerable degree of toleration for their non-Muslim subjects—an ideal that stood in sharp contrast to the policies adopted by their contemporary counterparts in Christian Europe.

In the sixteenth century, the Asian empires were clearly ascendant, controlling the East-West trade routes and drawing on the ample resources and manpower existing within their realms. Emperors also encouraged artistic endeavors which endure both as an expression of cultural synthesis and as evidence of imperial greatness. But in the latter-half of the seventeenth century, the Islamic “gunpowder empires” began to decline. A primary factor in their decline was Christian Europe’s economic and technological advances during the seventeenth century. Other significant factors include the degeneration in the character of ruling dynasties, the increasing inefficiency and ineffectiveness of governing institutions over time, and deviation from policies that drew on the strengths of multiculturalism and ethnic diversity as pillars of the imperial system.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The regional political, economic, and cultural circumstances that contributed to the rise of the Ottoman, Safavid, and Mughul empires.

The important rulers of each empire and their achievements.

The role religion played in advancing the authority of rulers.

The rivalry between the Muslim empires, and their relationships with outside powers.

The distinctive social, cultural, and political characteristics of each empire, as well as their shared characteristics.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

**Ottoman Empire**

1. ______________________: Region in the Near East, bordered by the eastern Mediterranean, Aegean, and Black Seas; it was the heart of the Ottoman Empire.

2. ______________________: Formerly the capital of the Byzantine Empire, the Ottomans conquered the city in 1453, made it their imperial capital, and renamed it Istanbul.

3. ______________________: Ottoman sultan who led the troops who conquered the city identified above; he also took control over Romania and the regions surrounding the Crimea.

4. ______________________: The founder of the Ottoman ruling dynasty.

5. ______________________: Fourteenth-century emir of the Chagatai Khanate in central Asia, his ambition to restore the grandeur of the Mongol Empire led to a series of campaigns in the Crimea, Persia, and Anatolia.

6. ______________________: Probably the greatest Ottoman sultan, he added new territory to his empire at the expense of the European Habsburgs and Persian Safavids, and he established new laws and administrative structures to govern his extensive multicultural empire.

7. ______________________: Institution of slavery based on a “human tax” of boys from non-Muslim subjects; they were trained to serve as elite infantry troops and many rose to high positions in the Ottoman imperial system.

8. ______________________: The Ottoman sultan’s chief minister, he served as the head of the government’s central bureaucracy.

9. ______________________: Great palace built during the reign of Sultan Mehmet II; its architectural design mirrored the Byzantine style.

10. ______________________: Non-Muslim subjects in the Ottoman Empire who were allowed a considerable degree of religious and civil autonomy under responsible local religious leaders.

**Safavid Empire**

11. ______________________: Founder of the Safavid ruling dynasty.

12. ______________________: Early sixteenth-century Safavid shah, renowned for both his military and governing skills; he united Persia, conquered Iraq, and challenged the Ottomans in eastern Anatolia.

13. ______________________: Mystical Shi’ite order from which the Shah, identified in number 12. was alleged to have gained secret religious insight, giving him the aura of quasi-divine power.

14. ______________________: This shah reigned during the “golden age” of the Safavid Empire; he encouraged the arts, created a stable political system, and gained security through wise statesmanship.

15. ______________________: Poet of the masterpiece Epic of Kings (Shahnamah).
Mughul Empire

16. ________________: Ruler of Kabul who established the foundations of the Mughul Empire in a series of conquests against regional rivals in the early sixteenth century.

17. ________________: Famous tomb built during the seventeenth century at Agra for the wife of Shah Jahan.

18. ________________: Perhaps the greatest Mughul emperor, he added territory to his empire through conquest, established an effective governing administration, promoted cultural and religious toleration, and encouraged the arts.

19. ________________: Military administrators who served both in governing positions and in the Mughul emperor’s army.

20. ________________: Mughul emperor who defeated his brother in a struggle to succeed Shah Jahan; after gaining the throne he imposed Sunni Muslim orthodoxy over his dominions.

21. ________________: Major trading center located between India and Persia, it served as a central point in the East-West trade.

22. ________________: Uzbek ruler defeated by Shah Ismail in 1510; Ismail subsequently fashioned a drinking cup out of his skull.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The imperial power nominally ruling most of Anatolia during the time of Osman was (1) Kurdistan; (2) the Seljuk Turks; (3) the Byzantine Empire; (4) the Holy Roman Empire.

2. _____ In the late fourteenth century, Timur’s military campaigns reached into all of the following regions EXCEPT (1) Anatolia; (2) Persia; (3) India; (4) Egypt.

3. _____ As a means of legitimizing their rule, Ottoman Sultans claimed to be descendants of (1) Genghis Khan; (2) Constantine the Great; (3) the Prophet Muhammad; (4) Timur.

4. _____ During the sixteenth century, Sultan Selim I strengthened Ottoman rule over the empire’s Muslim subjects by (1) gaining control over the Strait of Gibraltar; (2) gaining control over the Muslim holy cities of Mecca and Medina; (3) establishing new Muslim colonies in Spain and Italy; (4) all of the above.

5. _____ Hungary was absorbed by the Ottoman Empire in 1526 following the bloody battle at (1) Mohacs; (2) Constantinople; (3) Prague; (4) Kosovo.

6. _____ The institution of slavery as practiced in the Ottoman Empire (1) produced a permanent class of servile labor for whom there was little chance of upward mobility; (2) was a means by which the empire gained talented individuals to serve in the military and in administrative positions for the government; (3) relied to the greatest extent on Muslim prisoners-of-war; (4) all of the above.

7. _____ After 1600, Ottoman power faced several setbacks, including (1) a series of costly wars with Persia that ended in stalemate; (2) renewed military threats from Russia and the Habsburgs in Europe; (3) a decline of naval strength in the Red Sea; (4) all of the above.
8. ______ The Ottoman victory against Ismail’s Safavid forces in 1514 (1) tainted Ismail’s reputation of invincibility; (2) was a result of the Ottoman forces’ advantage in gunpowder weaponry; (3) marked a turning point in the balance of power between the Ottomans and Safavids; (4) all of the above.

9. ______ Which of the following Safavid Shahs immediately succeeded Ismail? (1) Tahmasp; (2) Abbas; (3) Safi al-Din; (4) Nader.

10. ______ Which of the following was NOT a significant Persian export in the East-West trade? (1) silk; (2) salt; (3) ceramics; (4) carpets.

11. ______ Prior to Ismail’s reign in the early sixteenth century, the religion most Persians embraced was (1) Shi’ite Islam; (2) Sunni Islam; (3) Greek Orthodox Christianity; (4) Hinduism.

12. ______ Choose the number at the end of this question that most accurately describes the attitude of the Safavid rulers toward artistic and cultural achievement. (a) Although Ismail supported the arts, his successors contributed little support to cultural projects; (b) During the reign of Shah Abbas, Persia became one of the primary cultural centers of the world; (c) Persian excellence in architecture is reflected in the awe-inspiring majesty of the Shah’s palace at Isfahan; (d) Due to strict interpretation of Muslim law, the Safavids never developed original art forms; (1) only b is correct; (2) a, b, and c are correct; (3) b and c are correct; (4) all of the above are correct.

13. ______ A remarkable feature of Akbar’s reign was his success at promoting (1) a synthesis of Hindu and Muslim cultures; (2) a flowering of artistic achievement and learning; (3) growing prosperity in trade and increased industrial production; (4) all of the above.

14. ______ All of the following characteristics are common in Mughul architecture EXCEPT (1) flying buttresses; (2) vaulted gateways; (3) domes; (4) mosaics.

15. ______ The Din-I Ilahi was (1) a tax imposed on non-Muslim subjects; (2) a great Sanskrit epic; (3) a religious cult proclaimed by Akbar; (4) a palace built during the reign of Babur.

16. ______ Choose the number at the end of this question that explains the cause of the Mughul Empire’s decline during the seventeenth century: (a) Akbar’s successors became embroiled in unsuccessful military campaigns that sapped the empire’s economic strength; (b) After Akbar’s death, Muslim Sufi orders and the ulama pressured his successors to govern according to Islamic law; (c) Aurangzeb’s reimposition of the Sharia and the jizya alienated the predominantly Hindu population of the empire; (d) European commercial domination over the Indian Sea trade routes eventually expanded over the Persian Gulf region. (1) b; (2) a and c; (3) c and d; (4) a, b, and c are correct.

17. ______ The most significant source of income for the Ottoman, Safavid, and Mughul empires was (1) agricultural production; (2) control over the East-West trade routes; (3) export of gold and ceramics; (4) export of textiles.

18. ______ Compared to the most advanced European states of the sixteenth century, the Ottoman, Safavid, and Mughul empires enjoyed an advantage in all of the following areas EXCEPT (1) imperial wealth; (2) technological development; (3) manpower and resources; (4) effective governing systems.
FOCUSING ON MAJOR TOPICS

In the blank before each of the following items, write an “O” to indicate a characteristic of the Ottoman Empire, an “S” to indicate a characteristic of the Safavid Empire, or an “M” to indicate a characteristic of the Mughul Empire. Some characteristics may apply to more than one empire, so mark them accordingly.

1. ________ Troops wore red headgear with 12 folds as a symbol of their Shi’ite faith.
2. ________ A majority of its citizens were Hindu.
3. ________ Ruled by a Turcic dynasty.
4. ________ Silk, ceramics, and carpets were its major exports.
5. ________ Fratricide (the execution of one’s brothers) was a common aspect of dynastic succession.
6. ________ Capital was at Isfahan.
7. ________ Society was patriarchal.
8. ________ Foreign-born Muslims called mansabdars served as military administrators for the empire.
9. ________ Elite infantry corps was called the janissaries.
10. ________ Primary European rival was the Habsburgs Empire.
11. ________ Competed with Portugal for control of the East-West trade.
12. ________ Employed a “human tax” on non-Muslim subjects to staff the military and government bureaucracy.
13. ________ Sufi mysticism exerted considerable influence within the empire.
14. ________ Originally predominantly Sunni, but became overwhelmingly Shi’ite under its ruling dynasty.

Here are three significant rulers we have studied. Give a brief sketch of each, identifying his major accomplishments.

Shah Abbas “the Great”  Suleiman “the Great”  Akbar
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?
This chapter contains some terms that may be unfamiliar. Write a short definition of each and state the historical significance for world history.

Osman

Suleiman

vizir

janissaries

harem

Topkapi Palace

Safavid dynasty

Shah Abbas

Isfahan

Mughul Empire

Akbar

Taj Mahal

Hamzanamah

Suttee

Kabul
THE PLACE

A. On the following outline map, indicate by a heavy line, the boundaries of the Ottoman Empire at the end of the sixteenth century.

B. Indicate with  the area ruled by the Safavid Empire at the end of the sixteenth century.

C. Indicate with  the region ruled by the Mughul Empire by the end of the seventeenth century.

D. Locate and mark each of the following items on the map.

- Anatolia
- Red Sea
- Isfahan
- Persian Gulf
- Iraq
- Delhi
- Deccan
- Persia
- Kabul
- Istanbul

- Arabian Sea
- Egypt
- Fatehpur Sikri
- Vijayanagar
- Black Sea
- Cairo
- Mediterranean Sea
- Mecca
- Caspian Sea
- Tabriz
ARRIVING AT CONCLUSIONS

Here are some quotes from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “Suleiman’s reforms, for all their liberal intentions and principles, were inevitably limited in their effect by the fact that he was legislating from above, with the advice only of a small circle of high officials and jurists. Remote in their capital from the bulk of his widely scattered subjects, . . . he was not in a position either to consult them directly as to the likely effects of his legislation upon them, or to follow it through and ensure its just enforcement, abuses, to a degree of official corruption fraught with hazards for the future.” (Lord Kinross, The Ottoman Centuries [New York: Morrow Quill, 1977], pp. 210-211.)

What fundamental problems within the Ottoman governing system does Kinross identify? To what extent were these problems inevitable given the state of technology during the sixteenth century and the large, multicultural empire ruled by the Ottomans? In what ways could the Ottomans’ governing system have been improved even under these conditions? Explain.

2. “[Akbar] astutely recognized political reality in an empire in which 80 to 90 per cent of the population was non-muslim—predominantly Hindu, but also Jain, animist, Christian, Jewish, and Zoroastrian. The Mughals were a Turco-Mongol garrison state that controlled the urban centres and agricultural heartlands of the Indo-Gangetic fertile crescent. Mughal emperors exercised a fragile paramountcy over a bewildering variety of Hindu and Muslim rulers who, like the Rajputs, Afghans, and Marathas of west-central India, had deep roots in the countryside. The Mughal’s Timurid identity did not legitimize their rule in the eyes of most South Asian inhabitants, and even their Islamic faith was not sufficient to co-opt Afghan clans for more than temporary service.” (Stephen F. Dale, “The Islamic World in the Age of European Expansion, 1500-1800,” in The Cambridge Illustrated History of the Islamic World, ed. Francis Robinson [Cambridge: Cambridge University Press, 1996], pp. 79-80.)

What policies did Akbar adopt to rule his multicultural empire? What did Dale mean when he described the Mughul Empire as a “garrison state”? What cultural factors, other than those stemming from religion and faith, presented problems for the Mughul rulers? What lessons can modern multicultural societies learn from the Mughul Empire’s example?
QUESTIONS TO THINK ABOUT

1. Explain why the empires studied in this chapter are called “gunpowder empires.” Is this an accurate description? Why or why not?

2. Are there similarities between the policies adopted by Ottoman sultan Suleiman I and Mughul emperor Akbar? In what ways did each ruler approach the problems of ruling a diverse, multiethnic empire differently?

3. Trade and commerce was a primary concern for the Ottoman, Safavid, and Mughul rulers. To what extent were the emperors of these states able to control the trade routes through their territory? What factors contributed to European dominance over the region’s commerce and trade by the seventeenth century?

4. Although the Ottoman sultanate ruled well into the twentieth century, can you identify any fundamental weaknesses in its governing system apparent as early as the seventeenth century that might have contributed to its decline? Explain.

5. Why did effective government in the Ottoman, Safavid, and Mughul empires rely to such a great extent on the character and humanity of their rulers?
CHAPTER 13

East Asian Cultural and Political Systems, 1300-1650

In this chapter we see the limits of the Old System, the traditional structure perfected over previous centuries, withstand internal disintegration even before the West is ready to pose a major challenge from the outside. This cycle of rise and fall, found in civilized monarchies in many countries at many points in history, reflects the close relationship among the government, the economy, and the high culture by which we judge the status of a past civilization. For example, we judge economic strength by government tax revenues. If they are high, then the state is considered “healthy”; if low, then the state is judged to be declining. Similarly, cultural vitality is assessed by the output of literature, painting, and architecture. In the civilizations examined in this chapter, all these arts are tied fairly closely to the central government or established religious institutions that financed them.

The rise, growth, and decline of the Ming empires as well as those of the minor states of Korea, Japan, and Southeast Asia are all, in the time frame covered by this chapter, pinned to the qualities of autocratic heads of state. No other factor, such as outside invasion, is as directly relevant. It is true that a ruler’s high officials could, to some extent, buffer the ruler’s impact on the country, but they could not alter the major policies of a despot who held the power of life and death over his subjects. Nor could officials reduce the ruler’s spending. That power would not come in world history until Parliament in seventeenth-century England gained the “power of the purse” over the monarch.

A good ruler (and there are some splendid examples in this chapter) whose decision was required on even the most trivial matters had to be energetic, self-disciplined, talented in war, ruthless, and able to make quick judgments. Successful rulers were often tolerant, preferring to avoid rather than stir up domestic controversy. If Hung-wu, Yung-lo, Tokugawa Ieyasu and Yi Sejong could have collaborated to write a textbook on successful monarchy, the book would have provided a useful guide for rulers in every civilization until the revolutions of the eighteenth century. Under the Old System they were the best of the breed.

The declines of the empires can be traced to incompetent or self-indulgent rulers who had as much negative impact as their predecessors, like Yung-lo and Ieyasu, had positive effects. We attribute the decline of the states to bad rulers who were, like successful rulers, locked into a system that centralized authority and responsibility. It was the only system that could hold together a premodern empire, but its efficacy depended on good rulers. The empires that emerged later would be under pressure to develop new political systems that could compensate for the inevitable bad rulers. Through the eighteenth and nineteenth centuries these states, one by one, would reluctantly grope toward some form of democracy.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The characteristics of Chinese culture under the Ming dynasty.

Korea under the Silla, Koryo, and Yi dynasties.

What Japan was like during the Ashikaga and early Tokugawa shogunates.

The geographical influences on Southeast Asia, the outside influences that determined its direction, and the pattern of rivalries that kept the region divided.

HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

**China**

1. _______________________: Name of the Mongol dynasty which ruled China.

2. _______________________: Last great Mongol emperor in China.

3. _______________________: The title under which the rebel monk Zhu Yuanzhang ruled as emperor.

4. _______________________: This emperor pressed China’s influence outside its borders.

5. _______________________: This practice, thought to enhance female beauty, became increasingly widespread in Ming China.

6. _______________________: This practice brought young females into richer households.

7. _______________________: Chinese novel in which a monk travels with animals.

8. _______________________: Chinese novel which was the counterpart of Robin Hood’s activities.

9. _______________________: Ming China’s best known ceramic achievement was in this medium.

10. _______________________: Castrated males who served the Ming court.

11. _______________________: The Portuguese trading base in China was at this port.

12. _______________________: Roman Catholic missionary order active in Ming China and Japan.

13. _______________________: Famous female general who suppressed local rebellion in Ming China.

14. _______________________: Ming Chinese emperor who dispatched naval expeditions into Southeast Asia and the Indian Ocean.
15. ________________: Philosophy that supported the social structure and the imperial power in China.

16. ________________: Author of a new school of Confucian thought; argued that knowledge was intuitive and that thought was inseparable from action.

17. ________________: Catholic priest prominent in the Ming court in the early seventeenth century.

18. ________________: Conquerors of the Ming by 1683.

19. ________________: Dynasty that displaced the Mongol rulers in China.

**Korea and Japan**

20. ________________: Korean dynasty established about the same time as the Ming.

21. ________________: Korean armored ships.

22. ________________: Founder of the Tokugawa shogunate in 1603.

23. ________________: Buddhist sect that flourished in Ashikaga Japan, influencing art forms with simplicity and restraint.

24. ________________: Only port to remain open when Japan closed its doors to the West during the Tokugawa shogunate.

25. ________________: Local lords in Japan who held the real reins of power during the Ashikaga shogunate.

26. ________________: Jesuit missionary who began to preach Christianity in Japan in 1549.

27. ________________: Japanese military leader who conquered the feudal lords at home and invaded Korea.

28. ________________: Battle by which the Tokugawa family established their dominance in Japan for 250 years.

29. ________________: The stately and restrained Japanese drama of the medieval period.

**Southeast Asia**

30. ________________: The only Indonesian island that retained Hinduism.

31. ________________: Religion that pervades almost all of Indonesia and the Malay peninsula.

32. ________________: Great temple city of the Khmer empire.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ Through the course of the Ming dynasty the government (1) remained committed to outside ideas and trade; (2) began by being open to the outside but increasingly turned inward; (3) were militarily strong to the end; (4) suffered from a poor economy throughout.

2. _____ The Ming emperor whose capital was at Nanking and who restored traditional Chinese culture and reformed the laws and various aspects of government was (1) Wang Yang-ming; (2) Hongwu; (3) Ashikaga; (4) Sejong.

3. _____ The Jesuit priest who converted perhaps 300,000 Japanese to Christianity was (1) St. Thomas Aquinas; (2) Ignatius Loyola; (3) Paul III; (4) Francis Xavier.

4. _____ The Ming took over from outside conquerors and were toppled by outside conquerors. These were, respectively, (1) Chin and Mongols; (2) Manchus and Mongols; (3) Mongols and Song; (4) Koreans and Manchus.

5. _____ The Mongol rule in China was overthrown by (1) popular anti-foreign rebellion; (2) confrontation with the West; (3) an insider palace coup; (4) war with other inner Asian nomads.

6. _____ The most enduring pillar of stability in Ming government was (1) the army; (2) the navy; (3) the eunuchs; (4) the bureaucracy.

7. _____ Both Sung and Ming dynasty painting (1) was highly original and imaginative; (2) was influenced by foreign influences; (3) lacked originality but was technically impressive; (4) reflected the views of the common people.

8. _____ The following were all factors in the decline of the Ming dynasty EXCEPT (1) official corruption; (2) Western attacks on Chinese ports; (3) over-population; (4) rebellion and piracy.

9. _____ The dynasty in China overthrown by the Ming was that of the (1) Mongols; (2) Tang; (3) Qin; (4) Thai.

10. _____ One major characteristic of the Ming dynasty was its (1) eagerness to adopt foreign customs; (2) reluctance to revive ancient literature and art forms; (3) governmental despotism; (4) physical isolation from the rest of the world.

11. _____ Choose by number at the end of this exercise the correct generalizations about Japan under Ashikaga rule. (a) The period was one of serious economic decline; (b) Japan enjoyed extensive commercial contacts with Ming China; (c) The leading religion was Zen Buddhism; (d) The period was marked by a serious cultural decline with few literary or artistic advances. (1) b and c; (2) only d; (3) b, c, and d; (4) only a.

12. _____ Under the Tokugawa shogunate Japan (1) expanded trade with Europe; (2) encouraged Christian missionaries to establish schools; (3) excluded all Westerners except a few Dutch traders; (4) none of the above.

13. _____ The capital of the Ming dynasty was (1) Canton; (2) Peking; (3) Shanghai; (4) Delhi.
14. _____ Ming rulers were overthrown in the seventeenth century by the (1) Mongols; (2) Japanese; (3) Koreans; (4) none of the above.

15. _____ The main reason given for the Ming government decision to halt overseas voyages was (1) the death of Yongle; (2) defeat in the Indian Ocean; (3) defeat in Southeast Asia; (4) they were considered to be too expensive.

16. _____ The situation of women in Ming China, Yi Korea and Ashikaga Japan was (1) similar insofar as women steadily got more rights; (2) similar in that women lost privileges they previously enjoyed; (3) different in that women were treated much better in Korea than in China and Japan; (4) different in that women were treated better in China than in Korea or Japan.

17. _____ Korea and Japan were (1) different insofar as Japan was more influenced by China than was Korea; (2) similar in that both accepted Christian influences; (3) similar in that both rejected all Chinese cultural influence; (4) different in that Korea was more influenced by China than was Japan.

18. _____ Which of the following phrases best describes the Yi dynasty of Korea during the fifteenth through seventeenth centuries? (1) fiercely independent in foreign policy and reform-minded; (2) after initial reforms, became increasingly stagnated; (3) followed the feudal practices and artistic trends of Japan; (4) became an early proponent of European ideas.

19. _____ Which of the following NOT TRUE of the Tokugawa era in Japan? (1) Confucian philosophy was promoted; (2) there was extensive contact with the outside world; (3) Zen Buddhism influenced various art forms; (4) there was a hostage system to control the feudal lords.

20. _____ Southeast Asia in the fourteenth through seventeenth centuries (1) was dominated by China; (2) was dominated by India; (3) was fragmented down to the village level; (4) was dominated by a succession of short-lived empires.

21. _____ Before the 1600s, Europe was less advanced than the civilizations of Asia in all matters EXCEPT (1) ocean-going shipping; (2) city planning; (3) philosophy; (4) economic wealth.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify each of the following terms and evaluate them in terms of their significance for world history.

Hongwu

Central Kingdom

Yongle Encyclopedia

Wang Yang-ming

“Ming Blue”
Qin Liangyu

Qing

King Sejong

Choson dynasty

*The Register of Licentious Women*

Hideyoshi’s edict of 1588

Tokugawa Ieyasu

Abiding Christians

New Pure Land Sect

Rama Khamheng

**THE PLACE**

_A. Using maps in the chapter, locate these natural boundaries and places on the map on the next page._

<table>
<thead>
<tr>
<th>Irrawaddy River</th>
<th>Burma</th>
<th>Salween River</th>
<th>Thailand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mekong River</td>
<td>Vietnam</td>
<td>Philippine Islands</td>
<td>Laos</td>
</tr>
<tr>
<td>Sumatra</td>
<td>China</td>
<td>Malaysia</td>
<td>Java</td>
</tr>
<tr>
<td>Mindanao</td>
<td>Indian Ocean</td>
<td>Indonesia</td>
<td>Pacific Ocean</td>
</tr>
</tbody>
</table>
RELATIONSHIPS IN TIME

*Give the dates for each dynasty and write in the one or two most important facts about each of the rulers listed under them.*

Ming dynasty

Hongwu

Yongle

Choson dynasty

King T’aejo

Yi Sejong
Give the dates of each of the two shogunates listed below and briefly describe their key features. Tell what each of the two intervening rulers accomplished.

Ashikaga Shogunate

Nobunaga

Hideyoshi

Tokugawa Shogunate Founded

ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Korea’s [Yi dynasty] state ostensibly dominated the society, but in practice landed aristocratic families could keep the state at bay and perpetuate their local power for centuries. This pattern persisted until the late 1940s, when landed dominance was obliterated in a northern revolution and in southern land reform; since that time the balance has shifted toward strong central power and top-down administration of the whole country in both North and South Korea. Precisely because of the tension between central power and landed wealth [Yi dynasty] leaders could achieve stability over time by playing one force off against the other. This adaptable system...lasted five hundred years. But it was not a system that could be mobilized to keep the imperial powers at bay...instead it fell before them. The balance of power between monarchy and aristocracy was an asset for the maintenance of stability, but it was a liability when Korea was faced with the need to expand central power to mobilize resources for defense and development.”(Bruce Cumings, Korea's Place in the Sun [New York: W.W. Norton, 1997], p.73.)

Notice in this quote that the 500 year reign of the last Korean dynasty set conditions for modern Korean politics both in South Korea and communist North Korea--very different states. What type of government is favored? Are both North and South Korea moving toward that style of leadership on a permanent basis? Notice also that the quote makes the Yi system create a tradeoff between long term domestic balance versus capability to stand up to foreign challenges. Compare that assessment with the Old System in China.
2. “It was a peasant rebellion that ultimately dismembered the Yuan. In revolt equally against the harsh exploitation of a ruthless landlord class and the oppression of a foreign Mongol regime, the common people were inspired by doctrines of secret societies which promised them deliverance from the suffering of the traditional order. These organizations... existed deep within the body of peasant society and they harbored values and beliefs strikingly at odds with the high culture of the Chinese elite classes the ideology of the Confucian state. . . .

“Chu Yuan-chang (1328-98), the founder of the Ming empire, started his career as a member of one of the rebel bands. . . . Motivated in part by a strong hatred of the landlord class and ever mindful of his own experience of poverty, Chu took stern measures to prevent his soldiers from harming the common people. Partly because of this. . . . Chu was able to eliminate competing Chinese leaders. . . . Initially, he maintained his allegiance to the secret society elements. . . . At the same time he set about building an administrative apparatus of scholars, gentry members and former Yuan civil servants. By 1367, when he sent his armies north to sweep the Mongol remnants from China, he was ready to disavow his connections with the secret societies and put himself forward as a champion of orthodoxy qualified to take the Chinese throne. In 1368 he became the first emperor of the Ming dynasty. . . .

“Once in power Chu devoted his energies to the task of reuniting the Chinese into a single state. Faced with the problem of holding power and building an administration, the Ming founder soon forgot the radical ideals of the peasant movement in favor of an orthodox Confucianism. Thus did potential social revolution turn to cultural conservatism once power was attained.” (Edward L. Farmer et al., Comparative History of Civilizations in Asia, Vol. 1 [Reading, MA: Addison-Wesley, 1977], pp. 444-45)

Did Chu Yuan-chang have to cast off his radical background and embrace the tried-and-true Confucian orthodoxy in order to successfully establish a dynasty? Is it easier to attack and topple a foreign regime than it is to change the underlying policies of government?

QUESTIONS TO THINK ABOUT

1. List the advantages of living under a completely traditional system, if any.

2. Evaluate the advantages and disadvantages to China of its civil service examinations.

3. How was Japanese feudalism different from and similar to European feudalism? Were Japanese and European attitudes toward trade similar?

4. Why did both China and Japan eventually try to isolate themselves from cultural contacts with the West? Why did Korea follow suit?

5. Why do long-lasting traditional autocratic monarchies tend to become unfairly exploitive of their peasantry?
CHAPTER 14

European Cultural and Religious Transformations: The Renaissance and the Reformation 1300-1600

Societies seem to have an innate capacity for regeneration and reform. Perhaps no better example of this exists than Europe during the fourteenth through the sixteenth centuries, during the time of the Renaissance and Reformation. These movements would bring sweeping changes not only to Europe, but changes which would have dramatic implications for the entire world.

The epoch of Western civilization known as the Renaissance was not the first time that the people of Europe recovered from a prolonged political, economic, and cultural decline. During the Carolingian era, a new civilization emerged out of the wreckage of the Roman Empire in the West. Sufficient peace was established to permit the revival of art and scholarship in the monasteries. After the collapse of the Carolingian Empire and a relapse into barbarism, European civilization experienced another rebirth, which has been called “the Renaissance of the twelfth century.” So profoundly were all facets of life revitalized, from agriculture to theology, during that period that we have been obliged to reconsider the crucial importance of the Renaissance that took place in Europe between 1300 and 1600.

In the past, the Middle Ages were often described as a period of barbaric manners and religious superstition or fanaticism, and scholars viewed the Renaissance as a sharp break from the medieval world. Today we recognize not only the heights attained by medieval men and women, but also the substantial continuity of development from medieval to early modern civilization. Thus, the Renaissance should properly be observed as a period of cultural transition—a bridge between medieval culture and modern times. Nevertheless, the exceptional accomplishments of Renaissance artists and intellectuals serve as evidence of the period’s fertile creative environment, making it a unique and fascinating chapter in the history of Western civilization.

To understand the Reformations, we must stretch our historical imagination to encompass a broad range of human motives. In this period we find passionate conflict among such religious zealots as Luther, Calvin, and Loyola over points of doctrine, such as the presence of Christ in Holy Communion. A modern observer might ask why the protagonists could not simply agree to disagree and allow persons to believe as they saw best. To answer that question we must put ourselves into the minds of sixteenth-century men and women who assumed that religion was the ultimate service that God required of human beings and that only the Christian religion was true and pleasing to God. In such a climate, religious controversy was certain to become bitter, and it should not be surprising that religious discord could so often turn violent.

The passion that fueled religious conflict, however, also stimulated remarkable achievements of the human spirit. Martin Luther’s German translation of the Bible, for example, a work of extraordinary poetic and religious power, has profoundly shaped German culture. A more gracious, if less intense passion also inspired the composition of The Book of Common Prayer by the Christian humanist Archbishop of Canterbury, Thomas Cranmer. This masterpiece, like the works of Shakespeare, has exercised a strong and lasting influence on the development of English language and thought.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Humanism—it's classical roots and its writers.

The Italian Renaissance—it's leading painters, sculptors, and architects along with their patrons.

The Northern Renaissance—how printing spurred it on and who its key writers and painters were.

The Protestant Reformation with emphasis on its roots, Luther's role, and the ways it spread over Europe.

Reformation in England and the rise of Anglicanism.

The reforms of Zwingli and Calvin.

The efforts Catholics made toward correcting the abuses that had crept into the church.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Italian Renaissance

1. __________________________: "Father of humanism" and a transitional figure between the Renaissance and the Middle Ages.

2. __________________________: Disaster that formed the backdrop for the stories of the Decameron.

3. __________________________: Member of the Medici family who ruled Florence from 1469 to 1492; a major patron of the arts.

4. __________________________: Important early humanist and author of the Decameron.

5. __________________________: Intellectual movement, beginning in fourteenth-century Italy, which stressed classical learning and individualism.

6. __________________________: Italian term for the fourteenth century, often used to designate a leading Renaissance era.

7. __________________________ and __________________________: Two ancient Greek philosophers who wielded a great deal of influence during the Renaissance.

8. __________________________: Sculptor who created bronze doors for the baptistery in Florence that one observer claimed were "worthy to be the gates of paradise."

9. __________________________: The autobiography of this sixteenth-century artist and adventurer gives us insights into Renaissance manners and morals.

10. __________________________: Florentine sculptor of the early Renaissance who abandoned Gothic sculpture in favor of classical models; famous for his equestrian statue of Gattamelata.
11. ___________________: Florentine artist with a sensitive style that emphasized line, well exemplified in his Birth of Venus.

12. ___________________: “Founder of High Renaissance music,” this composer created symmetrical musical forms based on correct mathematical proportions.

13. ___________________: Most illustrious Renaissance sculptor; also a painter (the Sistine Chapel) and architect (St. Peter’s dome).

14. ___________________: Genius of many talents, famous primarily as the painter of such masterpieces as The Last Supper and the Mona Lisa; notable also as a student of physics, anatomy, and other sciences.

15. ___________________: Sixteenth-century Venetian painter noted for his robust sensuousness, color, and light; his reputation among his contemporaries was based largely on his portraits.

16. ___________________: A style in late sixteenth-century Italian art, reflecting the stresses of the age, that evoked shock in the viewer.

The Northern Renaissance

17. ___________________: Author of In Praise of Folly and the most influential of the northern humanists.

18. ___________________: This famous book, best-known of Sir Thomas More’s writings, described life in an ideal state.

19. ___________________: French skeptic who developed the literary form of the essay.

20. ___________________: King Lear, Hamlet, and A Midsummer Night’s Dream all came from the pen of this most famous of all English playwrights.

21. ___________________: Writing about life from “the sewers to the heavens,” this French humanist created the fictional characters of Gargantua and Pantagruel.

22. ___________________: German humanist who supported Luther, and whose writings blended zeal for religious reform with nationalist feelings.

23. ___________________: Nuremberg painter whose work was a blend of both medieval and Renaissance themes; best-known for his engravings and woodcuts.

24. ___________________: Author of Don Quixote, the best-known literary work of the Spanish Renaissance.

25. ___________________: Type of secular drama that depicted everyday life in vulgar and slapstick fashion.

26. ___________________: Low Country painter whose realism was aided by the perfection of the technique of oil painting.

27. ___________________: German printer who introduced the use of movable type to Europe.
Crisis in the Catholic Church /Luther and the Protestant Reformation

28. ________________ : Pope whose confrontation with Philip IV of France led to humiliation for the papacy.

29. ________________ : Prague minister who taught that the church was composed of a universal priesthood of believers.

30. ________________ : Term used to refer to the split between the papacy in Rome and the papacy in Avignon.

31. ________________ : Nominal political unit of which all the German states were a part of the early sixteenth century.

32. ________________ : Papal agent whose activities in Germany for raising money to aid in the construction of St. Peter’s Basilica in Rome aroused the ire of Martin Luther.

33. ________________ : Luther’s answer to the problem of eternal salvation.

34. ________________ : Pope who called upon Luther to recant and return to orthodoxy.

35. ________________ : Holy Roman Emperor during the time of Luther’s break with the church.

36. ________________ : Imperial Diet before which Luther appeared in 1519 to defend himself against the charge of heresy.

37. ________________ : Fourteenth-century English theologian who advanced many of the theories espoused more than a century later by Martin Luther.

38. ________________ : Promises of the remission of part or all of the penalty to be paid after death for one’s sins, the sale of which angered Martin Luther.

39. ________________ : Series of propositions on which Luther called for debate, thereby unwittingly setting in motion the Reformation.

40. ________________ : Peace (1555) by which Lutheranism received legal recognition; it provided that the prince of each state should decide whether his subjects were to be Lutheran or Catholic.

41. ________________ : English Tudor king who carried through the break from papal authority over the English church.

42. ________________ : Swiss patriot who led the Protestant revolt in Switzerland until his death in a civil war.

43. ________________ : Author of the influential Institutes of the Christian Religion.

44. ________________ : Evangelical sect centered in Germany and the Netherlands whose members believed that adults alone should be baptized.

45. ________________ : English monarch who temporarily reinstated Catholicism.

46. ________________ : French Calvinists.
The Catholic Counter-Reformation

47. ____________________ : Council at which the Catholic Reformation reached its climax.

48. ____________________ : Founder of the Society of Jesus (Jesuits), an order that combated the spread of Protestantism and returned many to Catholicism.

49. ____________________ : Dominican friar and mystic who ruled Florence for four years as a fanatical reformer before he was deposed and executed.

50. ____________________ : Founder of the order of Carmelites, this Spanish nun was famous for her written accounts of her mystical experiences.

51. ____________________ : Reformer pope of the Catholic Reformation who labored to correct church abuses and restore integrity to the papacy.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ The Renaissance included all of the following characteristics EXCEPT (1) an intense renewal of interest in the literature of classical Greece and Rome; (2) a lessening of interest in the world outside Europe because of increased attention to the development of new art forms; (3) a stimulation of artists through the imitation of classical art forms; (4) an increased emphasis on individualism and skepticism.

2. ______ In general, it can be said that the Renaissance (1) marked a sudden departure from the culture of the Middle Ages; (2) placed great stress on otherworldliness and asceticism; (3) led to an individualism so strong that its excesses brought social amorality and lawlessness; (4) all of the above.

3. ______ Renaissance artists found their patrons (1) in the papacy; (2) among the wealthy bankers and tradespeople; (3) among the princes and despots of the city-states; (4) all of the above.

4. ______ The Latin writer most praised by humanist scholars was (1) Cicero; (2) Juvenal; (3) Livy; (4) Virgil.

5. ______ The doctrine of the “double truth” was developed to (1) encourage young artists to experiment with new forms of expression; (2) reconcile Roman mythology with classical philosophy; (3) emphasize the difference between northern and southern humanism; (4) none of the above.

6. ______ The revival of Platonism in Renaissance Italy was largely the work of (1) Bellini; (2) Ficino; (3) Petrarch; (4) Ghiberti.

7. ______ To which of the following would you go to get an understanding of Renaissance society and customs? (1) Benvenuto Cellini; (2) Thomas Aquinas; (3) Venerable Bede; (4) none of the above.

8. ______ Choose the number at the end of this question that gives the correct comparisons between humanism and scholasticism. (a) Humanism placed greater emphasis on art and literature in education, while the scholastics stressed the sciences and professional training. (b) Both humanism and scholasticism venerated the classical heritage. (c) Scholastics regarded themselves as superior to the ancients, while the humanists saw themselves as distinctly inferior. (d) Humanists displayed little interest in old manuscripts, while scholastics continued their active study and appreciation of them. (1) only d; (2) b and c; (3) a and b; (4) only b.
9. _____ Humanist scholars tended to (1) be highly creative and original; (2) disparage the achievements of the Middle Ages; (3) stress vernacular literature rather than the classical languages; (4) all of the above.

10. _____ Which of the following was NOT a leading sculptor of the Renaissance? (1) Donatello; (2) Verrocchio; (3) Michelangelo; (4) Gutenberg.

11. _____ The term LEAST applicable to the typical Renaissance humanist would be (1) individualistic; (2) critical; (3) atheistic; (4) imitative.

12. _____ A label that might be applied with some accuracy to Sir Thomas More would be (1) atheist; (2) capitalist; (3) socialist; (4) none of the above.

13. _____ The Northern Renaissance differed from that of the south by (1) coming later in time; (2) placing greater reliance on kings as patrons of the arts; (3) making greater utilization of the printing press in the diffusion of knowledge; (4) all of the above.

14. _____ Unlike literary figures of the Italian Renaissance, those of the north were more likely to (1) be sharply critical of contemporary social ills; (2) ignore the church and churchmen; (3) have a romantic, otherworldly attitude; (4) all of the above.

15. _____ In general, Renaissance people differed from the people of the Middle Ages in their (1) greater sense of community and lessened sense of individualism; (2) more secular outlook; (3) lack of interest in scholarship; (4) more serious interest in divine matters.

16. _____ A serious, although satirical, attack on human frailties is to be found in (1) The Faerie Queene; (2) Doctor Faustus; (3) Ascent of Mount Ventoux; (4) In Praise of Folly.

17. _____ Madrigals, chansons, and Lieder are all examples of (1) Renaissance music; (2) types of architecture; (3) schools of Renaissance philosophy; (4) patrons of Renaissance artists.

18. _____ A central theme of Don Quixote de la Mancha is (1) the importance of preserving the best of medieval culture as the peoples of Europe entered the modern era; (2) a critical examination of the major tenets of the Christian religion; (3) showing the anachronistic nature of the chivalric code in a changing world; (4) encouraging the spread of Lutheranism.

19. _____ The High Renaissance in Italy was characterized by all of the following EXCEPT (1) a shift in the focus of artistic activity from Florence to Rome and Venice; (2) a decline in the interest of the papacy in sponsoring artistic endeavors; (3) great achievements in architecture; (4) increased attention of painters to the central theme of a picture and less attention to color, movement, and details.

20. _____ The queen whose court served as the center of artistic and intellectual life during the Renaissance in England was (1) Isabella; (2) Elizabeth; (3) Irene; (4) Theodora.

21. _____ The Prince (1513) is (1) a secular, realistic treatise on politics by Machiavelli; (2) a play by Shakespeare; (3) a book of moral instruction for a Christian ruler by Erasmus; (4) a collection of orations by Cicero discovered by Italian humanists.

22. _____ By the early seventeenth century all of the following were largely Protestant EXCEPT (1) Prussia; (2) Spain; (3) Scotland; (4) Sweden.

23. _____ Ulrich Zwingli agreed with Luther on all of the following EXCEPT (1) justification by faith; (2) the interpretation of the meaning of baptism and communion; (3) the supremacy of scriptural authority over papal authority; (4) criticism of monasticism and clerical celibacy.
24. _____ Which of the following occurred FIRST? (1) Henry VIII’s marriage to Anne Boleyn; (2) adoption of the Six Articles; (3) Queen Mary’s restoration of Catholicism; (4) adoption of the Forty-Two Articles.

25. _____ A direct stimulus to Luther’s call for debate on his ninety-five theses was (1) a debate with John Eck on the question of papal infallibility; (2) the sale of indulgences by Tetzel; (3) his desire to defy his sentence of excommunication; (4) none of the above.

26. _____ The strongest centers of Huguenot activity in the sixteenth century were to be found in (1) France; (2) Italy; (3) Portugal; (4) Ireland.

27. _____ The doctrine of the justification by faith is most closely associated with (1) Calvin; (2) Knox; (3) Luther; (4) Zwingli.

28. _____ As a result of the Peace of Augsburg (1) all confiscated church lands were returned to the church; (2) German princes determined the religion to be followed in their own areas; (3) German political unification was advanced; (4) all of the above.

29. _____ After Luther was declared an outlaw and heretic, he was protected by (1) the Holy Roman Emperor; (2) the bishop of Mainz; (3) the elector of Saxony; (4) Henry VIII of England.

30. _____ The early Reformation in England differed from the early Reformation in Germany most significantly in the (1) absence of economic factors; (2) lack of doctrinal differences with Rome; (3) absence of political factors; (4) reluctance of the leaders to form a new church.

31. _____ German peasants disappointed with Luther’s attitude and actions in the peasants’ revolt (1) migrated to England; (2) turned to the Hussites; (3) migrated to France; (4) turned to Catholicism or more radical Protestantism.

32. _____ Choose the number at the end of this question that gives the correct generalizations about Luther and Calvin (a) Calvin placed stronger emphasis on loyalty to the state than did Luther; (b) Luther’s central doctrine was the sovereignty of God while Calvin stressed grace and forgiveness; (c) Calvin’s belief in the omnipotence and omniscience of God led to a belief in predestination; (d) Like Calvin, Luther rejected all of the sacraments of the Catholic Church; (1) only c; (2) a and b; (3) only d; (4) b, c, and d.

33. _____ A special devotion to the education of girls was a characteristic of the (1) Jesuits; (2) Capuchins; (3) Ursulines; (4) Theatines.

34. _____ The Council of Trent (1) reaffirmed the role of the seven sacraments; (2) approved the continuation of indulgences, pilgrimages, the veneration of relics, and the cult of the Virgin; (3) strengthened the papacy; (4) all of the above.

35. _____ Henry VIII obtained support in his campaign to control the church in England from (1) More; (2) Cranmer; (3) Charles V; (4) Mary Stuart.

36. _____ In which of the following areas did the Reformation occur LAST? (1) Germany; (2) England; (3) Switzerland; (4) Scotland.

37. _____ The Reformation resulted in all of the following EXCEPT (1) a reduction in the authority of the king and an increase in the power of the nobility in almost all strongly Catholic countries; (2) continued religious intolerance and persecution in much of Europe; (3) permanent divisions in Western Christendom; (4) renewed interest in education.
38. The persecution of witches in Europe (1) took place in Catholic rather than Protestant countries; (2) waned in the late medieval era but revived vigorously during the Reformation; (3) was aimed chiefly at young, unmarried women; (4) flourished during the late medieval era but declined during the Reformation.

39. The medieval ideal of the political unity of Christendom was destroyed by the evolution of the (1) universal church; (2) nation-state; (3) rise of political democracy; (4) all of the above.

FOCUSING ON MAJOR TOPICS

Although they shared many of the same classical sources, the medieval scholastics differed from the Renaissance humanists. In the blank before each of the following items, write an “S” to indicate a characteristic of the scholastics or an “H” to indicate a humanist attitude.

1. Classical writings interpreted within the framework of the Christian religion.
3. Their name was derived from a Latin term, which Roman authors applied to a liberal or literary education.
4. Emphasized the sciences and the professions—law, medicine, and theology.
5. Centered their attention on Aristotle’s scientific writings, as well as other classical works on astronomy, medicine, and mathematics.
7. Disdained the sciences.
8. Always felt inferior to the ancients.
9. Saw themselves as equal to the classical writers.
10. Quoted the ancients because they agreed with them.
11. The world of here and now holds delights that should not be shunned.
12. Stressed the freedom and dignity of the individual.
13. Tried to synthesize Christianity and Plato.
14. Tried to synthesize Christianity and Aristotle.

Here are three giants of the Renaissance. Give a brief sketch of each, identifying his field of work and general accomplishments, and explain how each was representative of certain facets of Renaissance culture.

Michelangelo  Erasmus  Shakespeare
RELATIONSHIPS IN TIME

Place the names and events below in the correct column and century below. If a life spanned more than one century, write the name of the century that the person died in.

<table>
<thead>
<tr>
<th>Italian Renaissance</th>
<th>Northern Renaissance</th>
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<tbody>
<tr>
<td>Petrarch</td>
<td>Sir Thomas More</td>
</tr>
<tr>
<td>Bramante</td>
<td>Raphael</td>
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<tr>
<td>Josquin des Prés</td>
<td>Brunelleschi</td>
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<td>Medici family ruled Florence</td>
<td>Montaigne</td>
</tr>
<tr>
<td>Botticelli</td>
<td>Jan van Eyck</td>
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<td>Brueghel the Elder</td>
<td>Giorgione</td>
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<td>Erasmus</td>
<td>Donatello</td>
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<tr>
<td>Leonardo da Vinci</td>
<td>Ghiberti</td>
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<tr>
<td>Boccaccio</td>
<td>Titian</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>Ulrich von Hutten</td>
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<tr>
<td>Holbein the Younger</td>
<td>Dürer</td>
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<td>Giotto</td>
<td>Gutenberg’s Bible</td>
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<tr>
<td>Michelangelo</td>
<td>Cervantes</td>
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<th>1600</th>
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Within each group, number the items in chronological order.

The Protestant Reformation in Germany

1. _____ Peasants’ revolt
2. _____ Peace of Augsburg
3. _____ Augsburg Confession
4. _____ Luther’s call for debate on his ninety-five theses
The Protestant Revolt in England

1. _____ The reign of Elizabeth I
2. _____ Henry VIII breaks with Rome
3. _____ Reign of Catholic Mary Tudor
4. _____ Forty-Two Articles passed during Edward VI’s reign

The Catholic Counter-Reformation

1. _____ Jesuit order founded
2. _____ Council of Trent ends
3. _____ Savonarola becomes ruler of Florence
4. _____ Cardinal Ximenes dies
5. _____ Paul III reigns as pope

Here is a date you need to know: Luther issued his call for debate on his ninety-five theses in ______. Why is this date important? It is also the same year that Cardinal Ximenes died. What did he do?

Martin Luther and Ulrich Zwingli were almost the same age. What similarities and differences were there between the activities of the two men?

Henry VIII and John Calvin were the same age. How were they alike and how were they different?

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify each of the following terms and evaluate them with regard to their significance for world history.

- Lorenzo de’ Medici
- Republic of Venice
- Divine Comedy
- The Prince
ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “If humanists in general adhered to no peculiar ideology, their special interests—language and history—led them to understand the world in terms different from those of their chief intellectual rivals, the scholastic philosophers and theologians. The humanists found meaning in neither the abstract syntheses nor the petty logical quarrels of the scholastics, but rather in practical matters of politics and morality and . . . in the unique and particular elements of literature and history. The humanists therefore approached the New Testament, among other things, with different purposes in mind than the scholastics. The humanists’ interests lay not in the construction of a comprehensive theological system that answered all possible questions bearing on salvation, and that did so with logical rigor worthy of an Aristotle. They valued the New Testament instead as the source of pure moral and religious doctrine and as the record of early Christian experience.” (Jerry H. Bentley, Humanists and Holy Writ [Princeton, NJ: Princeton University Press, 1983], p. 8.)

What did scholastics think was the source of pure moral and religious doctrine? What was the practical importance of the above conflict between humanists and scholastics? The humanists to whom Bentley refers were Erasmus and similar scholars outside Italy. How did their interests differ from those of Italian humanists?
2. “From one point of view Renaissance man was a highly sophisticated creature—skeptical, linguistically subtle, aware of a great variety of views and ways of expressing these views. From another point of view, he now seems amazingly quaint and simpleminded. He still held to the traditional cosmology and physics, and to the traditional physiology and psychology as well. He not only believed the earth to be motionless and the stars made of a translucent nothingness, but he believed in the four elements and the four ‘humours,’ blood, choler, phlegm, and melancholy, the mixture of which in the body determined temperament or personality. He believed, further, that there were correspondences between the macrocosm of physical nature and the microcosm of the human soul, so that emeralds protected virginity, for example, and the rumble in the bowels related to the thunder in the sky.” (Roland N. Stromberg, *An Intellectual History of Modern Europe* [New York: Appleton-Century-Crofts, 1966], p.17.)

How does this passage help support the view that the Renaissance was a time of transition? What evidence from chapter 14 also indicates that Western civilization evolved unevenly during the Renaissance? Can you find instances of “cultural lag” in the modern world, for example, in the horoscope columns of daily newspapers?

3. “The stage on which the Renaissance woman lived is often bathed in the luminous nostalgic glow of a ‘Golden Age.’ It was a Golden Age for a few women, very few, and the light was less a broad glow than a spotlight. ... The poetry and letters of devout, learned Vittoria Colonna to Pietro Bembo, to Castiglione, and most famously the sonnets and letters she exchanged with Michelangelo, who wrote a moving poem on her death, still sound for us from yellowed pages. ... But there must have been many gifted girls lost in anonymity. Large, busy ateliers like those of ... the Bellini in Padua quite possibly put their daughters to work with the boy apprentices. Who knows what telling passages in which paintings may have been theirs? ... Careers open to women were the three perennials: housewifery and childbearing, the religious life, and whoredom.” (Kate Simon, *A Renaissance Tapestry* [New York: Harper & Row, 1988], pp. 139-41.)

In light of this passage, how shall we interpret Renaissance culture’s strong value of developing the potential of the individual? In addition to women, were other social groups overlooked by the Renaissance ideal of cultivating well-rounded individuals? Who were the patrons of the great artists and intellectuals of the period and to what extent did their values affect the role of women and other social groups?

4. History suggests that unforeseen results often stem from major changes in society. The Reformation offers ample evidence to support this generalization.

“The religious upheaval produced some outcomes that were inconsistent with others. Certain Protestant communities seemed to contribute to the growth of the democratic spirit; others, as in the case of Prussia, were on the side of monarchical absolutism. In some cases religious change led quickly to toleration, in others, to savage intolerance. Men were exiled or burned for their faith by Catholic and Protestant alike. Witch hunting grew throughout the sixteenth century until it actually reached its hysterical climax in the seventeenth. Its victims must be numbered in the thousands. Protestantism may have contributed to the liberation of the spirit of man; but in attacking the ceremonials and ‘superstitions’ of Catholicism it in many cases destroyed artistic works of inestimable value. ... Opinions will differ as to the ultimate significance of this fateful age. No Catholic can contemplate without regret the tremendous breach in the structure of his church; no Protestant can look without deep feeling at the founding years of his faith.” (Ernest John Knapton, *Europe, 1450-1815* [New York: Charles Scribner’s Sons, 1958], p. 229.)
Why is it so difficult to reach conclusions about the significance of the Reformation for Western civilization? What generalizations are you willing to make about the heritage of the Reformation? It has been said that history reveals few “black and white” lessons in human affairs, but mostly shades of gray. How does the history of the Reformation support this generalization?

5. Lewis Spitz represents the viewpoint of many historians that the Protestant Reformation generally favored the growth of political liberty and limited constitutional government.

“Perhaps the greatest political contribution of the reformers to political thought may have been an element of stability derived from their theocentric orientation. They had a way of putting earthly potentates into perspective. In the final edition of Calvin’s Institutes he wrote . . . : ‘And that our hearts may not fail us, Paul stimulates us with another consideration—that Christ has redeemed us at the immense price which our redemption cost him, that we may not be submissive to the corrupt desires of men, much less be slaves to their impiety.’ . . For the wars of religion, for independence and the age of the great revolutions to come, the type of inner-directed citizen rather than mere subject constituted the solid core of modern political progress. ‘On their feet before God, on their knees before men; on their knees before God, on their feet before men’ is an old saying not without relevance in early modern times.” (Lewis W. Spitz, The Protestant Reformation, 1517-1559 [New York: Harper & Row, 1985], p. 365.)

Compare Spitz’s point of view with that expressed in the text. How are they alike and how do they differ? Argue for or against Spitz’s contention that the Protestant Reformation tended to develop inner-directed citizens?

**QUESTIONS TO THINK ABOUT**

1. Why was humanism in its broadest sense a revolt from the religious emphasis of the Middle Ages?

2. What aspects of medieval culture would you defend against the sweeping criticism of the humanists? What were some of the negative qualities of humanism?

3. How would you explain the fact that the Renaissance began in Italy almost two centuries before it spread to northern Europe?

4. In what ways did Renaissance art and literature reflect the material conditions of the age?

5. How did the Renaissance courtier differ from the medieval knight?

6. How would you interpret the phrase, “The oil of commerce in Italy lighted the lamp of culture”?

7. List as many characteristics as possible that distinguish Renaissance from medieval art.

8. Do you think that churches—in their organization, objectives, and general philosophy—reflect trends in our changing society, or do they tend to exist distinct and separate from the times? If you think that churches do reflect existing times, in what ways will they be likely to change with the times, and in what areas will there be strong resistance to modification?

9. Some scholars contend that the Reformation was only one aspect of a more general collapse of the unity of life in the Middle Ages. What evidence can you cite to either support or refute this interpretation?
10. Can you argue that the basic philosophy of Luther was really the religious manifestation of Renaissance individualism?

11. Can you find in modern institutions any examples of culture lag comparable to the failure of the medieval church to keep pace with the new demands of the Renaissance era? If so, in what way does your study of cause and effect in the religious revolt illuminate the modern religious situation?

12. It is sometimes said that the Reformation marked a permanent division of Christianity. To what extent is this true? Was there a single church in 1520? Explain. What evidence is there today of serious efforts to restore unity to Christendom?
CHAPTER 15

The Development of the European State System
1300-1650

The nation-state in Europe developed steadily during the period 1300-1650 as European monarchies consolidated their control and political institutions matured out of the Middle Ages, the Renaissance and the Reformation. They were shaped by a dramatic combination of forces which included wars, famines, plagues, intellectual and religious change, and economic revolution. In particular, the states of Europe demonstrated remarkable development in the period 1500-1650.

By the mid-seventeenth century, leading nation-states in Europe already demonstrated many of the characteristics we have come to associate with the modern nation: well-defined boundaries, diverse populations, standing armies, bureaucracies, and developing economies driven by strong national interests. In the process, the leaders of these developing states were caught up in often dramatic rivalries and confrontations which would affect not only Europe but the world as well.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Politics in Europe, 1300-1500.

England and France and the Hundred Years’ War.

Religious wars and the modern state system.

Thirty Years’ War.

HAVE YOU MASTERED THE BASIC FACTS:

Fill in each of the following blanks with the correct identification.

Politics in Europe and the Hundred Years’ War

1. ______________________: Section of Spain in which Muslim control was limited by the end of the thirteenth century.

2. ______________________: Ruling dynasty that won the crown of the Holy Roman Empire late in the thirteenth century and held it for centuries almost without interruption.

3. ______________________: Title given by the pope to Ferdinand and Isabella.

4. ______________________: Religious institution used by Ferdinand and Isabella to increase royal power as well as to stamp out religious heresy.
5. ___________________: This document in 1356 provided a system for choosing the emperor in the Holy Roman Empire.

6. ___________________: Mercenary forces in Italy used by competing city-states in Italy in intra-city conflicts.

7. ___________________: Habsburg monarch, who, in the sixteenth century led European efforts to protect Catholic orthodoxy, often with military force.

8. ___________________: Series of thirty years of wars in England, which brought the Tudor family to power.

9. ___________________: King of Sweden, monarch of the leading Lutheran power during the Thirty Years’ War.

10. ___________________: Peasant girl who stimulated French patriotism against the English during the Hundred Years’ War.

11. ___________________: Weapon that gave English armies an advantage over their French opponents during the Hundred Years’ War, until the French adopted the use of gunpowder.

Religious wars, Russian Consolidation and Ottoman Expansion

12. ___________________: Leader of the Dutch revolt against the Spanish.

13. ___________________: Order issued by Henry IV, intended to protect the liberties of French Huguenots.

14. ___________________: Catholic queen of Scotland who was the center of Catholic schemes against Elizabeth of England.

15. ___________________: Leader of the revolt against Queen Mary Stuart that established the Presbyterian Church in Scotland.

16. ___________________: Fleet of Spanish ships launched in 1588 and driven back by the “Protestant wind.”

17. ___________________: Nickname for the autocratic Russian ruler Ivan IV, who undertook to modernize Russia in the sixteenth century.

18. ___________________: System used in the Ottoman Empire to supply the government with soldiers and bureaucrats.

Thirty Years’ War

19. ___________________: Incident in 1618 which involved Bohemian leaders throwing two Catholic government officials out a window in a highly charged religious atmosphere.

20. ___________________: Treaty in 1648 which confirmed the new European state system based largely on defensive alliances.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ Factors behind the Hundred Years’ War between France and England included (1) economic rivalry in Flanders; (2) a fundamental conflict of interests between the French kings and the English kings; (3) a dispute over the succession to the French throne in the fourteenth century; (4) all of the above.

2. _____ For most of the sixteenth century the most powerful nation in Europe was (1) England; (2) Germany; (3) Denmark; (4) Spain.

3. _____ Queen Elizabeth executed Queen Mary Stuart on charges of (1) conspiring against the English throne; (2) murdering her husband; (3) planning to marry the king of France; (4) adultery.

4. _____ The first arena of battle in the Thirty Years’ War was (1) Bohemia; (2) Denmark; (3) Ireland; (4) Italy.

5. _____ The defeat of the Spanish Armada meant that (1) England would remain Protestant; (2) the Dutch rebellion against Spain would eventually succeed; (3) Spain suffered a costly setback; (4) all of the above.

6. _____ The French royal advisor who led France into the Thirty Years’ War on the side of the Protestants was (1) Turenne; (2) Sully; (3) Richelieu; (4) Mazarin.

7. _____ The Peace of Westphalia provided all of the following EXCEPT (1) recognition of the political fragmentation of Germany; (2) strict limitations on the authority of nation-states; (3) territorial gains for France and Sweden; (4) recognition of the independence of the Netherlands.

8. _____ The Protestant victory in 1632 during which the Swedish king, Gustavus Adolphi, was killed was (1) Lepanto; (2) White Mountain; (3) Lützen; (4) none of the above.

9. _____ Which of the following occurred FIRST? (1) defeat of the Spanish Armada; (2) completion of the Peace of Westphalia; (3) proclamation of the Edict of Nantes; (4) independence of the Netherlands.

10. _____ Basic goals sought by Philip II of Spain included all of the following EXCEPT (1) the establishment of royal absolutism in all his possessions; (2) the achievement of a military alliance with the Turkish empire; (3) elimination of heresy and the strengthening of Catholicism; (4) extension of Spanish influence in Europe and overseas.

FOCUSBING ON MAJOR TOPICS

Fill in the blanks in the following narrative.

The preeminence of Spanish power and its decline in Europe is a constant theme in the period between 1560 and 1660. Intertwined with Spain’s predominance was that of its ruling family, the (1) __________________________. In 1556 Charles V retired to a monastery, turning over his holdings in Austria and the Holy Roman Empire to his brother (2) __________________________. Spain, Naples and Sicily, and the Netherlands went to Charles’ son, (3) __________________________.
Even though it seemed that Philip II had everything going for him, Spanish power began to wane in spite of some early successes. The Ottoman fleet in the Mediterranean was destroyed at the battle of (4) __________________ in 1571. In his relations with the northern provinces, Philip II was less successful. Open revolt broke out in the Netherlands, led by (5) __________________, “the Silent.” In 1581 the Dutch United Provinces declared their (6) __________________, but it was not formally recognized until the end of the Thirty Years’ War in 1648.

Culminating years of sparring between the Catholic Philip II of Spain and the Protestant queen of England, (7) __________________, Spain suffered a crushing defeat in an attempt to invade England. A huge fleet of ships, called the (8) __________________, entered the English Channel in the year (9) _________ only to be driven off by the swift English ships and the famous “Protestant wind.”

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

_The following terms are representative of major trends and themes of the period. Please identify each of them and assess the terms as representative of major developments in world history._

Canterbury

Hanseatic League

_Drang noch Osten_

Liberum Veto

Schmalkaldic League

War of Roses

Henry VIII

Philip II

Lepanto

Massacre of St. Barholomew’s Eve
Lollards

Puritans

zemski sobor

simplicissimus

Peace of Westphalia

**THE PLACE**

A. *On the outline map on the following page, indicate by a heavy line the boundaries of the Holy Roman Empire in 1648.*

B. *Indicate with \ the area ruled by the Austrian Habsburgs.*

C. *Indicate with ///// the area ruled by the Spanish Habsburgs.*

D. *Indicate with different colors the areas that were predominately Anglican, Calvinist, Greek Orthodox, Islamic, Lutheran, and Roman Catholic.*

E. *Locate each of the following items on the following outline map using the maps in the textbook as sources of information.*

<table>
<thead>
<tr>
<th>Spanish Netherlands</th>
<th>Bohemia</th>
<th>Prague</th>
<th>Denmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
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<td>Geneva</td>
<td>Portugal</td>
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<tr>
<td>Paris</td>
<td>English Channel</td>
<td>Antwerp</td>
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<tr>
<td>London</td>
<td>Bavaria</td>
<td>Papal States</td>
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<tr>
<td>Scotland</td>
<td>Nants</td>
<td>Wittenberg</td>
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ARRIVING AT CONCLUSIONS

Here are some quotations from historians dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. After several years of conflict, the armies of Ferdinand II and the Catholic League gained the upper hand over their Protestant opponents. In 1626, the intervention of the Danish king on behalf of the Protestants was halted, and other Protestant forces were defeated by Wallenstein. These successes, Robert Bireley observes, produced an ambivalent reaction in the Catholic camp.

“As the Catholic position in the Empire grew stronger, a struggle began to develop within the Catholic camp over the way to exploit their advantage. The more militant spirits discerned in the Catholic triumphs a divine summons to roll Protestantism back still further, as well as a pledge of divine aid. They looked upon any compromise with the Protestants as a pusillanimous lack of confidence in God, and they sometimes referred with disdain to their rivals as politici, a term that for them frequently connoted lack of religious principle much as the word “politician,” . . . suggests dishonesty today. More moderate figures were inclined toward a peace settlement that would consolidate Catholic gains even at the expense of some concessions to the Protestants. For them, to prolong the war was only to overextend the resources of the Catholics, to imperil the gains already made on behalf of Church and Empire, and to visit still more woe on the long-suffering population.” (Robert Bireley, Religion and Politics in the Age of the Counterreformation [Chapel Hill: University of North Carolina Press, 1981], p. 23.)

To what extent could the length and the costs of the Thirty Years’ War have been predicted in 1626? What advantages did the militants have over the moderates in this debate among Catholic leaders? Would you agree or disagree that the point of view of the militants is like that of many modern, ideologically inspired revolutionary or counterrevolutionary movements?
QUESTIONS TO THINK ABOUT

1. The Hundred Years’ War was brought about by a combination of factors which included self-interest, religion and nationalism. How are wars today similar and how are they different?

2. It has been said that Spain’s decline was due as much to the decay of its domestic economy as to the excessive spending of its resources on war. Explain. Do you think that the United States might find itself in a similar situation?

3. To what extent was the Thirty Years’ War a religious conflict? To what extent was it a political and economic struggle?

4. By 1648, to what extent had European nation-states left behind influences of the Middle Ages and to what extent had they become modern nation-states? Explain your answer.
CHAPTER 16

Global Encounters: Europe and the New World Economy, 1400-1650

The expansion of European colonial empires into Asia, Africa, and the Americas was a major world event. Before the mid-fifteenth century Europe was an ingrown, claustrophobic place. There were limited opportunities for individuals to break out of the rigid class structure which was based on limited land and constricted economic opportunities. There was constant conflict: In England, the Wars of the Roses; in France, religious war; in Spain, the fight to drive out the Moslems; and in eastern Europe, the threat of conquest from Ottoman Turkey. With the advent of European voyages of exploration the whole atmosphere changed. Governments were forced to think in global terms. Merchant classes now found the means to break medieval fetters and to lay the foundations for capitalism that launched the modern nation states of today.

The stay-at-home civilizations of the Americas, Africa, India, Southeast Asia and East Asia were challenged by the global commercial network that produced wealth through exchanges of goods. Some of these civilizations were subsequently conquered; others became marginalized in a world system that judged them “undeveloped” when faced with the technological change that followed closely on the heels of European empire expansion.

In the course of European expansion, European populations were planted in the Western Hemisphere and the New World became culturally European while Amerindian cultures were absorbed, pushed back or died out. In the New World, people would grow up speaking European languages and following European institutions. In Africa and Asia the European colonies did not last but the movements begun by the Portuguese, Spanish, Dutch, French and English explorers, colonizers, missionaries and merchants in the fifteenth through seventeenth centuries still constitute a framework of global interrelationships that all peoples must contend with.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Iberia in its Golden Age.

The Portuguese and Africa.

The growth of New Spain.

Iberian systems in the New World.

Northern European expansion.
HAVE YOU MASTERED THE BASIC FACTS?

Iberian Golden Age, Portuguese in Africa

1. ______________________________: Agreement in 1494 between Spain and Portugal for the relocation of the line of demarcation between lands reserved for Spanish and Portuguese exploitation.

2. ______________________________: Portuguese prince whose devotion to scientific exploration and Portuguese imperial and commercial interests fathered the exploration of the African coast and the first rounding of the Cape of Good Hope.

3. ______________________________: Sea captain from Genoa who was influenced by Marco Polo’s journals to believe that Japan could be reached by a short westward voyage.

4. ______________________________: First European to reach India by sailing around the Cape of Good Hope.

5. ______________________________: Portuguese explorer who first reached the southern tip of Africa.

6. ______________________________: Spanish discoverer of the Pacific Ocean.

7. ______________________________: Portuguese navigator who, sailing for Spain, discovered a passage through the tip of South America; his ships were the first to circle the globe.

8. ______________________________: French explorer whose sixteenth-century explorations of the St. Lawrence River gave France a claim to northeastern North America.

9. ______________________________: Italian mariner whose voyages gave England its claim to North America.

10. ______________________________: Spanish conquistador who invaded Mexico.

11. ______________________________: Portuguese base on the west coast of India from which they aided Hindus and traded with the interior.

12. ______________________________: Spanish conquistador whose forces overran the area of South America now called Peru.

13. ______________________________: Chinese city in which Portuguese traders were granted permission to reside in 1557.

14. ______________________________: Portuguese viceroy who opened up East Africa and the Persian Gulf through military action.

15. ______________________________ and ______________________________: Two chief commodities that the Portuguese traded for on the West African coast.
Growth of New Spain

16. ________________: Exiled Mexican god who promised to return to end human sacrifice.
17. ________________: A land and labor grant entitlement in New Spain
18. ________________: Inflation in Europe was greatly accelerated by large imports of this metal from the Spanish American colonies.
19. ________________: The Aztec ruler who lost his empire to the Spanish.

Northern European Expansion

20. ________________: Dutch trading company that became the instrument through which Holland supplanted Portugal in the Far East.
21. ________________: Wealthy Dutch proprietors in North America who held land tracts.
22. ________________: A Florentine mariner who mapped the North American coast and established a French claim.
23. ________________: Dutch governor-general who founded the Dutch empire in the East Indies.
24. ________________: Founded the city of Quebec for New France.
25. ________________: The courageous leader of the English colonists at Jamestown in the early, difficult years of the settlement.
26. ________________: Banished from Massachusetts for her preaching, this woman established a settlement in Rhode Island.
27. ________________: Sixteenth-century German banking family whose financial policies often had international political repercussions.
28. ________________: Seaport in the southern Netherlands that was the center of the wool trade and economic hub of Europe until the end of the sixteenth century.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The factors encouraging the Iberian states to undertake extensive voyages of exploration include all of the following EXCEPT (1) overpopulation; (2) desire for material gain; (3) advanced maritime technology; (4) religious enthusiasm.
2. _____ “Prester John” was supposed to be (1) a Chinese emperor; (2) an Ethiopian king; (3) a tribal ruler in West Africa; (4) the Ottoman sultan.

3. _____ By the fifteenth century the Portuguese and Spanish had acquired proficiency in (1) the astrolabe; (2) maneuverable square rigging; (3) the compass; (4) all of the above; (5) none of the above.

4. _____ The desire to circumvent the Muslim middlemen in trade with India encouraged the Portuguese to (1) explore the coast of Africa; (2) send explorers into the interior of Africa; (3) all of the above; (4) none of the above.

5. _____ All of the following products came into Europe as a result of the voyages of discovery EXCEPT (1) wheat; (2) peanuts; (3) maize; (4) potatoes.

6. _____ Which of the following occurred FIRST? (1) discovery of America by Columbus; (2) discovery of Brazil by Cabral; (3) Bartolomeu Dias’s voyage around the southern tip of Africa; (4) Dutch penetration of the East Indies.

7. _____ Prince Henry of Portugal gave assistance to European exploration by all of the following EXCEPT (1) advances in map making; (2) personal leadership of dangerous expeditions around Africa; (3) the development of better ships; (4) the sponsorship of major expeditions.

8. _____ The Dominican friar whose reform efforts helped ease the plight of Indians in Spanish colonies was (1) Las Casas; (2) Prester John; (3) De Soto; (4) Cartier.

9. _____ Dutch exploration established posts in all of the following Portuguese-explored areas EXCEPT (1) West Africa; (2) Brazil; (3) East Africa; (4) the East Indies.

10. _____ Choose the number below that gives the correct generalization about the impact of Spanish colonization in Central and South America. (a) The native Amerindian population increased dramatically. (b) Roman Catholic missionaries argued for the rights of the native peoples before the king of Spain. (c) The introduction of the horse, cattle, and many other products of European material culture brought the area out of a Stone Age civilization. (d) Representative assemblies were established in the vice-royalties of Mexico and Peru. (1) a and d; (2) b and c; (3) b, c, and d; (4) a and c.

11. _____ By 1650 the Portuguese had lost control of most of their African possessions EXCEPT for (1) Mali; (2) Angola; (3) Kongo; (4) Ghana.

12. _____ A major factor working against both Holland and Portugal in the competition for empire was (1) a lack of initiative by citizens and government; (2) their small size and small population; (3) a backward technology; (4) lack of interest in economic expansion.

13. _____ The government of the vice-royalties of Mexico City and Peru was entrusted to (1) Indian chiefs; (2) Spanish colonial clergy; (3) high-born Spanish viceroys and aristocratic lawyers; (4) local councils composed of mestizos.
14. ______ Factors in the economic decline of Spain included all of the following EXCEPT (1) lack of cooperation between church and state; (2) neglect of agriculture; (3) the expulsion of skilled workers for religious reasons; (4) long-term imbalances.

15. ______ Iberian women in the American colonies (1) were legally subordinated to their husbands; (2) enjoyed legal protection of their dowries; (3) civilized colonial society; (4) all of the above.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify each of the following terms and evaluate their importance for world history.

Prince Henry “the Navigator”

Treaty of Tordesillas

Vasco de Gama

Sebastian Munster

Warri

Nzinga Mbemba

Prester John

conquistadores

Francisco de Coronado

mestizo

caciques

smallpox

Henry Hudson
THE PLACE

A. *On the map on the following page, draw and label a line showing the route of Magellan in his voyage circumnavigating the globe.*

B. *Draw and label a line showing the route followed by da Gama in his voyage to India.*

C. *Draw and label a line giving the route of the first voyage of Columbus in 1492.*

D. *Draw and label a line to indicate the section of North American coast explored by John Cabot for England.*

E. *Write in the blanks below the number of the location described and its appropriate place name.*

1. _____, _____________: Strait passed by Magellan at the southernmost point of his voyage.

2. _____, _____________: Vast region explored by Coronado.

3. _____, _____________: Cabral reached this part of South America in 1500.

4. _____, _____________: Balboa saw the Pacific from a mountain on this isthmus in 1513.

5. _____, _____________: In 1608 Samuel de Champlain founded a colony here; it became a major city.

6. _____, _____________: Magellan was killed here during his voyage of circumnavigation.

7. _____, _____________: Pizarro destroyed a great empire with his invasion here in 1531.

8. _____, _____________: Domain of the Aztecs, ruled by Montezuma.

9. _____, _____________: Bartolomeu Dias rounded this cape in 1488.

10. _____, _____________: Cortés invaded this region in 1519.
RELATIONSHIPS IN TIME

A list of three centuries appears below. Write the names of these explorers under the century in which they made their important contribution, and briefly tell what each one did.

Prince Henry the Navigator  De Soto and Coronado
Vasco da Gama  Cabot
Columbus  Cartier
Balboa  Henry Hudson
Magellan

1400

1500

1600

FOCUSING ON MAJOR TOPICS

Place a “T” before the statements that are true.

1. _____ Rising prices of eastern goods made maritime expansion attractive to Spain and Portugal.

2. _____ Through long contact with Muslims at home the Iberian people had learned to respect the beliefs of non-Christians.

3. _____ The Portuguese directed their explorations southward along the west coast of Africa.

4. _____ The success of Portuguese exploration of the route to India was due in large measure to religious zeal, scientific curiosity, and financial profit.

5. _____ The Portuguese welcomed Columbus’s voyage to the Western Hemisphere.

6. _____ By 1550 the Portuguese had gained control of the Indian ocean from the Muslims.
7. _____ The Spanish conquest of Mexico was made possible by dissension within the Aztec Empire.

8. _____ The Inca Empire was conquered by a large force of Spaniards after meeting stiff resistance.

9. _____ The Spanish organized their conquered territory in the New World into two vice-royalties: Mexico and Peru.

10. _____ The Spanish intermarriage with Indian women produced a mestizo or mixed race.

11. _____ Roman Catholic missionaries argued for the rights of the Amerindians and gave them training in useful crafts.

12. _____ The Spanish monarchs allowed a large measure of self-government in the vice-royalties of Mexico and Peru.

13. _____ The decline of the Amerindian population under Spanish rule was caused by lack of immunity to smallpox and other new diseases carried by the invaders.

14. _____ The large quantities of precious metals that the Spanish took from their colonies in the Western Hemisphere undermined the Spanish economy.

15. _____ The Spanish government adopted a policy of free trade between its colonies and other European countries.

16. _____ The encomienda, the typical pattern of rural society organized by the conquistadors in Mexico, was similar to the manors of medieval Europe.

17. _____ The Portuguese government attempted to suppress the slave trade in its West African possessions.

18. _____ The Swahili states of East Africa lost their independence to the Portuguese because they were divided and unused to war.

19. _____ During the seventeenth century the Dutch drove the Portuguese from all of their African possessions north of Angola.

20. _____ In the Dutch colonial empire as much effort was made to convert the native population to Christianity as in the Iberian colonial empires.

21. _____ The first wave of English colonists in what is now the state of Massachusetts was composed of religious dissenters called the Pilgrims.

22. _____ Despite initial difficulties the English established a successful colony at Jamestown in Virginia.

23. _____ English exploration and colonization in the sixteenth and early seventeenth centuries were organized and financed by the central government.

24. _____ Because France was distracted by internal religious conflict and involved in continental wars, it was slow in acquiring a colonial empire.
25. In the early seventeenth century France established permanent colonies in Canada and in the West Indies.

ARRIVING AT CONCLUSIONS

Here are some quotations from historians dealing with the significance of this period in history. Answer the accompanying questions, and be prepared to defend your position.

1. “Spain did not topple the Indian peoples from an Elysian state of perfection to one of abysmal misery, despite the lyricists who dwell upon the communal happiness of the Incas and the democratic joy of the Aztecs. Spain did not destroy great Indian populations: there never were great populations . . . life was meager and hunger was general before the conquerors came. Spain did not introduce cruelty and war: exploitation was an old story to the Indians. Spain did not destroy human freedom: it had never been enjoyed by Maya, Aztec, [or] Inca . . . Spain did not destroy ancient systems of noble moral standards . . . It is possible that the Indians of Mexico and Peru had more to eat under Spanish rule, more protection against each other and against their masters, more security of life and happiness than they had had under Indian nobles and priests. The shift was undoubtedly distasteful, always disruptive, frequently cruel, but it was not a shift from paradise to torment.” (Hubert Herring, A History of Latin America [New York: Alfred A. Knopf, 1972], pp. 152-53.)

Do you agree with Herring’s defense of Spanish colonization? How did Spanish treatment of the Indians compare with that of the British settlers in North America?

2. “The American Indians developed their ways of life in very nearly complete isolation. That isolation not only hampered the growth of their civilizations, but also weakened their defenses against the major diseases of mankind. In the first place, the climate of Siberia, the land bridge and Alaska screened out many diseases; the cold killed the germs and, more important, the cold and the rigor of the life in those latitudes eliminated all humans suffering from debilitating diseases. . . . These first emigrants carried few diseases with them and found no humans in America . . . They lived, died and bred alone for generation after generation, developing unique cultures and working out tolerances for a limited, native American selection of pathological microlife. When the isolation of the New World was broken, when Columbus brought the two halves of this planet together, the American Indian met for the first time his most hideous enemy: not the white man . . . but the invisible killers which those men brought in their blood and breath.” (Alfred W. Crosby, Jr., The Columbian Exchange: Biological and Cultural Consequences of 1492 [Westport, CN: Greenwood Press, 1975], p. 31.)

How many instances can you think of in which the spread of disease among Amerindians of both North and South America caused them to be unable to challenge the European penetration of the New World? Speculate on the subsequent course of American history if the Aztecs had not been decimated by disease and had defeated Cortez. Would such a defeat have altered the course of Spanish empire building? Would any alteration to Spanish empire building have affected the course of empire building by the other European nations?

3. “Various circumstances are considered to have contributed to the decline of Swahili civilization. There was the Zimba invasion, and it also seems that a decrease in rainfall and the consequent upsetting of the water balance hindered the further development of the
coastal towns. . . However, the chief cause . . . was the disruption of maritime trade by the Portuguese. Being well fitted out, equipped with artillery and built for the purpose of naval warfare, the Portuguese ships were an invincible force. Their constant presence in the region . . . , the seizure of twenty vessels laden with goods, the defeat of Zanzibar’s large fleet of light craft, and the plundering and destruction of the coastal towns . . . were all blows from which East African maritime trade never recovered, and the medieval Swahili civilization perished with it.” (V. V. Matveiev, “The Development of Swahili Civilization,” in Africa from the Twelfth to the Sixteenth Century, ed. D. T. Niane [Berkeley: University of California Press, 1984], pp.479-80.)

The author stresses the technological and military superiority of the Portuguese. Why did the prosperous and cultivated Swahili city-states fail to recognize that superiority and attempt to match it? Was the force of tradition so strong in African civilizations that it prevented an effective response to European aggression in the early modern period?

QUESTIONS TO THINK ABOUT

1. How do you account for the flurry of exploratory activity following Columbus’s discoveries?

2. Why was the conquest of Amerindian civilizations in the New World so relatively easy for the Spaniards?

3. Why were European powers unable to establish any sizeable European colonies in Asia as they did in the Americas?

4. Was discovery by the Europeans a long-term blessing or curse for the Amerindians? Explain.

5. How did the slave trade affect the African states that sold slaves to the Europeans?

6. European explorers have been said to have been motivated by “God, gold, and glory.” Rank these in the order of importance you feel they played. Be able to defend your judgment by reference to specific individuals.

7. Can you explain why western Europe, rather than any other major culture of the world, was dynamic and expansive in early modern times?
CHAPTER 17

Politics in the First Age of Capitalism 1648-1774: Absolutism and Limited Central Power

“Power corrupts and absolute power corrupts absolutely.” When Lord Acton, the great English historian of liberty, conceived this celebrated dictum, he had in mind rulers like Louis XIV, whose statecraft tended toward absolutism, or the unrestricted exercise of power. It is difficult to define corruption and to apply the definition to a person as complex as this seventeenth-century French monarch. Nevertheless, his contemporaries, as well as modern historians, would probably agree that Louis XIV pursued power single-mindedly for the joy of exercising it and for the glory it brought.

His political prudence failed him, however, as he mismatched the resources of France to the goals that he sought—most likely a French frontier on the Rhine and French dominance in Europe. He also miscalculated the working of the balance of power in Europe. Led by England and the Dutch Republic, the enemies of the French king coalesced ever more effectively against him as they perceived that his policies threatened them all. Although Louis XIV gained Franche-Comté, Strasbourg, and a few other small northeastern territories for the French state, he left it with a cumbersome and costly administration, an enormous debt, and a peasantry burdened with heavy taxes.

The balance of power that checked the ambitions of Louis XIV was maintained throughout the eighteenth century. While Poland and other antiquated great states declined, new powers such as Russia and Prussia emerged and the Habsburg monarchy was rejuvenated. Due to the fragile and frequently changing relationships between the major powers, Europe endured several decades of almost constant diplomatic intrigue and military conflict.

In England and the Netherlands, economic growth and social changes contributed to the establishment of political systems unique from the trend toward absolutism elsewhere in Europe. Although by no means truly democratic in character, the Dutch and English established constitutional governments that limited the power of the monarchy and protected the political and property rights of individuals. The economic and cultural dynamism of the Netherlands far outlasted its brief ascendancy as a major European power. After 1650, England eclipsed the Dutch and began building its world empire. Both nations contributed to a new political paradigm—an alternative to absolutism and the Old Regimes in Europe. By the late eighteenth century, the ideals of constitutional government and individual rights forged by the Dutch and the English provided the theoretical basis for the revolutionary movements in colonial America and France.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Capitalism, change and social crisis.

Louis XIV: the model for European absolutism.

The influence of French absolutism.
Holland and England: limited central power.

Diplomacy and war, 1650-1774.

The decline of European absolutism, 1715-1774.

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**Capitalism, change, and social crisis**

1. __________________________: Economic system that advocated profit seeking, state regulation of the economy, colonial expansion, and military strength.

2. __________________________: Commercial enterprise in which company ownership was shared by more than one individual.

3. __________________________: Fundamental principle of mercantilistic national economics by which the monetary value of exports was to exceed the value of imports.

**Louis XIV: model for European absolutism, influence of French absolutism**

4. __________________________: Most important of the treaties marking the close of the War of the Spanish Succession; it was significant in shaping the map of modern Europe.

5. __________________________: Prominent French political theorist who composed a brilliant justification of absolute monarchy by using the doctrine of the divine right of kings.

6. __________________________: Famous proclamation issued by Henry IV, which when revoked by Louis XIV, caused thousands of Huguenots to flee France.

7. __________________________: Louis XIV’s able finance minister who gave France a renovated finance system and healthy economy.

8. __________________________: Elegant palace constructed by Louis XIV as a magnificent symbol of his greatness.

9. __________________________: English philosopher whose *Leviathan* presented the most influential case for absolutism.

10. __________________________: Louis XIV’s minister of war who made the French army the largest and most efficient in Europe.

11. __________________________: The Russian monarch who visited western Europe to seek allies against the Turks and to observe advanced education, technology, and industry.

12. __________________________: The Swedish king who was a contemporary of France’s Louis XIV, he asserted royal authority by seizing the land of the nobility and creating a professional army.
13. ________________ : The Habsburg empress known as “Her Motherly Majesty,” she centralized royal control and imposed reforms within her empire during the seventeenth century.

14. ________________ : The royal house whose history is also the history of the rise of Prussia.

15. ________________ : The name applied to Frederick William (d. 1688), who laid the groundwork for the future power of Prussia.

16. ________________ : The late seventeenth-century Habsburg monarch who modernized the army and strengthened central authority in the lands of the Austrian crown.

17. ________________ : The sixteenth-century Russian tsar who tried to assert royal absolutism by waging war against the Russian nobility; his notorious cruelty gave him the nickname “the Terrible.”

Holland and England: limited central power

18. ________________ : Northern European nation characterized by a confederation of estates and a free-market economy, which developed a major commercial empire.

19. ________________ : Political triumph for constitutionalism in England which resulted in the removal of King James II.

20 ________ : Leading commander of parliamentary forces in the English Civil War.

21. ________ : King and Queen who ascended the English throne following the “Glorious Revolution.”

Diplomacy and war, 1650-1774

22. ________________ : Basic pattern of European diplomacy, which resulted from states combining to prevent any one power from controlling the continent or threatening their security.

23. ________________ : Name applied to the reshuffling of national alliances in Europe just prior to the Seven Years’ War; it allied Austria with France and England with Prussia.

24. ________________ : 1763 treaty that significantly rearranged the holdings of European nations in North America.

25. ________________ : Worldwide war that stripped France of most of its American empire and left Britain the world’s greatest colonial and commercial power.

Decline of European absolutism

26. ________________ : France’s land tax that most heavily burdened the rural peasants and serfs whom comprised the majority of the Third Estate.
27. ________________: Name given to the characteristic eighteenth-century social structure and aristocratic way of life marked by privilege and injustice.

28. ____________________: French word for the middle class.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ Intendants were (1) royal officials serving in the provinces; (2) petty nobles who commanded local military forces; (3) Protestant dissenters who fled France during Louis XIV’s reign; (4) large manorial estates controlled directly by the king.

2. ______ A strong defense of political absolutism came from the pen of (1) John Locke; (2) Arthur Young; (3) Alexander Pope; (4) Thomas Hobbes.

3. ______ France’s royal debt in the Old Regime grew to threatening proportions due to (1) the costs of waging war; (2) the government’s inability to tax the privileged classes; (3) lack of foreign credit; (4) all of the above.

4. ______ The Peace of Aix-la-Chapelle marked the end of the (1) War of Jenkins’ Ear; (2) War of the Spanish Succession; (3) Thirty Years’ War; (4) Seven Years’ War.

5. ______ Royal administration in France during the Old Regime was characterized by all of the following EXCEPT (1) annual meetings of the Estates General; (2) conflicting claims to authority among its councils; (3) lack of regular accounting of revenues and expenses; (4) unsystematic assessment of taxes.

6. ______ All of the following were French dramatists of the seventeenth century EXCEPT (1) Moliere; (2) Fleury; (3) Racine; (4) Corneille.

7. ______ The middle class in France in the Old Regime was characterized by all of the following EXCEPT (1) active participation in the government; (2) upward mobility; (3) increasing numbers; (4) growing individualism.

8. ______ Peter the Great built a new capital of the Russian empire at (1) Moscow; (2) Constantinople; (3) St. Petersburg; (4) Berlin.

9. ______ The system of mercantilistic regulation of industry established in France by Colbert during the reign of Louis XIV (1) limited French participation in international commerce by favoring luxury goods over bulk commodities; (2) required an unwieldy bureaucracy to administer the system; (3) grew more corrupt and confused in the eighteenth century; (4) all of the above.

10. ______ Madame Pompadour was (1) the secret wife of Louis XIV; (2) the queen of Frederick the Great; (3) the influential mistress of Louis XV; (4) a neoclassical painter renowned for her portraits.

11. ______ The system of national economics, called mercantilism, included all of the following EXCEPT (1) government regulation of industry; (2) free trade among nations; (3) a favorable balance of trade; (4) government construction of roads.

12. ______ Which of the following occurred first? (1) Parliament enacted the Bill of Rights; (2) Parliament pressed the king to accept the Petition of Right; (3) Charles I dismissed the “Short Parliament”; (4) the “Rump Parliament” declared a republic.

13. ______ Which of the following best describes the political system of the Dutch republic: (1) democratic; (2) decentralized; (3) dictatorship; (4) absolutist.
14. _____ The Diplomatic Revolution of the eighteenth century refers to the reversal of previous political alliances when new ties were established between (1) England and France; (2) Austria and Prussia; (3) England and Prussia; (4) all of these.

15. _____ The 1763 Peace of Paris (1) ended the War of the Spanish Succession; (2) gave Russia its long-desired “window on the Baltic”; (3) saw France lose the last vestiges of its empire in India; (4) gave Spain the vast Louisiana territory.

16. _____ Which of the following occurred FIRST? (1) The “War of Jenkins’s Ear”; (2) publication of Leviathan; (3) revocation of the Edict of Nantes; (4) Treaty of Utrecht.

17. _____ Which of the following was NOT a result of the Treaty of Utrecht? (1) It ended the Thirty Years’ War. (2) Europe experienced a fairly satisfactory balance of power for nearly thirty years. (3) England gained important colonial territories from both France and Spain. (4) Austria obtained portions of the Spanish empire.

18. _____ The policies of Peter the Great included all of the following EXCEPT (1) a program of mercantilism aimed at economic self-sufficiency; (2) efforts to westernize Russian culture; (3) government domination of the church; (4) the elimination of the nobility and economic and social progress for the peasants.

19. _____ Under Catherine the Great the Russian empire acquired (1) much of the Ukraine; (2) the Crimea; (3) large parts of Poland; (4) all of the above.

20. _____ To which dynasty did Frederick II of Prussia belong? (1) Orange; (2) Bourbon; (3) Hohenzollern; (4) Habsburg.

21. _____ The eighteenth-century Habsburg monarchy was ruled for forty years and extensively reformed by which of the following? (1) Catherine the Great; (2) Maria Theresa; (3) Frederick William II; (4) Queen Anne.

22. _____ Which of the following had NOT become part of Prussia by 1786? (1) East Prussia; (2) Brandenburg; (3) Bohemia; (4) Pomerania.

23. _____ The social class most likely to resort to violence and riots in times of distress was the (1) petty nobles; (2) urban workers and idle poor; (3) clergy; (4) landed aristocracy.

24. _____ The third estate in the Old Regime in France had all the following characteristics EXCEPT (1) it included twenty-three million peasants; (2) it included wealthy bankers and merchants; (3) it did not pay taxes; (4) it had many competing interests.

RELATIONSHIPS IN TIME

Number the following events in chronological order.

1. _____ Louis XIV revokes the Edict of Nantes
2. _____ Frederick the Great seizes Silesia
3. _____ The Treaty of Utrecht ends the War of the Spanish Succession
4. _____ The first Anglo-Dutch naval war begins
5. _____ The Seven Years’ War concludes with the Peace of Paris
6.  _____ Peter the Great defeats the Swedish army at Poltava
7.  _____ Poland is partitioned for the first time
8.  _____ The Treaty of Aix-la-Chapelle ends the War of Jenkins’ Ear
9.  _____ The reign of Ivan “the Terrible” begins in Russia
10.  _____ Voltaire publishes Candide

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

*Identify and state the historical significance of each of the following.*

capitalism

Arthur Young

“domestic system”

Enclosure Acts

joint-stock companies

Louis XIV

*Leviathan*

Cardinal Richelieu

*Mercantilism*

*Maria Theresa*

*tsar*

*Catherine II “the Great”*

*Oliver Cromwell*
Using the maps in the chapter, answer the following questions.

Locate these places on the map on the following page.

<table>
<thead>
<tr>
<th>North Sea</th>
<th>France</th>
<th>Austria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baltic Sea</td>
<td>England</td>
<td>Sweden</td>
</tr>
<tr>
<td>Atlantic Ocean</td>
<td>Spain</td>
<td>Ottoman Empire</td>
</tr>
<tr>
<td>Mediterranean Sea</td>
<td>Russia</td>
<td>Poland</td>
</tr>
<tr>
<td>Black Sea</td>
<td>Prussia</td>
<td></td>
</tr>
</tbody>
</table>

Label the Spanish territories that England acquired in the Treaty of Utrecht.

Label those territories obtained by Austria as a result of the War of the Spanish Succession.

Label the territory that Prussia invaded and eventually acquired from Austria during the War of Jenkins’ Ear.

Identify each of the following places and locate each by placing its number in the appropriate place on the map.

1. _________: Lands of the Habsburg emperor Leopold I.
2. _________: Island ceded by Austria to Savoy in 1720.
3. _________: Capital of Russia before the reign of Peter the Great.
4. _________: Capital of Russia built during the reign of Peter the Great.
5. _________: Country in which Frederick III broke the power of the nobles and created an absolute state that lasted into the nineteenth century.
6. _________: State ruled by the “Sun King.”
7. _________: The defeated power in the Great Northern War.
8. _________: State whose territory was absorbed by its more powerful neighbors, Austria, Prussia, and Russia, in the late eighteenth century.
9. _________: Maritime trading nation who joined their commercial rival, Britain, in the late seventeenth century in an alliance to block France’s territorial ambitions.
MAKING CONNECTIONS

Match the persons in column A with the identifying items or quotes in column B by writing the appropriate name in the blank.

Column A
Hobbes
Bossuet
Louis XIV
Peter the Great
Frederick William I

Column B
1. __________ “Après moi, le déluge”
2. __________ “We are king and master and can do what we like.”
3. __________ “The royal throne is not the throne of a man, but the throne of God himself.”
4. __________ “a window on the sea”
5. __________ Leviathan
6. __________ “L’état, c’est moi.”

ARRIVING AT CONCLUSIONS

Here are some quotations from eminent historians dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Louis XIV used this spell of relative calm [1668-1672] to assert his supremacy in European affairs. . . . He demanded superiority over other princes, forcing the Spanish ambassadors to cede precedence to his own envoys. He insisted that other fleets should salute his ships first, as a mark of their respect. . . . Much of this psychological warfare undoubtedly impressed Europe, but it did not make Louis XIV loved.” (Roger Mettam, *Power and Faction in Louis XIV’s France* [New York: Basil Blackwell, 1988], p. 196.)

What other forms of psychological warfare did Louis XIV practice during his long reign? How did his great palace at Versailles assert his superiority over other princes? Do modern nations use techniques of psychological warfare that are in some respects similar to Louis’s?

2. Colbert agreed with the king and even with Louvois on one essential point: A country’s power is measured by the number of its troops and its logistical strength. Stalin’s famous question, “How many divisions?” seems a distant echo of the preoccupation of Louis and all of his ministers, without exception.

   “An abundance of metallic currency was above all a means to a political end, the grandeur of the state: ‘An abundance of money alone makes the difference between grandeur and power.’ A significant increase in the money supply could only be had ‘by
trade alone, and all that depends on it.' But there should be no mistake about the ultimate goal of all this economic activity: ‘Commerce is the wellspring of finance, and finance is the sinew of war.’” (Ines Murat, Colbert [Charlottesville: University Press of Virginia, 1984], p. 134.)

How well does Colbert’s point of view illustrate the argument developed by Professor Dorn above, that war was a basic ingredient of European civilization? What other modern dictators shared Stalin’s militarism?

**QUESTIONS TO THINK ABOUT**

1. Is it possible to divide modern Europe into strong and weak nations as in the eighteenth century? Is it possible to predict the directions in which the strong states are likely to expand? What important political factors have changed? What factors remain much the same?

2. Could Stalin have accepted Peter the Great’s efforts to transform Russia into a westernized absolutist state? What current problems of Russia can be traced back to the reforms of Peter the Great?

3. Has the United States since 1945 experienced a diplomatic revolution reminiscent of that of France and Austria in the eighteenth century? Explain the similarity, if there is one.

4. It is always a fascinating exercise in history to speculate about “what might have been.” Do you think Louis XIV might better have pursued different policies? What might have been the result if he had done so?

5. What were the major accomplishments and major failures of Louis XIV? Do you think one of these categories outweighs the other? Why?

6. Why did the development of constitutional government emerge in Britain and the Netherlands earlier than other countries in Europe? Socioeconomic circumstances certainly played a large part, but what other cultural factors contributed to the progress toward constitutional government?

7. Was the enclosure movement in England, in your opinion, justified by the improvements it brought to agriculture? How could other negative effects of enclosure have been dealt with at that time?
ANSWER SECTION

CHAPTER 1

BASIC FACTS

1. Australopethecus africanus
2. Homo habilis
3. Neolithic
4. eoliths
5. “Eve”
6. matrilineal
7. totem
8. Stonehenge
9. cuneiform
10. Fertile Crescent
11. Epic of Gilgamesh
12. Sargon I
13. Pharaoh
14. monotheism
15. hieroglyphs
16. Pyramids
17. Rosetta Stone
18. Hittites
19. Phoenicians
20. Soloman
21. Abraham
22. Persians
23. Nebuchadnezzar

MULTIPLE-CHOICE

1. (4)  2. (4)  3. (4)  4. (2)  5. (3)
6. (1)  7. (4)  8. (3)  9. (1)  10. (4)
11. (4) 12. (4) 13. (2) 14. (3) 15. (1)
16. (2) 17. (2) 18. (3) 19. (1) 20. (1)
21. (3) 22. (3)

RELATIONSHIPS IN TIME

Paleolithic

use of eoliths
standardization of tool-making
invention of the bow
first man-made buildings erected

Neolithic

Catal Hüyük
Stonehenge was built
cultivation of grains
use of polished stone tools
domestication of animals
Semisedentary lifestyle adopted

CHAPTER 2

BASIC FACTS

1. Yellow River
2. Yanzi
3. Five Sovereigns
4. oracle bones
5. Shang
6. yin, yang
7. ancestor worship
8. bronze
9. The Book of Documents
10. Mandate of Heaven
11. Luoyang
12. “Warring States”
13. iron
14. Lady Hao
15. Kong Fuzi
16. The Analects
17. Dao
18. junzi
19. Lao Dai
20. wu wei
21. Mandate of Heaven
22. Mencius
23. Qin
24. Han Feizi
25. Shih Huangdi
26. Xiongnu
27. Han dynasty
28. Wang Mang
29. silk
30. Wudi
Multiple-choice

1. (2) 2. (4) 3. (3) 4. (2) 5. (4)
6. (2) 7. (2) 8. (3) 9. (4) 10. (1)
11. (4) 12. (1) 13. (1) 14. (3) 15. (3)
16. (3) 17. (1) 18. (4) 19. (4) 20. (2)

Making Connections

|---|---|---|---|---|---|---|---|---|---|

Relationships in Time

**China**

- Shang dynasty, 1700-1122 B.C.E.
- Zhou dynasty, 1122-221 B.C.E.
- Qin dynasty, 221-206 B.C.E.
- Han dynasty, 206 B.C.-220 C.E.

**The West**

- Old Kingdom in Egypt, 2700-2200 B.C.E.
- Hammurabi, 1792-1750 B.C.E.
- Moses, 1300 B.C.E.
- Assyrian Empire, 1350-612 B.C.E.
- Persian Empire, 600-486 B.C.E.

Chapter 3

Basic Facts

| 1. Indus | 2. Harappa, Mohenjo Daro | 3. Vedas |
| 4. caste system | 5. Aryans | 6. Mahabharata |
| 7. Ramayana | 8. Upanishads | 9. reincarnation |
| 10. Brahm, Vishnu, Shiva | 11. village, caste, joint family | 12. monsoons |
| 22. Arthashastra | 23. untouchables | 24. Deccan |
| 25. dharma | 26. bodhisattva | 27. Mahavira |

Multiple-choice

| 1. (3) | 2. (2) | 3. (3) | 4. (2) | 5. (4) |
| 6. (4) | 7. (4) | 8. (4) | 9. (4) | 10. (2) |
| 11. (2) | 12. (1) | 13. (3) | 14. (4) | 15. (1) |
| 16. (2) | 17. (4) | 18. (4) | 19. (1) | 20. (3) |

Making Connections

RELATIONSHIPS IN TIME

India
Indus civilization, 2500-1500 B.C.E.
Aryan invasion, 1500 B.C.E.
Later Vedic Age, 1000-500 B.C.E.
Siddhartha Gautama, c. 481 B.C.E.
Mauryan dynasty, 322-185 B.C.E.
Kushan dynasty, 40 B.C.-200 C.E.

Near East and China
Phoenicians, 1000 B.C.E.
King David, 1000-961 B.C.E.
Zoroastrianism, 6th century B.C.E.
Warring States, 475-221 B.C.E.
First Emperor, 221-206 B.C.E.

CHAPTER 4

BASIC FACTS

1. Mycenae
2. Knossos
3. Minoans
4. Arthur Evans
5. Achaeans
6. Persia
7. Homer
8. polis
9. Thermopylae
10. Sparta
11. Pericles
12. Peloponnesian war
13. Solon
14. Thucydides
15. Pythagoras
16. Democritus
17. Socrates
18. Plato
19. Aristotle
20. Hippocrates
21. Herodotus
22. Aristophanes
23. Thales of Miletus
24. Nemesis
25. Sappho of Lesbos
26. Philip II
27. Ptolemy
28. Epicureanism
29. Stoicism
30. Aristarchus
31. Diogenes

MULTIPLE-CHOICE

1. (2) 2. (4) 3. (1) 4. (2) 5. (4)
6. (3) 7. (2) 8. (4) 9. (1) 10. (3)
11. (1) 12. (3) 13. (2) 14. (2) 15. (4)
16. (1) 17. (1) 18. (4) 19. (2) 20. (3)
21. (2) 22. (3) 23. (2) 24. (4) 25. (3)

ATHENS vs. SPARTA

RELATIONSHIPS IN TIME

Minoan Period: 2000-1450 B.C.E.
Cretan mother goddess
palace of Knossos

Mycenaean Period: 1450-1200 B.C.E.
Trojan War
Linear B script

Homeric Age: 1150-750 B.C.E.
Iliad and Odyssey

Age of Oligarchy: 750-500 B.C.E.
Thales of Miletus
Hesiod’s Works and Days
Pisistratus
Cleisthenes
Solon
Sappho of Lesbos

Classical Period: 500-336 B.C.E.
Persian Wars
Battle of Marathon
Pericles
Delian League
Peloponnesian War
Philip II conquered the Greek city-states
Socrates
Aeschylus
Sophocles
Euripides
Parthenon
Praxiteles

Hellenistic Age: 336-30 B.C.E.
Alexander the Great
Ptolemaic rulers in Egypt
Seleucid rulers in the Persian Empire
Antigonus the One-Eyed
Skeptics and Cynics
Stoicism
Aristarchus
Greek culture diffused

THE PLACE
1. Mycenae 2. Troy 3. Italy
7. Marathon

THE PLACE

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CHAPTER 5

BASIC FACTS

1. Etruscans
2. Latins
3. Romulus, Remus
4. Apennines
5. Senate
6. Pyrrhus
7. Punic Wars
8. Hannibal
9. Scipio
10. Gracchi
11. Julius Caesar
12. Sulla
13. latifundia
14. Nero
15. *Pax Romana*
16. Marcus Aurelius
17. Colosseum
18. Pompeii
19. Octavian
20. Constantine
21. Adrianople
22. *comitatus*
23. Attila
24. Odovacar
25. Theodoric
26. Essenes
27. Paul
28. Theodosius I
29. Bishop
30. Benedict
31. Augustine
32. Leo I
33. imperator
34. Romulus Augustus
35. Theodoric
36. Virgil
37. Tacitus
38. acqueduct
39. Cicero
40. Stoicism, Epicureanism
41. Ptolemy
42. Plutarch
43. Pantheon
44. Galen

MULTIPLE-CHOICE

1. (1) 2. (4) 3. (3) 4. (1) 5. (2)
6. (3) 7. (4) 8. (3) 9. (2) 10. (2)
11. (1) 12. (1) 13. (2) 14. (3) 15. (1)
16. (3) 17. (1) 18. (4) 19. (2) 20. (3)
26. (3) 27. (1) 28. (2) 29. (1) 30. (2)
31. (4) 32. (4)

RELATIONSHIPS IN TIME

A. The Early Period: Before 509 B.C.E.

1. 5
2. 4
3. 1
4. 3
5. 2

B. Early Republic: 509-133 B.C.E.

1. 4
2. 6
3. 8
4. 1
5. 5
6. 2
7. 7
8. 3

C. Late Republic: 133-30 B.C.E.

1. 3. Octavian
2. 1. Sulla
3. 2. Caesar

D. *Pax Romana*: 30 B.C.E.-180 C.E.

1. 3
2. 1
3. 4
4. 2
E. Christianity, 27-70 C.E.

1. 5
2. 2
3. 3
4. 1
5. 4

CHAPTER 6

BASIC FACTS

1. Constantine
4. Julian the Apostate
7. theme system
10. Madaba Mosaic
13. Anna Comnena
16. Greek Orthodox
19. Mongols
22. Varangians
25. Romania

2. Hagia Sophia
5. Ostragoths
8. Latin Phase
11. Iconoclastic controversy
14. Crusades
17. Moscow
20. Vladimir
23. Czechs
24. Kosovo

MULTIPLE-CHOICE

1. (4) 2. (3) 3. (2) 4. (2) 5. (1)
6. (3) 7. (4) 8. (4) 9. (3) 10. (4)
11. (3) 12. (1) 13. (3) 14. (1) 15. (4)
16. (4) 17. (2) 18. (3) 19. (1) 20. (4)
21. (2) 22. (2)

MAKING CONNECTIONS

A. Constantinople, in the year 325 C.E.
B. Fall of Constantinople, 1453 C.E.
C. theme system
D. Greek Orthodox

THE TIME

A. B. C.

1. 6 1. 4 1. 3
2. 2 2. 7 2. 5
3. 5 3. 1 3. 4
4. 8 4. 6 4. 2
5. 4 5. 5 5. 1
6. 1 6. 3 6. 5
7. 7 7. 2 7. 1
8. 3

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THE PLACE

Rome in Crisis, Christianity, Germanic Invasions

1. Nicæa
2. Alexandria
3. Barbarian Europe

The Byzantine Sphere

1. Moscow
2. Agean Sea
3. Bosporus Strait
4. Russia

CHAPTER 7

BASIC FACTS

1. Mecca
4. Muru’a
7. Islam
10. Hijra
13. Rashidun
16. Sharia
19. Dome of the Rock
22. Damascus
25. Seljuks
28. Abbasids
31. Ibn Rushd
34. Omar Khayyám
2. Bedouin
5. shaykh
8. Ka’ba
11. Hadith
14. Arabic
17. Shi’a
20. Tariq ibn Ziyad
23. Harun al-Rashid
26. Mamluks
29. alchemy
32. minarets
3. animism
6. Quraysh
9. Allah
12. Abu Bakr
15. Shahada, Salat, Zakat, Sawm, and Hajj
18. Sunni
21. Muawiya
24. Fatima
27. Ibn Sina (or Avicenna)
30. Ibn Khaldun
33. Sufis

MULTIPLE-CHOICE

1. (3)
6. (1)
11. (1)
16. (4)
21. (2)
2. (3)
7. (2)
12. (2)
17. (3)
22. (4)
3. (3)
8. (4)
13. (1)
18. (3)
32. (3)
4. (3)
9. (2)
14. (4)
19. (3)
33. (3)
5. (1)
10. (1)
15. (2)
20. (4)
RELATIONSHIPS IN TIME

500

Muhammad
Hijrah
First four caliphs

700

Muslims under Tarik conquer Spain
Umayyads replaced by Abbasids

900

Rhazes’s treatises on medical science

1000

Ibn Sina (Avicenna)
Seljuk Turks capture Baghdad

1100

Ibn Rushd (Averroës)
Salah al Din

1200

Mongols invade Persia and Iraq
Fall of the Abbasids

1300

1400

Ibn-Khaldun

CHAPTER 8

BASIC FACTS

1. Sahara
2. savanna
3. slash and burn
4. Cire perdue
5. kinship
6. Aquatic Age
7. Nok
8. Meroë
9. Niger-Congo
10. Zara Yakob
11. Negus
12. Adulis
13. Ezana
14. Kebre Negast
15. Ghana
16. Islam
17. Mansa Musa
18. Askia Muhammad
19. Timbuktu
20. Mai Dunama Dibalemi
21. camels
22. Oba
23. Ewuare
24. Olorun
25. Swahili city-states
26. Rhapta
27. Sultan
MULTIPLE-CHOICE

1. (1)  2. (2)  3. (3)  4. (4)  5. (5)
6. (3)  7. (1)  8. (2)  9. (4)  10. (4)
11. (1) 12. (2) 13. (4) 14. (1) 15. (3)
16. (2) 17. (4) 18. (2) 19. (3) 20. (1)

FOCUSBING ON MAJOR TOPICS

1. Bantu  2. west central  3. sorghum
4. millet  5. Nok  6. iron
22. Arabic 23. Islam

CHAPTER 9

BASIC FACTS

10. Vikings 11. vassal 12. fief
13. knight 14. subinfeudation 15. demesne
16. serfs 17. nobility 18. chivalry
19. accolade 20. serfs 21. open-field system
22. wrestling, drinking 23. journeymen 23. bourgeois
25. guild 26. Benedictine 27. Innocent III
31. Henry II 32. Thomas Becket 33. Reconquista
MULTIPLE-CHOICE

1. (4) 2. (2) 3. (4) 4. (3) 5. (1)
6. (1) 7. (2) 8. (2) 9. (1) 10. (3)
11. (2) 12. (1) 13. (4) 14. (1) 15. (2)
16. (2) 17. (4) 18. (2) 19. (1) 20. (3)

RELATIONSHIPS IN TIME

Sixth Century
Clovis unites Franks into one kingdom
Boethius writes *The Consolation of Philosophy*
*Benedictine Rule* becomes basis for monastic life

Seventh Century
Pontificate of Gregory I

Eighth Century
Charles Martel defeats Muslims at Tours
Venerable Bede writes *Ecclesiastical History of the English People*

Ninth Century
Division of the Carolingian Empire
Charles crowned emperor by the Pope
Viking raids across Europe

FOCUSBING ON MAJOR POINTS

The Feudal System
Feudalism

CHAPTER 10

BASIC FACTS

31. Marco Polo 32. Yuan 33. Karakorum
MULTIPLE-CHOICE

1. (4)  
6. (3)  
11. (3)  
16. (4)  
2. (3)  
7. (3)  
12. (2)  
17. (2)  
3. (4)  
8. (3)  
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18. (4)  
4. (3)  
9. (1)  
14. (4)  
19. (1)  
5. (3)  
10. (2)  
15. (1)  

CHAPTER 11

BASIC FACTS

1. maize  
4. Inca  
7. Tenochtitlán  
10. Pachacuti  
13. parallel invention  
16. Tollan  
19. Anasazi  
22. Montezuma II  
2. Maya  
5. Mesoamerican  
8. calendar, writing system  
11. Toltecs  
14. Cahokia  
17. Pipiltin  
20. Aleuts, Inuit  
3. Aztec  
6. Olmec  
9. Montezuma I  
12. Bering Strait  
15. temple-pyramids  
18. Iroquois  

MULTIPLE-CHOICE

1. (1)  
6. (4)  
11. (4)  
16. (2)  
2. (3)  
7. (2)  
12. (4)  
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8. (4)  
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18. (3)  
4. (4)  
9. (1)  
14. (2)  
19. (3)  
5. (1)  
10. (2)  
15. (1)  

CHAPTER 12

BASIC FACTS

1. Anatolia  
4. Osman  
7. devshirme  
10. dhimmi  
13. Safavi  
16. Babur  
19. mansabdars  
22. Shaibani Khan  
2. Constantinople  
5. Timur “the Lame”  
8. Vizier  
11. Safi al-Din  
14. Abbas  
17. Taj Mahal  
20. Aurangzeb  
3. Mehmet II  
6. Suleiman  
9. Topkapi  
12. Ismail  
15. Firdawsi  
18. Akbar  
21. Kabul  

MULTIPLE-CHOICE

1. (2)  
6. (2)  
11. (2)  
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### FOCUSING ON MAJOR TOPICS

|----|---|----|---|----|--------|----|---|----|---|

### CHAPTER 13

#### BASIC FACTS

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<td>Yonglo</td>
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<td>Monk</td>
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<td>All Men are Brothers</td>
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### CHAPTER 14

#### BASIC FACTS

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<td>4.</td>
<td>Boccaccio</td>
<td>5.</td>
<td>humanism</td>
<td>6.</td>
<td>Quattrocento</td>
</tr>
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<td>31.</td>
<td>Holy Roman Empire</td>
<td>32.</td>
<td>John Tetzel</td>
<td>33.</td>
<td>justification by faith</td>
</tr>
<tr>
<td>34.</td>
<td>Leo X</td>
<td>35.</td>
<td>Charles V</td>
<td>36.</td>
<td>Worms</td>
</tr>
<tr>
<td>40.</td>
<td>Augsburg</td>
<td>41.</td>
<td>Henry VIII</td>
<td>42.</td>
<td>Ulrich Zwingli</td>
</tr>
<tr>
<td>43.</td>
<td>John Calvin</td>
<td>44.</td>
<td>Anabaptists</td>
<td>45.</td>
<td>Mary</td>
</tr>
</tbody>
</table>
46. Hugenots  47. Trent  48. Ignatius Loyola
49. Savanarola  50. St. Teresa  51. Paul III

MULTIPLE-CHOICE

1. (2)  2. (3)  3. (4)  4. (1)  5. (4)
6. (2)  7. (1)  8. (3)  9. (2)  10. (4)
11. (3)  12. (3)  13. (4)  14. (1)  15. (2)
16. (4)  17. (1)  18. (3)  19. (2)  20. (2)
21. (1)  22. (2)  23. (2)  24. (1)  25. (2)
26. (1)  27. (1)  28. (2)  29. (3)  30. (2)
31. (4)  32. (1)  33. (3)  34. (4)  35. (2)
35. (4)  36. (4)  37. (1)  38. (2)  39. (2)

FOCUSING ON MAJOR TOPICS


RELATIONSHIPS IN TIME

Italian Renaissance

1300
Petrarch
Gioto
Boccaccio

1400
Ghiberti
Donatello
Medici family ruled Florence
Brunelleschi

1500
Botticelli
Bramante
Leonardo da Vinci
Raphael
Michelangelo
Giorgione
Titian
Jesús del Prés

1400
Gütersberg’s Bible
Jan van Eyck

1500
Erasmus
Sir Thomas More
Ulrich von Hutten
Montaigne
Dürer
Holbein the Younger
Brueghel the Elder
CHAPTER 15

BASIC FACTS

4. Inquisition 5. Golden Bull 6. condotieri
16. armada 17. Ivan the Terrible 18. devshirme
19. defenestration of Prague 20. Treaty of Westphalia

MULTIPLE-CHOICE

1. (4) 2. (4) 3. (1) 4. (1) 5. (4)
6. (3) 7. (2) 8. (4) 9. (1) 10. (2)

FOCUSBING ON MAJOR TOPICS

1. Habsburgs 2. Ferdinand 3. Philip II
4. Lepanto 5. William 6. independence
CHAPTER 16

BASIC FACTS

16. Quetzalcoatl  17. encomienda  18. silver
25. Captain John Smith  26. Anne Hutchinson  27. Fuggers
28. Antwerp

MULTIPLE-CHOICE

1. (1)  2. (2)  3. (4)  4. (1)  5. (1)
6. (3)  7. (2)  8. (1)  9. (3)  10. (2)
11. (2)  12. (2)  13. (3)  14. (1)  15. (4)

THE PLACE

1. (8) Strait of Magellan  2. (2) American West
3. (7) Brazil  4. (1) Panama
5. (3) Quebec  6. (10) Philippines
7. (9) Peru  8. (4) Mexico
9. (6) Cape of Good Hope  10. (4) Mexico

RELATIONSHIPS IN TIME

1400  1500  1600
Prince Henry the Navigator  Balboa  Henry Hudson
Vasco da Gama  Magellan  de Soto and Coronado
Columbus  Cartier
Cabot

FOCUSBNG ON MAJOR TOPICS

CHAPTER 17

BASIC FACTS

1. mercantilism
2. joint-stock company
3. bullionism
4. Utrecht
5. Bossuet
6. Edict of Nantes
7. Colbert
8. Palace of Versailles
9. Thomas Hobbes
10. Louvois
11. Peter the Great
12. Charles XI
13. Maria Teresa
14. Hohenzollern
15. Great Elector
16. Leopold I
17. Ivan IV
18. Netherlands
19. “Glorious Revolution”
20. Oliver Cromwell
21. William and Mary
22. balance of power
23. Diplomatic Revolution
24. Treaty of Paris
25. Seven Years’ War
26. Taille
27. Old Regime
28. bourgeois

MULTIPLE-CHOICE

1. (1) 2. (4) 3. (4) 4. (1) 5. (1)
6. (2) 7. (1) 8. (3) 9. (4) 10. (3)
11. (2) 12. (3) 13. (2) 14. (3) 15. (3)
16. (2) 17. (1) 18. (4) 19. (4) 20. (3)
21. (2) 22. (3) 23. (2) 24. (3)

RELATIONSHIPS IN TIME

1. 3 2. 6 3. 5 4. 2 5. 9
6. 4 7. 10 8. 7 9. 1 10. 8

THE PLACE

1. Austria 2. Sardinia 3. Moscow
7. Sweden 8. Poland 9. The Netherlands

MAKING CONNECTIONS

STUDY GUIDE

to accompany

Brummett, et al.

CIVILIZATION
Past and Present

*Volume Two*
Eleventh Edition

Norman Love

*El Paso Community College*

PEARSON Longman

New York  Boston  San Francisco
London  Toronto  Sydney  Tokyo  Singapore  Madrid
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TO THE STUDENT

The main purpose of this study guide is to help you get the most out of the text, Civilization Past & Present, eleventh edition. In the hands of a conscientious student, this study guide can be a valuable tool. Here are some tips on how to use it effectively.

The organization is easy to grasp. Each chapter in the study guide bears the same number and title as a chapter in the text. Before and after you read a chapter in Civilization Past & Present, look at the corresponding study guide chapter. Each study guide chapter begins with a brief overview, followed by a section entitled “You Should Have a Basic Understanding Of.” Under this heading is a list of important chapter themes and concepts. It will quickly alert you to the concepts to watch for and learn from each chapter.

The next part of each study guide chapter asks, “Have You Mastered the Basic Facts?” After reading a chapter, try to fill in the blanks with correct identifications. Some of the questions in this section are quite challenging. Do not let mistakes discourage you. Simply try to determine why you missed a particular item. When you check the answer key at the end of each volume, you will probably recognize a few names that you could not recall. If so, you are not mastering the information as you read and a review will probably help your score. If the answer key does not jog your memory, the situation is more serious. Try to find the passage in the text that contains the relevant information. Did you miss a name that the authors stressed? Was an important concept overlooked? Whatever the problem, try to remedy it when you read the next chapter.

Develop a method of study that works for you. Try underlining important facts, terms, and interpretations, but be selective. If you underline too much, reviewing will be difficult. Another simple procedure is to pause briefly after you read a few pages of the text and recite some of the key facts and main points.

When filling in the blanks in this section, make a special effort to spell the names and terms correctly. Spelling mistakes often make an unfavorable impression. Get in the habit of mastering the necessary details and being accurate. The answer key will serve as a handy reference to check your work.

The section “Try These Multiple-Choice Questions” will not only help you review the text, but it will also give you experience in coping with multiple-choice tests. Try to develop the knack for taking this type of examination. Cultivate the habit of reading each question very carefully. Often a single word is of key importance. Answer the easy questions first and then go back to the difficult ones. Before trying to guess an answer, eliminate the choices that seem wrong. If you narrow the range of choice, you improve the odds of hitting the right answer. Usually you should stick with your first guess.

Even if the answer key confirms your guess, you should try to figure out why it is the correct answer. Your mistakes should receive even more attention. Did you misread the question? Did you misunderstand a passage in the text? Learning why you made a mistake is more important than finding out the right answer to an examination question.
The middle sections of the study guide chapters vary. Some chapters have a section entitled “The Place,” which contains maps and map exercises. These exercises are valuable even if your instructor does not include map questions on examinations. History should not be studied apart from the geographic stage on which events occur.

Time is as important as place, and many of the study guide chapters contain a section called “Relationships in Time.” Some people have the mistaken notion that studying history consists primarily of memorizing dates. Historians study and interpret what is significant in the past. Lists of isolated unrelated dates are not very useful in this endeavor. The historical significance of people and events depends on their relationship to other important phenomena. It is more meaningful to know that Copernicus lived and worked before Galileo than to know that the latter was born in the year 1564.

This does not mean that you should never bother remembering dates. Certain key dates can serve as anchors to which you can tie related events. For example, in English history, the Glorious Revolution of 1688 marks a crucial phase in the evolution of constitutional monarchy. Memorizing 1688 as a point of reference will help you remember the historical relationships between James II, William and Mary, the Bill of Rights, and John Locke’s influential political philosophy challenging royal absolutism. Other key dates, such as the year the French Revolution broke out or the year World War II ended, serve similar purposes.

If you have trouble remembering chronological relationships and key dates, review them in the study guide several times. You can do this rather quickly. Not all of your studying has to be done in blocks of concentrated work. When you have a few minutes to spare, pick up the study guide and glance at the “Relationships in Time” sections that you have completed. Repeated study should help you recall dates more easily.

In addition to chronological relationships, the study guide stresses connections among a wide variety of people, events, ways of doing things, and ideas. The section “Making Connections” found in some chapters is designed to point out relationships. Historical phenomena are not only more meaningful if they are seen in relation to other developments, but they are also easier to remember.

“Focusing on Major Topics” also encourages you to perceive the text material in meaningful units. Such topics as the contrasting characteristics between ancient Sparta and Athens can be quickly reviewed in these exercises. These sections also help you bring together information that appeared in different parts of a chapter.

The skills you cultivate by studying history are applicable to many fields far removed from college history classes. Reading with comprehension, assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence are all part of being a history student. These intellectual skills, in addition to the intrinsic value of learning about the past, help explain why history is traditionally part of a good general education. These skills are useful in business, law, politics, and education as well as in the study of history.

The section of the study guide entitled “Do You Know the Significance of These Terms?” clearly reflects the liberal arts value of studying history. It asks you to define words that may be unfamiliar. Some of the words are technical, but many are useful for general discussions. Cultivate the habit of using a dictionary, and try to use the new words whenever you have a suitable opportunity.

All chapters in the study guide have a series of brief quotations expressing the views of eminent thinkers and scholars on topics covered in the text. This section, which is called “Arriving at Conclusions,” also contains questions that require you to use information drawn from the text in a manner that is pertinent to the quotation. Some of these questions are similar to those found on many essay examinations.
Try writing out essay answers to some of these questions within fifteen to thirty minutes. The practice will be valuable if you adhere to the fundamentals of writing good essays. Read the quotation carefully and make sure you answer all parts of the question. You may find it helpful to jot down a brief outline before you start writing, but do not waste time. Avoid rambling introductory and concluding paragraphs. Answer precisely the questions asked. Be explicit, and include some detailed information to support your generalizations. Try to write clearly, spell correctly, and follow the rules of good grammar and punctuation. Save enough time to proofread your answer so that you can correct the little mistakes that are common in first drafts of essays.

At the end of each chapter you will find additional “Questions to Think About.” Some of these are similar to questions on essay examinations, but they are designed primarily to stimulate thought and to introduce important issues. History can be endlessly fascinating. It provides an inexhaustible font of human experience, which can help you become intellectually more sophisticated and mature. Using this study guide to study Civilization Past & Present can yield rewards that are far more important than good grades, although we hope you will earn high marks as well.
TO THE INSTRUCTOR

This study guide is designed to help students review the narrative of history as found in the corresponding chapters of *Civilization Past & Present* and to add depth and breadth to their understanding of history and its processes. It has been prepared for use with the eleventh edition of the text.

An introduction addressed to the student not only describes the study guide but provides tips on how to use it most effectively. It includes advice on how to answer objective and essay examination questions as well as some comments on the value of studying history.

Each chapter of the study guide begins with a brief chapter overview and a list of the major concepts dealt with in the corresponding chapter of *Civilization Past & Present*. It succinctly gives the student an idea of what he or she should watch for and learn.

The overview and list of major concepts are followed by two standard sections, fill-in-the-blank identifications and multiple-choice questions. These test items will help the student review the basic facts in each chapter.

In the feature called “The Place,” the study guide adheres to the philosophy that history cannot be studied apart from the geographic stage on which events occur. Thus, maps and map exercises appear in most of the chapters.

The exercises entitled “Relationships in Time” emphasize putting items in chronological order and perceiving relationships. This approach is explained in the introduction addressed to the student. The student is asked to remember only a small number of key dates, which can serve as useful points of reference.

Many chapters contain another feature entitled “Focusing on Major Topics,” which provides various exercises designed to help the student gain a clearer, more detailed understanding of particular subjects. The exercises under the heading “Making Connections” also provide additional review, although they are designed primarily to help the student see relationships.

The introduction addressed to the student points out that the study of history promotes the development of important skills that are an essential part of any good general education, reading with comprehension, assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence. The liberal arts value of the study guide is further enhanced by a feature that promotes the development of a better vocabulary. It simply asks the student to define words that may be unfamiliar. Some of the terms are technical, but many of the words are generally useful.

“Arriving at Conclusions” is a section containing brief quotations expressing the views of noted scholars. The questions accompanying each quotation require the student to draw information from the text and apply it in ways that are pertinent to the quotation.

Each chapter of the study guide ends with a list of additional questions designed to stimulate thought and raise issues. Many of these “Questions to Think About” are well-suited for classroom discussion.
The study guide attempts to reach all levels of student abilities. Questions and exercises range from the fundamental to the sophisticated, from the traditional to the unexpected. An effort has also been made to relate the knowledge and wisdom acquired from a study of the past to the problems and complexities of today’s world. Whether used as a tool by the individual student, or as a general classroom supplement, it offers both a valuable study aid and an intellectual challenge.
CHAPTER 12

The Islamic Gunpowder Empires, 1300 - 1650

One of the recurring themes in history is the cyclical nature of nations and empires. Civilizations are born, reach their zenith under extraordinary leaders, and over time lose their vitality and strength. The remarkable feature in this cycle is that new civilizations emerge out of the decadence of the old, regenerated by new leaders and by outside cultural influences, often resulting in cultural synthesis. Such were the circumstances under which the Ottoman, Safavid, and Mughal empires emerged between 1300 and 1650. Coming on the heels of the Mongol and Timurid conquests in Southwest Asia and Anatolia, new Muslim Turcic dynasties began the process of consolidating and extending their realms with military might enhanced by the use of gunpowder weaponry.

Conquering an empire is not synonymous with establishing imperial authority, and the rulers of the new empires faced a monumental task in establishing an effective governing structure for their domains. Built upon the foundations of pre-existing cultural institutions and ethnically diverse populations, the most outstanding emperors realized that the vitality of their empires required a considerable degree of toleration for their non-Muslim subjects—an ideal that stood in sharp contrast to the policies adopted by their contemporary counterparts in Christian Europe.

In the sixteenth century, the Asian empires were clearly ascendant, controlling the East-West trade routes and drawing on the ample resources and manpower existing within their realms. Emperors also encouraged artistic endeavors which endure both as an expression of cultural synthesis and as evidence of imperial greatness. But in the latter-half of the seventeenth century, the Islamic “gunpowder empires” began to decline. A primary factor in their decline was Christian Europe’s economic and technological advances during the seventeenth century. Other significant factors include the degeneration in the character of ruling dynasties, the increasing inefficiency and ineffectiveness of governing institutions over time, and deviation from policies that drew on the strengths of multiculturalism and ethnic diversity as pillars of the imperial system.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The regional political, economic, and cultural circumstances that contributed to the rise of the Ottoman, Safavid, and Mughul empires.

The important rulers of each empire and their achievements.

The role religion played in advancing the authority of rulers.

The rivalry between the Muslim empires, and their relationships with outside powers.

The distinctive social, cultural, and political characteristics of each empire, as well as their shared characteristics.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Ottoman Empire

1. __________________________: Region in the Near East, bordered by the eastern Mediterranean, Aegean, and Black Seas; it was the heart of the Ottoman Empire.

2. __________________________: Formerly the capital of the Byzantine Empire, the Ottomans conquered the city in 1453, made it their imperial capital, and renamed it Istanbul.

3. __________________________: Ottoman sultan who led the troops who conquered the city identified above; he also took control over Romania and the regions surrounding the Crimea.

4. __________________________: The founder of the Ottoman ruling dynasty.

5. __________________________: Fourteenth-century emir of the Chagatai Khanate in central Asia, his ambition to restore the grandeur of the Mongol Empire led to a series of campaigns in the Crimea, Persia, and Anatolia.

6. __________________________: Probably the greatest Ottoman sultan, he added new territory to his empire at the expense of the European Habsburgs and Persian Safavids, and he established new laws and administrative structures to govern his extensive multicultural empire.

7. __________________________: Institution of slavery based on a “human tax” of boys from non-Muslim subjects; they were trained to serve as elite infantry troops and many rose to high positions in the Ottoman imperial system.

8. __________________________: The Ottoman sultan’s chief minister, he served as the head of the government’s central bureaucracy.

9. __________________________: Great palace built during the reign of Sultan Mehmet II; its architectural design mirrored the Byzantine style.

10. __________________________: Non-Muslim subjects in the Ottoman Empire who were allowed a considerable degree of religious and civil autonomy under responsible local religious leaders.

Safavid Empire

11. __________________________: Founder of the Safavid ruling dynasty.

12. __________________________: Early sixteenth-century Safavid shah, renowned for both his military and governing skills; he united Persia, conquered Iraq, and challenged the Ottomans in eastern Anatolia.

13. __________________________: Mystical Shi’ite order from which the Shah, identified in number 12. was alleged to have gained secret religious insight, giving him the aura of quasi-divine power.

14. __________________________: This shah reigned during the “golden age” of the Safavid Empire; he encouraged the arts, created a stable political system, and gained security through wise statesmanship.
15. ______________________: Poet of the masterpiece *Epic of Kings* (*Shahnamah*).

**Mughul Empire**

16. ______________________: Ruler of Kabul who established the foundations of the Mughul Empire in a series of conquests against regional rivals in the early sixteenth century.

17. ______________________: Famous tomb built during the seventeenth century at Agra for the wife of Shah Jahan.

18. ______________________: Perhaps the greatest Mughul emperor, he added territory to his empire through conquest, established an effective governing administration, promoted cultural and religious toleration, and encouraged the arts.

19. ______________________: Military administrators who served both in governing positions and in the Mughul emperor’s army.

20. ______________________: Mughul emperor who defeated his brother in a struggle to succeed Shah Jahan; after gaining the throne he imposed Sunni Muslim orthodoxy over his dominions.

21. ______________________: Major trading center located between India and Persia, it served as a central point in the East-West trade.

22. ______________________: Uzbek ruler defeated by Shah Ismail in 1510; Ismail subsequently fashioned a drinking cup out of his skull.

**TRY THESE MULTIPLE-CHOICE QUESTIONS**

1. _____ The imperial power nominally ruling most of Anatolia during the time of Osman was (1) Kurdistan; (2) the Seljuk Turks; (3) the Byzantine Empire; (4) the Holy Roman Empire.

2. _____ In the late fourteenth century, Timur’s military campaigns reached into all of the following regions EXCEPT (1) Anatolia; (2) Persia; (3) India; (4) Egypt.

3. _____ As a means of legitimizing their rule, Ottoman Sultans claimed to be descendants of (1) Genghis Khan; (2) Constantine the Great; (3) the Prophet Muhammad; (4) Timur.

4. _____ During the sixteenth century, Sultan Selim I strengthened Ottoman rule over the empire’s Muslim subjects by (1) gaining control over the Strait of Gibraltar; (2) gaining control over the Muslim holy cities of Mecca and Medina; (3) establishing new Muslim colonies in Spain and Italy; (4) all of the above.

5. _____ Hungary was absorbed by the Ottoman Empire in 1526 following the bloody battle at (1) Mohacs; (2) Constantinople; (3) Prague; (4) Kosovo.

6. _____ The institution of slavery as practiced in the Ottoman Empire (1) produced a permanent class of servile labor for whom there was little chance of upward mobility; (2) was a means by which the empire gained talented individuals to serve in the military and in administrative positions for the government; (3) relied to the greatest extent on Muslim prisoners-of-war; (4) all of the above.

7. _____ After 1600, Ottoman power faced several setbacks, including (1) a series of costly wars with Persia that ended in stalemate; (2) renewed military threats from Russia and the Habsburgs in Europe; (3) a decline of naval strength in the Red Sea; (4) all of the above.
8. ______ The Ottoman victory against Ismail’s Safavid forces in 1514 (1) tainted Ismail’s reputation of invincibility; (2) was a result of the Ottoman forces’ advantage in gunpowder weaponry; (3) marked a turning point in the balance of power between the Ottomans and Safavids; (4) all of the above.

9. ______ Which of the following Safavid Shahs immediately succeeded Ismail? (1) Tahmasp; (2) Abbas; (3) Safi al-Din; (4) Nader.

10. ______ Which of the following was NOT a significant Persian export in the East-West trade? (1) silk; (2) salt; (3) ceramics; (4) carpets.

11. ______ Prior to Ismail’s reign in the early sixteenth century, the religion most Persians embraced was (1) Shi’ite Islam; (2) Sunni Islam; (3) Greek Orthodox Christianity; (4) Hinduism.

12. ______ Choose the number at the end of this question that most accurately describes the attitude of the Safavid rulers toward artistic and cultural achievement. (a) Although Ismail supported the arts, his successors contributed little support to cultural projects; (b) During the reign of Shah Abbas, Persia became one of the primary cultural centers of the world; (c) Persian excellence in architecture is reflected in the awe-inspiring majesty of the Shah’s palace at Isfahan; (d) Due to strict interpretation of Muslim law, the Safavids never developed original art forms; (1) only b is correct; (2) a, b, and c are correct; (3) b and c are correct; (4) all of the above are correct.

13. ______ A remarkable feature of Akbar’s reign was his success at promoting (1) a synthesis of Hindu and Muslim cultures; (2) a flourishing of artistic achievement and learning; (3) growing prosperity in trade and increased industrial production; (4) all of the above.

14. ______ All of the following characteristics are common in Mughul architecture EXCEPT (1) flying buttresses; (2) vaulted gateways; (3) domes; (4) mosaics.

15. ______ The Din-I Ilahi was (1) a tax imposed on non-Muslim subjects; (2) a great Sanskrit epic; (3) a religious cult proclaimed by Akbar; (4) a palace built during the reign of Babur.

16. ______ Choose the number at the end of this question that explains the cause of the Mughul Empire’s decline during the seventeenth century: (a) Akbar’s successors became embroiled in unsuccessful military campaigns that sapped the empire’s economic strength; (b) After Akbar’s death, Muslim Sufi orders and the ulama pressured his successors to govern according to Islamic law; (c) Aurangzeb’s reimposition of the Sharia and the jizya alienated the predominantly Hindu population of the empire; (d) European commercial domination over the Indian Sea trade routes eventually expanded over the Persian Gulf region. (1) b; (2) a and c; (3) c and d; (4) a, b, and c are correct.

17. ______ The most significant source of income for the Ottoman, Safavid, and Mughul empires was (1) agricultural production; (2) control over the East-West trade routes; (3) export of gold and ceramics; (4) export of textiles.

18. ______ Compared to the most advanced European states of the sixteenth century, the Ottoman, Safavid, and Mughul empires enjoyed an advantage in all of the following areas EXCEPT (1) imperial wealth; (2) technological development; (3) manpower and resources; (4) effective governing systems.
FOCUSING ON MAJOR TOPICS

In the blank before each of the following items, write an “O” to indicate a characteristic of the Ottoman Empire, an “S” to indicate a characteristic of the Safavid Empire, or an “M” to indicate a characteristic of the Mughul Empire. Some characteristics may apply to more than one empire, so mark them accordingly.

1. ________ Troops wore red headgear with 12 folds as a symbol of their Shi’ite faith.
2. ________ A majority of its citizens were Hindu.
3. ________ Ruled by a Turcic dynasty.
4. ________ Silk, ceramics, and carpets were its major exports.
5. ________ Fratricide (the execution of one’s brothers) was a common aspect of dynastic succession.
6. ________ Capital was at Isfahan.
7. ________ Society was patriarchal.
8. ________ Foreign-born Muslims called mansabdars served as military administrators for the empire.
9. ________ Elite infantry corps was called the janissaries.
10. ________ Primary European rival was the Habsburgs Empire.
11. ________ Competed with Portugal for control of the East-West trade.
12. ________ Employed a “human tax” on non-Muslim subjects to staff the military and government bureaucracy.
13. ________ Sufi mysticism exerted considerable influence within the empire.
14. ________ Originally predominantly Sunni, but became overwhelmingly Shi’ite under its ruling dynasty.

Here are three significant rulers we have studied. Give a brief sketch of each, identifying his major accomplishments.

Shah Abbas “the Great”       Suleiman “the Great”       Akbar
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?
This chapter contains some terms that may be unfamiliar. Write a short definition of each and state the historical significance for world history.

Osman

Suleiman

vizir

janissaries

harem

Topkapi Palace

Safavid dynasty

Shah Abbas

Isfahan

Mughul Empire

Akbar

Taj Mahal

Hamzanamah

Suttee

Kabul
THE PLACE

A. On the following outline map, indicate by a heavy line, the boundaries of the Ottoman Empire at the end of the sixteenth century.

B. Indicate with \\| the area ruled by the Safavid Empire at the end of the sixteenth century.

C. Indicate with ///\ the region ruled by the Mughul Empire by the end of the seventeenth century.

D. Locate and mark each of the following items on the map.

- Anatolia
- Arabian Sea
- Red Sea
- Egypt
- Isfahan
- Fatehpur Sikri
- Persian Gulf
- Vijayanagar
- Iraq
- Black Sea
- Delhi
- Cairo
- Deccan
- Mediterranean Sea
- Persia
- Mecca
- Kabul
- Caspian Sea
- Istanbul
- Tabriz
ARRIVING AT CONCLUSIONS

Here are some quotes from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “Suleiman’s reforms, for all their liberal intentions and principles, were inevitably limited in their effect by the fact that he was legislating from above, with the advice only of a small circle of high officials and jurists. Remote in their capital from the bulk of his widely scattered subjects, . . . he was not in a position either to consult them directly as to the likely effects of his legislation upon them, or to follow it through and ensure its just enforcement, abuses, to a degree of official corruption fraught with hazards for the future.” (Lord Kinross, The Ottoman Centuries [New York: Morrow Quill, 1977], pp. 210-211.)

What fundamental problems within the Ottoman governing system does Kinross identify? To what extent were these problems inevitable given the state of technology during the sixteenth century and the large, multicultural empire ruled by the Ottomans? In what ways could the Ottomans’ governing system have been improved even under these conditions? Explain.

2. “[Akbar] astutely recognized political reality in an empire in which 80 to 90 per cent of the population was non-muslim—predominantly Hindu, but also Jain, animist, Christian, Jewish, and Zoroastrian. The Mughals were a Turco-Mongol garrison state that controlled the urban centres and agricultural heartlands of the Indo-Gangetic fertile crescent. Mughal emperors exercised a fragile paramountcy over a bewildering variety of Hindu and Muslim rulers who, like the Rajputs, Afghans, and Marathas of west-central India, had deep roots in the countryside. The Mughal’s Timurid identity did not legitimize their rule in the eyes of most South Asian inhabitants, and even their Islamic faith was not sufficient to co-opt Afghan clans for more than temporary service.” (Stephen F. Dale, “The Islamic World in the Age of European Expansion, 1500-1800,” in The Cambridge Illustrated History of the Islamic World, ed. Francis Robinson [Cambridge: Cambridge University Press, 1996], pp. 79-80.)

What policies did Akbar adopt to rule his multicultural empire? What did Dale mean when he described the Mughul Empire as a “garrison state”? What cultural factors, other than those stemming from religion and faith, presented problems for the Mughul rulers? What lessons can modern multicultural societies learn from the Mughul Empire’s example?
QUESTIONS TO THINK ABOUT

1. Explain why the empires studied in this chapter are called “gunpowder empires.” Is this an accurate description? Why or why not?

2. Are there similarities between the policies adopted by Ottoman sultan Suleiman I and Mughul emperor Akbar? In what ways did each ruler approach the problems of ruling a diverse, multiethnic empire differently?

3. Trade and commerce was a primary concern for the Ottoman, Safavid, and Mughul rulers. To what extent were the emperors of these states able to control the trade routes through their territory? What factors contributed to European dominance over the region’s commerce and trade by the seventeenth century?

4. Although the Ottoman sultanate ruled well into the twentieth century, can you identify any fundamental weaknesses in its governing system apparent as early as the seventeenth century that might have contributed to its decline? Explain.

5. Why did effective government in the Ottoman, Safavid, and Mughul empires rely to such a great extent on the character and humanity of their rulers?
CHAPTER 13

East Asian Cultural and Political Systems, 1300-1650

In this chapter we see the limits of the Old System, the traditional structure perfected over previous centuries, withstand internal disintegration even before the West is ready to pose a major challenge from the outside. This cycle of rise and fall, found in civilized monarchies in many countries at many points in history, reflects the close relationship among the government, the economy, and the high culture by which we judge the status of a past civilization. For example, we judge economic strength by government tax revenues. If they are high, then the state is considered “healthy”; if low, then the state is judged to be declining. Similarly, cultural vitality is assessed by the output of literature, painting, and architecture. In the civilizations examined in this chapter, all these arts are tied fairly closely to the central government or established religious institutions that financed them.

The rise, growth, and decline of the Ming empires as well as those of the minor states of Korea, Japan, and Southeast Asia are all, in the time frame covered by this chapter, pinned to the qualities of autocratic heads of state. No other factor, such as outside invasion, is as directly relevant. It is true that a ruler's high officials could, to some extent, buffer the ruler’s impact on the country, but they could not alter the major policies of a despot who held the power of life and death over his subjects. Nor could officials reduce the ruler's spending. That power would not come in world history until Parliament in seventeenth-century England gained the “power of the purse” over the monarch.

A good ruler (and there are some splendid examples in this chapter) whose decision was required on even the most trivial matters had to be energetic, self-disciplined, talented in war, ruthless, and able to make quick judgments. Successful rulers were often tolerant, preferring to avoid rather than stir up domestic controversy. If Hung-wu, Yung-lo, Tokugawa ieyasu and Yi Sejong could have collaborated to write a textbook on successful monarchy, the book would have provided a useful guide for rulers in every civilization until the revolutions of the eighteenth century. Under the Old System they were the best of the breed.

The declines of the empires can be traced to incompetent or self-indulgent rulers who had as much negative impact as their predecessors, like Yung-lo and Ieyasu, had positive effects. We attribute the decline of the states to bad rulers who were, like successful rulers, locked into a system that centralized authority and responsibility. It was the only system that could hold together a premodern empire, but its efficacy depended on good rulers. The empires that emerged later would be under pressure to develop new political systems that could compensate for the inevitable bad rulers. Through the eighteenth and nineteenth centuries these states, one by one, would reluctantly grope toward some form of democracy.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The characteristics of Chinese culture under the Ming dynasty.

Korea under the Silla, Koryo, and Yi dynasties.

What Japan was like during the Ashikaga and early Tokugawa shogunates.

The geographical influences on Southeast Asia, the outside influences that determined its direction, and the pattern of rivalries that kept the region divided.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

China

1. ______________________: Name of the Mongol dynasty which ruled China.

2. ______________________: Last great Mongol emperor in China.

3. ______________________: The title under which the rebel monk Zhu Yuanzhang ruled as emperor.

4. ______________________: This emperor pressed China’s influence outside its borders.

5. ______________________: This practice, thought to enhance female beauty, became increasingly widespread in Ming China.

6. ______________________: This practice brought young females into richer households.

7. ______________________: Chinese novel in which a monk travels with animals.

8. ______________________: Chinese novel which was the counterpart of Robin Hood’s activities.

9. ______________________: Ming China’s best known ceramic achievement was in this medium.

10. ______________________: Castrated males who served the Ming court.

11. ______________________: The Portuguese trading base in China was at this port.

12. ______________________: Roman Catholic missionary order active in Ming China and Japan.

13. ______________________: Famous female general who suppressed local rebellion in Ming China.

14. ______________________: Ming Chinese emperor who dispatched naval expeditions into Southeast Asia and the Indian Ocean.
15. Philosophy that supported the social structure and the imperial power in China.

16. Author of a new school of Confucian thought; argued that knowledge was intuitive and that thought was inseparable from action.

17. Catholic priest prominent in the Ming court in the early seventeenth century.

18. Conquerors of the Ming by 1683.

19. Dynasty that displaced the Mongol rulers in China.

Korea and Japan

20. Korean dynasty established about the same time as the Ming.


22. Founder of the Tokugawa shogunate in 1603.

23. Buddhist sect that flourished in Ashikaga Japan, influencing art forms with simplicity and restraint.

24. Only port to remain open when Japan closed its doors to the West during the Tokugawa shogunate.

25. Local lords in Japan who held the real reins of power during the Ashikaga shogunate.

26. Jesuit missionary who began to preach Christianity in Japan in 1549.

27. Japanese military leader who conquered the feudal lords at home and invaded Korea.

28. Battle by which the Tokugawa family established their dominance in Japan for 250 years.

29. The stately and restrained Japanese drama of the medieval period.

Southeast Asia

30. The only Indonesian island that retained Hinduism.

31. Religion that pervades almost all of Indonesia and the Malay peninsula.

32. Great temple city of the Khmer empire.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ Through the course of the Ming dynasty the government (1) remained committed to outside ideas and trade; (2) began by being open to the outside but increasingly turned inward; (3) were militarily strong to the end; (4) suffered from a poor economy throughout.

2. ______ The Ming emperor whose capital was at Nanking and who restored traditional Chinese culture and reformed the laws and various aspects of government was (1) Wang Yang-ming; (2) Hongwu; (3) Ashikaga; (4) Sejong.

3. ______ The Jesuit priest who converted perhaps 300,000 Japanese to Christianity was (1) St. Thomas Aquinas; (2) Ignatius Loyola; (3) Paul III; (4) Francis Xavier.

4. ______ The Ming took over from outside conquerors and were toppled by outside conquerors. These were, respectively, (1) Chin and Mongols; (2) Manchus and Mongols; (3) Mongols and Song; (4) Koreans and Manchus.

5. ______ The Mongol rule in China was overthrown by (1) popular anti-foreign rebellion; (2) confrontation with the West; (3) an insider palace coup; (4) war with other inner Asian nomads.

6. ______ The most enduring pillar of stability in Ming government was (1) the army; (2) the navy; (3) the eunuchs; (4) the bureaucracy.

7. ______ Both Sung and Ming dynasty painting (1) was highly original and imaginative; (2) was influenced by foreign influences; (3) lacked originality but was technically impressive; (4) reflected the views of the common people.

8. ______ The following were all factors in the decline of the Ming dynasty EXCEPT (1) official corruption; (2) Western attacks on Chinese ports; (3) over-population; (4) rebellion and piracy.

9. ______ The dynasty in China overthrown by the Ming was that of the (1) Mongols; (2) Tang; (3) Qin; (4) Thai.

10. ______ One major characteristic of the Ming dynasty was its (1) eagerness to adopt foreign customs; (2) reluctance to revive ancient literature and art forms; (3) governmental despotism; (4) physical isolation from the rest of the world.

11. ______ Choose by number at the end of this exercise the correct generalizations about Japan under Ashikaga rule. (a) The period was one of serious economic decline; (b) Japan enjoyed extensive commercial contacts with Ming China; (c) The leading religion was Zen Buddhism; (d) The period was marked by a serious cultural decline with few literary or artistic advances. (1) b and c; (2) only d; (3) b, c, and d; (4) only a.

12. ______ Under the Tokugawa shogunate Japan (1) expanded trade with Europe; (2) encouraged Christian missionaries to establish schools; (3) excluded all Westerners except a few Dutch traders; (4) none of the above.

13. ______ The capital of the Ming dynasty was (1) Canton; (2) Peking; (3) Shanghai; (4) Delhi.
14. ____ Ming rulers were overthrown in the seventeenth century by the (1) Mongols; (2) Japanese; (3) Koreans; (4) none of the above.

15. ____ The main reason given for the Ming government decision to halt overseas voyages was (1) the death of Yongle; (2) defeat in the Indian Ocean; (3) defeat in Southeast Asia; (4) they were considered to be too expensive.

16. ____ The situation of women in Ming China, Yi Korea and Ashikaga Japan was (1) similar insofar as women steadily got more rights; (2) similar in that women lost privileges they previously enjoyed; (3) different in that women were treated much better in Korea than in China and Japan; (4) different in that women were treated better in China than in Korea or Japan.

17. ____ Korea and Japan were (1) different insofar as Japan was more influenced by China than was Korea; (2) similar in that both accepted Christian influences; (3) similar in that both rejected all Chinese cultural influence; (4) different in that Korea was more influenced by China than was Japan.

18. ____ Which of the following phrases best describes the Yi dynasty of Korea during the fifteenth through seventeenth centuries? (1) fiercely independent in foreign policy and reform-minded; (2) after initial reforms, became increasingly stagnated; (3) followed the feudal practices and artistic trends of Japan; (4) became an early proponent of European ideas.

19. ____ Which of the following NOT TRUE of the Tokugawa era in Japan? (1) Confucian philosophy was promoted; (2) there was extensive contact with the outside world; (3) Zen Buddhism influenced various art forms; (4) there was a hostage system to control the feudal lords.

20. ____ Southeast Asia in the fourteenth through seventeenth centuries (1) was dominated by China; (2) was dominated by India; (3) was fragmented down to the village level; (4) was dominated by a succession of short-lived empires.

21. ____ Before the 1600s, Europe was less advanced than the civilizations of Asia in all matters EXCEPT (1) ocean-going shipping; (2) city planning; (3) philosophy; (4) economic wealth.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify each of the following terms and evaluate them in terms of their significance for world history.

Hongwu

Central Kingdom

Yongle Encyclopedia

Wang Yang-ming

“Ming Blue”
Qin Liangyu

Qing

King Sejong

Choson dynasty

The Register of Licentious Women

Hideyoshi’s edict of 1588

Tokugawa Ieyasu

Abiding Christians

New Pure Land Sect

Rama Khamheng

THE PLACE

A. Using maps in the chapter, locate these natural boundaries and places on the map on the next page.

<table>
<thead>
<tr>
<th>Location</th>
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<tbody>
<tr>
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<td>Burma</td>
<td>Salween River</td>
<td>Thailand</td>
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<tr>
<td>Mekong River</td>
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<td>Sumatra</td>
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<td>Mindanao</td>
<td>Indian Ocean</td>
<td>Indonesia</td>
<td>Pacific Ocean</td>
</tr>
</tbody>
</table>
RELATIONSHIPS IN TIME

Give the dates for each dynasty and write in the one or two most important facts about each of the rulers listed under them.

Ming dynasty

Hongwu

Yongle

Choson dynasty

King T'aejo

Yi Sejong

Give the dates of each of the two shogunates listed below and briefly describe their key features. Tell what each of the two intervening rulers accomplished.

Ashikaga Shogunate

Nobunaga

Hideyoshi

Tokugawa Shogunate Founded
ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Korea’s [Yi dynasty] state ostensibly dominated the society, but in practice landed aristocratic families could keep the state at bay and perpetuate their local power for centuries. This pattern persisted until the late 1940s, when landed dominance was obliterated in a northern revolution and in southern land reform; since that time the balance has shifted toward strong central power and top-down administration of the whole country in both North and South Korea. Precisely because of the tension between central power and landed wealth [Yi dynasty] leaders could achieve stability over time by playing one force off against the other. This...adaptable system...lasted five hundred years. But it was not a system that could be mobilized to keep the imperial powers at bay...instead it fell before them. The balance of power between monarchy and aristocracy was an asset for the maintenance of stability, but it was a liability when Korea was faced with the need to expand central power to mobilize resources for defense and development.”(Bruce Cumings, Korea’s Place in the Sun [New York: W.W. Norton, 1997], p.73.)

Notice in this quote that the 500 year reign of the last Korean dynasty set conditions for modern Korean politics both in South Korea and communist North Korea--very different states. What type of government is favored? Are both North and South Korea moving toward that style of leadership on a permanent basis? Notice also that the quote makes the Yi system create a tradeoff between long term domestic balance versus capability to stand up to foreign challenges. Compare that assessment with the Old System in China.

2. “It was a peasant rebellion that ultimately dismembered the Yuan. In revolt equally against the harsh exploitation of a ruthless landlord class and the oppression of a foreign Mongol regime, the common people were inspired by doctrines of secret societies which promised them deliverance from the suffering of the traditional order. These organizations . . . existed deep within the body of peasant society and they harbored values and beliefs strikingly at odds with the high culture of the Chinese elite classes the ideology of the Confucian state. . . .

“Chu Yuan-chang (1328-98), the founder of the Ming empire, started his career as a member of one of the rebel bands. . . . Motivated in part by a strong hatred of the landlord class and ever mindful of his own experience of poverty, Chu took stern measures to prevent his soldiers from harming the common people. Partly because of this . . . Chu was able to eliminate competing Chinese leaders. . . . Initially, he maintained his allegiance to the secret society elements. . . . At the same time he set about building an administrative apparatus of scholars, gentry members and former Yuan civil servants. By 1367, when he sent his armies north to sweep the Mongol remnants from China, he was ready to disavow his connections with the secret societies and put himself forward as a champion of orthodoxy qualified to take the Chinese throne. In 1368 he became the first emperor of the Ming dynasty. . . .

“Once in power Chu devoted his energies to the task of reuniting the Chinese into a single state. Faced with the problem of holding power and building an administration, the Ming founder soon forgot the radical ideals of the peasant movement in favor of an orthodox Confucianism. Thus did potential social revolution turn to cultural conservatism once power was attained.” (Edward L. Farmer et al., Comparative History of Civilizations in Asia, Vol. 1 [Reading, MA: Addison-Wesley, 1977], pp. 444-45)
Did Chu Yuan-chang have to cast off his radical background and embrace the tried-and-true Confucian orthodoxy in order to successfully establish a dynasty? Is it easier to attack and topple a foreign regime than it is to change the underlying policies of government?

**QUESTIONS TO THINK ABOUT**

1. List the advantages of living under a completely traditional system, if any.

2. Evaluate the advantages and disadvantages to China of its civil service examinations.

3. How was Japanese feudalism different from and similar to European feudalism? Were Japanese and European attitudes toward trade similar?

4. Why did both China and Japan eventually try to isolate themselves from cultural contacts with the West? Why did Korea follow suit?

5. Why do long-lasting traditional autocratic monarchies tend to become unfairly exploitive of their peasantry?
CHAPTER 14

European Cultural and Religious Transformations: The Renaissance and the Reformation 1300-1600

Societies seem to have an innate capacity for regeneration and reform. Perhaps no better example of this exists than Europe during the fourteenth through the sixteenth centuries, during the time of the Renaissance and Reformation. These movements would bring sweeping changes not only to Europe, but changes which would have dramatic implications for the entire world.

The epoch of Western civilization known as the Renaissance was not the first time that the people of Europe recovered from a prolonged political, economic, and cultural decline. During the Carolingian era, a new civilization emerged out of the wreckage of the Roman Empire in the West. Sufficient peace was established to permit the revival of art and scholarship in the monasteries. After the collapse of the Carolingian Empire and a relapse into barbarism, European civilization experienced another rebirth, which has been called “the Renaissance of the twelfth century.” So profoundly were all facets of life revitalized, from agriculture to theology, during that period that we have been obliged to reconsider the crucial importance of the Renaissance that took place in Europe between 1300 and 1600.

In the past, the Middle Ages were often described as a period of barbaric manners and religious superstition or fanaticism, and scholars viewed the Renaissance as a sharp break from the medieval world. Today we recognize not only the heights attained by medieval men and women, but also the substantial continuity of development from medieval to early modern civilization. Thus, the Renaissance should properly be observed as a period of cultural transition—a bridge between medieval culture and modern times. Nevertheless, the exceptional accomplishments of Renaissance artists and intellectuals serve as evidence of the period’s fertile creative environment, making it a unique and fascinating chapter in the history of Western civilization.

To understand the Reformation, we must stretch our historical imagination to encompass a broad range of human motives. In this period we find passionate conflict among such religious zealots as Luther, Calvin, and Loyola over points of doctrine, such as the presence of Christ in Holy Communion. A modern observer might ask why the protagonists could not simply agree to disagree and allow persons to believe as they saw best. To answer that question we must put ourselves into the minds of sixteenth-century men and women who assumed that religion was the ultimate service that God required of human beings and that only the Christian religion was true and pleasing to God. In such a climate, religious controversy was certain to become bitter, and it should not be surprising that religious discord could so often turn violent.

The passion that fueled religious conflict, however, also stimulated remarkable achievements of the human spirit. Martin Luther’s German translation of the Bible, for example, a work of extraordinary poetic and religious power, has profoundly shaped German culture. A more gracious, if less intense passion also inspired the composition of The Book of Common Prayer by the Christian humanist Archbishop of Canterbury, Thomas Cranmer. This masterpiece, like the works of Shakespeare, has exercised a strong and lasting influence on the development of English language and thought.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Humanism—its classical roots and its writers.

The Italian Renaissance—its leading painters, sculptors, and architects along with their patrons.

The Northern Renaissance—how printing spurred it on and who its key writers and painters were.

The Protestant Reformation with emphasis on its roots, Luther’s role, and the ways it spread over Europe.

Reformation in England and the rise of Anglicanism.

The reforms of Zwingli and Calvin.

The efforts Catholics made toward correcting the abuses that had crept into the church.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Italian Renaissance

1. ______________________: “Father of humanism” and a transitional figure between the Renaissance and the Middle Ages.

2. ______________________: Disaster that formed the backdrop for the stories of the Decameron.

3. ______________________: Member of the Medici family who ruled Florence from 1469 to 1492; a major patron of the arts.

4. ______________________: Important early humanist and author of the Decameron.

5. ______________________: Intellectual movement, beginning in fourteenth-century Italy, which stressed classical learning and individualism.

6. ______________________: Italian term for the fourteenth century, often used to designate a leading Renaissance era.

7. ______________________ and ______________________: Two ancient Greek philosophers who wielded a great deal of influence during the Renaissance.

8. ______________________: Sculptor who created bronze doors for the baptistery in Florence that one observer claimed were “worthy to be the gates of paradise.”

9. ______________________: The autobiography of this sixteenth-century artist and adventurer gives us insights into Renaissance manners and morals.

10. ______________________: Florentine sculptor of the early Renaissance who abandoned Gothic sculpture in favor of classical models; famous for his equestrian statue of Gattamelata.
11. __________________________: Florentine artist with a sensitive style that emphasized line, well exemplified in his Birth of Venus.

12. __________________________: “Founder of High Renaissance music,” this composer created symmetrical musical forms based on correct mathematical proportions.

13. __________________________: Most illustrious Renaissance sculptor; also a painter (the Sistine Chapel) and architect (St. Peter’s dome).

14. __________________________: Genius of many talents, famous primarily as the painter of such masterpieces as The Last Supper and the Mona Lisa; notable also as a student of physics, anatomy, and other sciences.

15. __________________________: Sixteenth-century Venetian painter noted for his robust sensuousness, color, and light; his reputation among his contemporaries was based largely on his portraits.

16. __________________________: A style in late sixteenth-century Italian art, reflecting the stresses of the age, that evoked shock in the viewer.

The Northern Renaissance

17. __________________________: Author of In Praise of Folly and the most influential of the northern humanists.

18. __________________________: This famous book, best-known of Sir Thomas More’s writings, described life in an ideal state.

19. __________________________: French skeptic who developed the literary form of the essay.

20. __________________________: King Lear, Hamlet, and A Midsummer Night’s Dream all came from the pen of this most famous of all English playwrights.

21. __________________________: Writing about life from “the sewers to the heavens,” this French humanist created the fictional characters of Gargantua and Pantagruel.

22. __________________________: German humanist who supported Luther, and whose writings blended zeal for religious reform with nationalist feelings.

23. __________________________: Nuremberg painter whose work was a blend of both medieval and Renaissance themes; best-known for his engravings and woodcuts.

24. __________________________: Author of Don Quixote, the best-known literary work of the Spanish Renaissance.

25. __________________________: Type of secular drama that depicted everyday life in vulgar and slapstick fashion.

26. __________________________: Low Country painter whose realism was aided by the perfection of the technique of oil painting.

27. __________________________: German printer who introduced the use of movable type to Europe.
Crisis in the Catholic Church /Luther and the Protestant Reformation

28. ________________ : Pope whose confrontation with Philip IV of France led to humiliation for the papacy.

29. ________________ : Prague minister who taught that the church was composed of a universal priesthood of believers.

30. ________________ : Term used to refer to the split between the papacy in Rome and the papacy in Avignon.

31. ________________ : Nominal political unit of which all the German states were a part of the early sixteenth century.

32. ________________ : Papal agent whose activities in Germany for raising money to aid in the construction of St. Peter’s Basilica in Rome aroused the ire of Martin Luther.

33. ________________ : Luther’s answer to the problem of eternal salvation.

34. ________________ : Pope who called upon Luther to recant and return to orthodoxy.

35. ________________ : Holy Roman Emperor during the time of Luther’s break with the church.

36. ________________ : Imperial Diet before which Luther appeared in 1519 to defend himself against the charge of heresy.

37. ________________ : Fourteenth-century English theologian who advanced many of the theories espoused more than a century later by Martin Luther.

38. ________________ : Promises of the remission of part or all of the penalty to be paid after death for one’s sins, the sale of which angered Martin Luther.

39. ________________ : Series of propositions on which Luther called for debate, thereby unwittingly setting in motion the Reformation.

40. ________________ : Peace (1555) by which Lutheranism received legal recognition; it provided that the prince of each state should decide whether his subjects were to be Lutheran or Catholic.

41. ________________ : English Tudor king who carried through the break from papal authority over the English church.

42. ________________ : Swiss patriot who led the Protestant revolt in Switzerland until his death in a civil war.

43. ________________ : Author of the influential *Institutes of the Christian Religion*.

44. ________________ : Evangelical sect centered in Germany and the Netherlands whose members believed that adults alone should be baptized.

45. ________________ : English monarch who temporarily reinstated Catholicism.

46. ________________ : French Calvinists.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ____ The Renaissance included all of the following characteristics EXCEPT (1) an intense renewal of interest in the literature of classical Greece and Rome; (2) a lessening of interest in the world outside Europe because of increased attention to the development of new art forms; (3) a stimulation of artists through the imitation of classical art forms; (4) an increased emphasis on individualism and skepticism.

2. ____ In general, it can be said that the Renaissance (1) marked a sudden departure from the culture of the Middle Ages; (2) placed great stress on otherworldliness and asceticism; (3) led to an individualism so strong that its excesses brought social amorality and lawlessness; (4) all of the above.

3. ____ Renaissance artists found their patrons (1) in the papacy; (2) among the wealthy bankers and tradespeople; (3) among the princes and despots of the city-states; (4) all of the above.

4. ____ The Latin writer most praised by humanist scholars was (1) Cicero; (2) Juvenal; (3) Livy; (4) Virgil.

5. ____ The doctrine of the “double truth” was developed to (1) encourage young artists to experiment with new forms of expression; (2) reconcile Roman mythology with classical philosophy; (3) emphasize the difference between northern and southern humanism; (4) none of the above.

6. ____ The revival of Platonism in Renaissance Italy was largely the work of (1) Bellini; (2) Ficino; (3) Petrarch; (4) Ghiberti.

7. ____ To which of the following would you go to get an understanding of Renaissance society and customs? (1) Benvenuto Cellini; (2) Thomas Aquinas; (3) Venerable Bede; (4) none of the above.

8. ____ Choose the number at the end of this question that gives the correct comparisons between humanism and scholasticism. (a) Humanism placed greater emphasis on art and literature in education, while the scholastics stressed the sciences and professional training. (b) Both humanism and scholasticism venerated the classical heritage. (c) Scholastics regarded themselves as superior to the ancients, while the humanists saw themselves as distinctly inferior. (d) Humanists displayed little interest in old manuscripts, while scholastics continued their active study and appreciation of them. (1) only d; (2) b and c; (3) a and b; (4) only b.
9. _____ Humanist scholars tended to (1) be highly creative and original; (2) disparage the achievements of the Middle Ages; (3) stress vernacular literature rather than the classical languages; (4) all of the above.

10. _____ Which of the following was NOT a leading sculptor of the Renaissance? (1) Donatello; (2) Verrocchio; (3) Michelangelo; (4) Gutenberg.

11. _____ The term LEAST applicable to the typical Renaissance humanist would be (1) individualistic; (2) critical; (3) atheistic; (4) imitative.

12. _____ A label that might be applied with some accuracy to Sir Thomas More would be (1) atheist; (2) capitalist; (3) socialist; (4) none of the above.

13. _____ The Northern Renaissance differed from that of the south by (1) coming later in time; (2) placing greater reliance on kings as patrons of the arts; (3) making greater utilization of the printing press in the diffusion of knowledge; (4) all of the above.

14. _____ Unlike literary figures of the Italian Renaissance, those of the north were more likely to (1) be sharply critical of contemporary social ills; (2) ignore the church and churchmen; (3) have a romantic, otherworldly attitude; (4) all of the above.

15. _____ In general, Renaissance people differed from the people of the Middle Ages in their (1) greater sense of community and lessened sense of individualism; (2) more secular outlook; (3) lack of interest in scholarship; (4) more serious interest in divine matters.

16. _____ A serious, although satirical, attack on human frailties is to be found in (1) The Faerie Queene; (2) Doctor Faustus; (3) Ascent of Mount Ventoux; (4) In Praise of Folly.

17. _____ Madrigals, chansons, and Lieder are all examples of (1) Renaissance music; (2) types of architecture; (3) schools of Renaissance philosophy; (4) patrons of Renaissance artists.

18. _____ A central theme of Don Quixote de la Mancha is (1) the importance of preserving the best of medieval culture as the peoples of Europe entered the modern era; (2) a critical examination of the major tenets of the Christian religion; (3) showing the anachronistic nature of the chivalric code in a changing world; (4) encouraging the spread of Lutheranism.

19. _____ The High Renaissance in Italy was characterized by all of the following EXCEPT (1) a shift in the focus of artistic activity from Florence to Rome and Venice; (2) a decline in the interest of the papacy in sponsoring artistic endeavors; (3) great achievements in architecture; (4) increased attention of painters to the central theme of a picture and less attention to color, movement, and details.

20. _____ The queen whose court served as the center of artistic and intellectual life during the Renaissance in England was (1) Isabella; (2) Elizabeth; (3) Irene; (4) Theodora.

21. _____ The Prince (1513) is (1) a secular, realistic treatise on politics by Machiavelli; (2) a play by Shakespeare; (3) a book of moral instruction for a Christian ruler by Erasmus; (4) a collection of orations by Cicero discovered by Italian humanists.

22. _____ By the early seventeenth century all of the following were largely Protestant EXCEPT (1) Prussia; (2) Spain; (3) Scotland; (4) Sweden.

23. _____ Ulrich Zwingli agreed with Luther on all of the following EXCEPT (1) justification by faith; (2) the interpretation of the meaning of baptism and communion; (3) the supremacy of scriptural authority over papal authority; (4) criticism of monasticism and clerical celibacy.
24. _____ Which of the following occurred FIRST (1) Henry VIII’s marriage to Anne Boleyn; (2) adoption of the Six Articles; (3) Queen Mary’s restoration of Catholicism; (4) adoption of the Forty-Two Articles.

25. _____ A direct stimulus to Luther’s call for debate on his ninety-five theses was (1) a debate with John Eck on the question of papal infallibility; (2) the sale of indulgences by Tetzel; (3) his desire to defy his sentence of excommunication; (4) none of the above.

26. _____ The strongest centers of Huguenot activity in the sixteenth century were to be found in (1) France; (2) Italy; (3) Portugal; (4) Ireland.

27. _____ The doctrine of the justification by faith is most closely associated with (1) Calvin; (2) Knox; (3) Luther; (4) Zwingli.

28. _____ As a result of the Peace of Augsburg (1) all confiscated church lands were returned to the church; (2) German princes determined the religion to be followed in their own areas; (3) German political unification was advanced; (4) all of the above.

29. _____ After Luther was declared an outlaw and heretic, he was protected by (1) the Holy Roman Emperor; (2) the bishop of Mainz; (3) the elector of Saxony; (4) Henry VIII of England.

30. _____ The early Reformation in England differed from the early Reformation in Germany most significantly in the (1) absence of economic factors; (2) lack of doctrinal differences with Rome; (3) absence of political factors; (4) reluctance of the leaders to form a new church.

31. _____ German peasants disappointed with Luther’s attitude and actions in the peasants’ revolt (1) migrated to England; (2) turned to the Hussites; (3) migrated to France; (4) turned to Catholicism or more radical Protestantism.

32. _____ Choose the number at the end of this question that gives the correct generalizations about Luther and Calvin (a) Calvin placed stronger emphasis on loyalty to the state than did Luther; (b) Luther’s central doctrine was the sovereignty of God while Calvin stressed grace and forgiveness; (c) Calvin’s belief in the omnipotence and omniscience of God led to a belief in predestination; (d) Like Calvin, Luther rejected all of the sacraments of the Catholic Church; (1) only c; (2) a and b; (3) only d; (4) b, c, and d.

33. _____ A special devotion to the education of girls was a characteristic of the (1) Jesuits; (2) Capuchins; (3) Ursulines; (4) Theatines.

34. _____ The Council of Trent (1) reaffirmed the role of the seven sacraments; (2) approved the continuation of indulgences, pilgrimages, the veneration of relics, and the cult of the Virgin; (3) strengthened the papacy; (4) all of the above.

35. _____ Henry VIII obtained support in his campaign to control the church in England from (1) More; (2) Cranmer; (3) Charles V; (4) Mary Stuart.

36. _____ In which of the following areas did the Reformation occur LAST? (1) Germany; (2) England; (3) Switzerland; (4) Scotland.

37. _____ The Reformation resulted in all of the following EXCEPT (1) a reduction in the authority of the king and an increase in the power of the nobility in almost all strongly Catholic countries; (2) continued religious intolerance and persecution in much of Europe; (3) permanent divisions in Western Christendom; (4) renewed interest in education.
38. _____ The persecution of witches in Europe (1) took place in Catholic rather than Protestant countries; (2) waned in the late medieval era but revived vigorously during the Reformation; (3) was aimed chiefly at young, unmarried women; (4) flourished during the late medieval era but declined during the Reformation.

39. _____ The medieval ideal of the political unity of Christendom was destroyed by the evolution of the (1) universal church; (2) nation-state; (3) rise of political democracy; (4) all of the above.

FOCUSING ON MAJOR TOPICS

Although they shared many of the same classical sources, the medieval scholastics differed from the Renaissance humanists. In the blank before each of the following items, write an “S” to indicate a characteristic of the scholastics or an “H” to indicate a humanist attitude.

1. _____ Classical writings interpreted within the framework of the Christian religion.
2. _____ Pagan literature distorted by use in Christian allegories.
3. _____ Their name was derived from a Latin term, which Roman authors applied to a liberal or literary education.
4. _____ Emphasized the sciences and the professions—law, medicine, and theology.
5. _____ Centered their attention on Aristotle’s scientific writings, as well as other classical works on astronomy, medicine, and mathematics.
6. _____ Stressed history, grammar, rhetoric, poetry, and moral philosophy.
7. _____ Disdained the sciences.
8. _____ Always felt inferior to the ancients.
9. _____ Saw themselves as equal to the classical writers.
10. _____ Quoted the ancients because they agreed with them.
11. _____ The world of here and now holds delights that should not be shunned.
12. _____ Stressed the freedom and dignity of the individual.
13. _____ Tried to synthesize Christianity and Plato.
14. _____ Tried to synthesize Christianity and Aristotle.

Here are three giants of the Renaissance. Give a brief sketch of each, identifying his field of work and general accomplishments, and explain how each was representative of certain facets of Renaissance culture.

Michelangelo    Erasmus    Shakespeare
RELATIONSHIPS IN TIME

Place the names and events below in the correct column and century below. If a life spanned more than one century, write the name of the century that the person died in.

Petrarch
Bramante
Josquin des Prés
Medici family ruled Florence
Botticelli
Brueghel the Elder
Erasmus
Leonardo da Vinci
Boccaccio
Shakespeare
Holbein the Younger
Giotto
Michelangelo

<table>
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<th>Northern Renaissance</th>
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</table>

Within each group, number the items in chronological order.

The Protestant Reformation in Germany

1. ______ Peasants’ revolt
2. ______ Peace of Augsburg
3. ______ Augsburg Confession
4. ______ Luther’s call for debate on his ninety-five theses
The Protestant Revolt in England

1. ______ The reign of Elizabeth I
2. ______ Henry VIII breaks with Rome
3. ______ Reign of Catholic Mary Tudor
4. ______ Forty-Two Articles passed during Edward VI’s reign

The Catholic Counter-Reformation

1. ______ Jesuit order founded
2. ______ Council of Trent ends
3. ______ Savonarola becomes ruler of Florence
4. ______ Cardinal Ximenes dies
5. ______ Paul III reigns as pope

Here is a date you need to know: Luther issued his call for debate on his ninety-five theses in ______. Why is this date important? It is also the same year that Cardinal Ximenes died. What did he do?

Martin Luther and Ulrich Zwingli were almost the same age. What similarities and differences were there between the activities of the two men?

Henry VIII and John Calvin were the same age. How were they alike and how were they different?

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

*In the space provided, identify each of the following terms and evaluate them with regard to their significance for world history.*

Lorenzo de’ Medici

Republic of Venice

*Divine Comedy*

*The Prince*
ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “If humanists in general adhered to no peculiar ideology, their special interests—language and history—led them to understand the world in terms different from those of their chief intellectual rivals, the scholastic philosophers and theologians. The humanists found meaning in neither the abstract syntheses nor the petty logical quarrels of the scholastics, but rather in practical matters of politics and morality and . . . in the unique and particular elements of literature and history. The humanists therefore approached the New Testament, among other things, with different purposes in mind than the scholastics. The humanists’ interests lay not in the construction of a comprehensive theological system that answered all possible questions bearing on salvation, and that did so with logical rigor worthy of an Aristotle. They valued the New Testament instead as the source of pure moral and religious doctrine and as the record of early Christian experience.” (Jerry H. Bentley, *Humanists and Holy Writ* [Princeton, NJ: Princeton University Press, 1983], p. 8.)

What did scholastics think was the source of pure moral and religious doctrine? What was the practical importance of the above conflict between humanists and scholastics? The humanists to whom Bentley refers were Erasmus and similar scholars outside Italy. How did their interests differ from those of Italian humanists?
2. “From one point of view Renaissance man was a highly sophisticated creature—skeptical, linguistically subtle, aware of a great variety of views and ways of expressing these views. From another point of view, he now seems amazingly quaint and sim pleminded. He still held to the traditional cosmology and physics, and to the traditional physiology and psychology as well. He not only believed the earth to be motionless and the stars made of a translucent nothingness, but he believed in the four elements and the four ‘humours,’ blood, choler, phlegm, and melancholy, the mixture of which in the body determined temperament or personality. He believed, further, that there were correspondences between the macrocosm of physical nature and the microcosm of the human soul, so that emeralds protected virginity, for example, and the rumble in the bowels related to the thunder in the sky.” (Roland N. Stromberg, An Intellectual History of Modern Europe [New York: Appleton-Century-Crofts, 1966], p.17.)

How does this passage help support the view that the Renaissance was a time of transition? What evidence from chapter 14 also indicates that Western civilization evolved unevenly during the Renaissance? Can you find instances of “cultural lag” in the modern world, for example, in the horoscope columns of daily newspapers?

3. “The stage on which the Renaissance woman lived was often bathed in the luminous nostalgic glow of a ‘Golden Age.’ It was a Golden Age for a few women, very few, and the light was less a broad glow than a spotlight. . . . The poetry and letters of devout, learned Vittoria Colonna to Pietro Bembo, to Castiglione, and most famously the sonnets and letters she exchanged with Michelangelo, who wrote a moving poem on her death, still sound for us from yellowed pages. . . . But there must have been many gifted girls lost in anonymity. Large, busy ateliers like those of . . . the Bellini in Padua quite possibly put their daughters to work with the boy apprentices. Who knows what tal ling passages in which paintings may have been theirs? . . . Careers open to women were the three perennials: housewifery and childbearing, the religious life, and whoredom.” (Kate Simon, A Renaissance Tapestry [New York: Harper & Row, 1988], pp. 139-41.)

In light of this passage, how shall we interpret Renaissance culture’s strong value of developing the potential of the individual? In addition to women, were other social groups overlooked by the Renaissance ideal of cultivating well-rounded individuals? Who were the patrons of the great artists and intellectuals of the period and to what extent did their values affect the role of women and other social groups?

4. History suggests that unforeseen results often stem from major changes in society. The Reformation offers ample evidence to support this generalization.

“The religious upheaval produced some outcomes that were inconsistent with others. Certain Protestant communities seemed to contribute to the growth of the democratic spirit; others, as in the case of Prussia, were on the side of monarchical absolutism. In some cases religious change led quickly to toleration, in others, to savage intolerance. Men were exiled or burned for their faith by Catholic and Protestant alike. Witch hunting grew throughout the sixteenth century until it actually reached its hysterical climax in the seventeenth. Its victims must be numbered in the thousands. Protestantism may have contributed to the liberation of the spirit of man; but in attacking the ceremonial and ‘superstitions’ of Catholicism it in many cases destroyed artistic works of inestimable value. . . . Opinions will differ as to the ultimate significance of this fateful age. No Catholic can contemplate without regret the tremendous breach in the structure of his church; no Protestant can look without deep feeling at the founding years of his faith.” (Ernest John Knapton, Europe, 1450-1815 [New York: Charles Scribner’s Sons, 1958], p. 229.)
Why is it so difficult to reach conclusions about the significance of the Reformation for Western civilization? What generalizations are you willing to make about the heritage of the Reformation? It has been said that history reveals few “black and white” lessons in human affairs, but mostly shades of gray. How does the history of the Reformation support this generalization?

5. Lewis Spitz represents the viewpoint of many historians that the Protestant Reformation generally favored the growth of political liberty and limited constitutional government.

“Perhaps the greatest political contribution of the reformers to political thought may have been an element of stability derived from their theocentric orientation. They had a way of putting earthly potentates into perspective. In the final edition of Calvin’s Institutes he wrote . . . : ‘And that our hearts may not fail us, Paul stimulates us with another consideration—that Christ has redeemed us at the immense price which our redemption cost him, that we may not be submissive to the corrupt desires of men, much less be slaves to their impiety.’ . . . For the wars of religion, for independence and the age of the great revolutions to come, the type of inner-directed citizen rather than mere subject constituted the solid core of modern political progress. ‘On their feet before God, on their knees before men; on their knees before God, on their feet before men’ is an old saying not without relevance in early modern times.” (Lewis W. Spitz, The Protestant Reformation, 1517-1559 [New York: Harper & Row, 1985], p. 365.)

Compare Spitz’s point of view with that expressed in the text. How are they alike and how do they differ? Argue for or against Spitz’s contention that the Protestant Reformation tended to develop inner-directed citizens?

QUESTIONS TO THINK ABOUT

1. Why was humanism in its broadest sense a revolt from the religious emphasis of the Middle Ages?

2. What aspects of medieval culture would you defend against the sweeping criticism of the humanists? What were some of the negative qualities of humanism?

3. How would you explain the fact that the Renaissance began in Italy almost two centuries before it spread to northern Europe?

4. In what ways did Renaissance art and literature reflect the material conditions of the age?

5. How did the Renaissance courtier differ from the medieval knight?

6. How would you interpret the phrase, “The oil of commerce in Italy lighted the lamp of culture”?

7. List as many characteristics as possible that distinguish Renaissance from medieval art.

8. Do you think that churches—in their organization, objectives, and general philosophy—reflect trends in our changing society, or do they tend to exist distinct and separate from the times? If you think that churches do reflect existing times, in what ways will they be likely to change with the times, and in what areas will there be strong resistance to modification?

9. Some scholars contend that the Reformation was only one aspect of a more general collapse of the unity of life in the Middle Ages. What evidence can you cite to either support or refute this interpretation?
10. Can you argue that the basic philosophy of Luther was really the religious manifestation of Renaissance individualism?

11. Can you find in modern institutions any examples of culture lag comparable to the failure of the medieval church to keep pace with the new demands of the Renaissance era? If so, in what way does your study of cause and effect in the religious revolt illuminate the modern religious situation?

12. It is sometimes said that the Reformation marked a permanent division of Christianity. To what extent is this true? Was there a single church in 1520? Explain. What evidence is there today of serious efforts to restore unity to Christendom?
CHAPTER 15

The Development of the European State System
1300-1650

The nation-state in Europe developed steadily during the period 1300-1650 as European monarchies consolidated their control and political institutions matured out of the Middle Ages, the Renaissance and the Reformation. They were shaped by a dramatic combination of forces which included wars, famines, plagues, intellectual and religious change, and economic revolution. In particular, the states of Europe demonstrated remarkable development in the period 1500-1650.

By the mid-seventeenth century, leading nation-states in Europe already demonstrated many of the characteristics we have come to associate with the modern nation: well-defined boundaries, diverse populations, standing armies, bureaucracies, and developing economies driven by strong national interests. In the process, the leaders of these developing states were caught up in often dramatic rivalries and confrontations which would affect not only Europe but the world as well.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Politics in Europe, 1300-1500.

England and France and the Hundred Years’ War.

Religious wars and the modern state system.

Thirty Years’ War.

HAVE YOU MASTERED THE BASIC FACTS:

Fill in each of the following blanks with the correct identification.

Politics in Europe and the Hundred Years’ War

1. _______________________: Section of Spain in which Muslim control was limited by the end of the thirteenth century.

2. _______________________: Ruling dynasty that won the crown of the Holy Roman Empire late in the thirteenth century and held it for centuries almost without interruption.

3. _______________________: Title given by the pope to Ferdinand and Isabella.

4. _______________________: Religious institution used by Ferdinand and Isabella to increase royal power as well as to stamp out religious heresy.
5. ________________: This document in 1356 provided a system for choosing the emperor in the Holy Roman Empire.

6. ________________: Mercenary forces in Italy used by competing city-states in Italy in intra-city conflicts.

7. ________________: Habsburg monarch, who, in the sixteenth century led European efforts to protect Catholic orthodoxy, often with military force.

8. ________________: Series of thirty years of wars in England, which brought the Tudor family to power.

9. ________________: King of Sweden, monarch of the leading Lutheran power during the Thirty Years’ War.

10. ________________: Peasant girl who stimulated French patriotism against the English during the Hundred Years’ War.

11. ________________: Weapon that gave English armies an advantage over their French opponents during the Hundred Years’ War, until the French adopted the use of gunpowder.

Religious wars, Russian Consolidation and Ottoman Expansion

12. ________________: Leader of the Dutch revolt against the Spanish.

13. ________________: Order issued by Henry IV, intended to protect the liberties of French Huguenots.

14. ________________: Catholic queen of Scotland who was the center of Catholic schemes against Elizabeth of England.

15. ________________: Leader of the revolt against Queen Mary Stuart that established the Presbyterian Church in Scotland.

16. ________________: Fleet of Spanish ships launched in 1588 and driven back by the “Protestant wind.”

17. ________________: Nickname for the autocratic Russian ruler Ivan IV, who undertook to modernize Russia in the sixteenth century.

18. ________________: System used in the Ottoman Empire to supply the government with soldiers and bureaucrats.

Thirty Years’ War

19. ________________: Incident in 1618 which involved Bohemian leaders throwing two Catholic government officials out a window in a highly charged religious atmosphere.

20. ________________: Treaty in 1648 which confirmed the new European state system based largely on defensive alliances.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ Factors behind the Hundred Years’ War between France and England included (1) economic rivalry in Flanders; (2) a fundamental conflict of interests between the French kings and the English kings; (3) a dispute over the succession to the French throne in the fourteenth century; (4) all of the above.

2. _____ For most of the sixteenth century the most powerful nation in Europe was (1) England; (2) Germany; (3) Denmark; (4) Spain.

3. _____ Queen Elizabeth executed Queen Mary Stuart on charges of (1) conspiring against the English throne; (2) murdering her husband; (3) planning to marry the king of France; (4) adultery.

4. _____ The first arena of battle in the Thirty Years’ War was (1) Bohemia; (2) Denmark; (3) Ireland; (4) Italy.

5. _____ The defeat of the Spanish Armada meant that (1) England would remain Protestant; (2) the Dutch rebellion against Spain would eventually succeed; (3) Spain suffered a costly setback; (4) all of the above.

6. _____ The French royal advisor who led France into the Thirty Years’ War on the side of the Protestants was (1) Turenne; (2) Sully; (3) Richelieu; (4) Mazarin.

7. _____ The Peace of Westphalia provided all of the following EXCEPT (1) recognition of the political fragmentation of Germany; (2) strict limitations on the authority of nation-states; (3) territorial gains for France and Sweden; (4) recognition of the independence of the Netherlands.

8. _____ The Protestant victory in 1632 during which the Swedish king, Gustavus Adolphus, was killed was (1) Lepanto; (2) White Mountain; (3) Lützen; (4) none of the above.

9. _____ Which of the following occurred FIRST? (1) defeat of the Spanish Armada; (2) completion of the Peace of Westphalia; (3) proclamation of the Edict of Nantes; (4) independence of the Netherlands.

10. _____ Basic goals sought by Philip II of Spain included all of the following EXCEPT (1) the establishment of royal absolutism in all his possessions; (2) the achievement of a military alliance with the Turkish empire; (3) elimination of heresy and the strengthening of Catholicism; (4) extension of Spanish influence in Europe and overseas.

FOCUSING ON MAJOR TOPICS

Fill in the blanks in the following narrative.

The preeminence of Spanish power and its decline in Europe is a constant theme in the period between 1560 and 1660. Intertwined with Spain’s predominance was that of its ruling family, the (1) ______________________. In 1556 Charles V retired to a monastery, turning over his holdings in Austria and the Holy Roman Empire to his brother (2) ______________________. Spain, Naples and Sicily, and the Netherlands went to Charles’ son, (3) ______________________.
Even though it seemed that Philip II had everything going for him, Spanish power began to wane in spite of some early successes. The Ottoman fleet in the Mediterranean was destroyed at the battle of (4) __________________ in 1571. In his relations with the northern provinces, Philip II was less successful. Open revolt broke out in the Netherlands, led by (5) ____________________, “the Silent.” In 1581 the Dutch United Provinces declared their (6) ____________________, but it was not formally recognized until the end of the Thirty Years’ War in 1648.

Culminating years of sparring between the Catholic Philip II of Spain and the Protestant queen of England, (7) ____________________, Spain suffered a crushing defeat in an attempt to invade England. A huge fleet of ships, called the (8) ____________________, entered the English Channel in the year (9) __________ only to be driven off by the swift English ships and the famous “Protestant wind.”

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

The following terms are representative of major trends and themes of the period. Please identify each of them and assess the terms as representative of major developments in world history.

Canterbury

Hanseatic League

Drang noch Osten

Liberum Veto

Schmalkaldic League

War of Roses

Henry VIII

Philip II

Lepanto

Massacre of St. Bartholomew’s Eve
Lollards

Puritans

zenski sobor

simplicissimus

Peace of Westphalia

**THE PLACE**

A. *On the outline map on the following page, indicate by a heavy line the boundaries of the Holy Roman Empire in 1648.*

B. *Indicate with \\\ the area ruled by the Austrian Habsburgs.*

C. *Indicate with ////// the area ruled by the Spanish Habsburgs.*

D. *Indicate with different colors the areas that were predominately Anglican, Calvinist, Greek Orthodox, Islamic, Lutheran, and Roman Catholic.*

E. *Locate each of the following items on the following outline map using the maps in the textbook as sources of information.*

<table>
<thead>
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<th>Spanish Netherlands</th>
<th>Bohemia</th>
<th>Prague</th>
<th>Denmark</th>
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<tr>
<td>London</td>
<td>Bavaria</td>
<td>Papal States</td>
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<tr>
<td>Scotland</td>
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</table>
ARRIVING AT CONCLUSIONS

Here are some quotations from historians dealing with the significance of this period of history. Answer the accompanying questions briefly, and be prepared to defend your position.

1. After several years of conflict, the armies of Ferdinand II and the Catholic League gained the upper hand over their Protestant opponents. In 1626, the intervention of the Danish king on behalf of the Protestants was halted, and other Protestant forces were defeated by Wallenstein. These successes, Robert Bireley observes, produced an ambivalent reaction in the Catholic camp.

“As the Catholic position in the Empire grew stronger, a struggle began to develop within the Catholic camp over the way to exploit their advantage. The more militant spirits discerned in the Catholic triumphs a divine summons to roll Protestantism back still further, as well as a pledge of divine aid. They looked upon any compromise with the Protestants as a pusillanimous lack of confidence in God, and they sometimes referred with disdain to their rivals as politici, a term that for them frequently connoted lack of religious principle much as the word “politician,” . . . suggests dishonesty today. More moderate figures were inclined toward a peace settlement that would consolidate Catholic gains even at the expense of some concessions to the Protestants. For them, to prolong the war was only to overextend the resources of the Catholics, to imperil the gains already made on behalf of Church and Empire, and to visit still more woe on the long-suffering population.” (Robert Bireley, Religion and Politics in the Age of the Counterreformation [Chapel Hill: University of North Carolina Press, 1981], p. 23.)

To what extent could the length and the costs of the Thirty Years’ War have been predicted in 1626? What advantages did the militants have over the moderates in this debate among Catholic leaders? Would you agree or disagree that the point of view of the militants is like that of many modern, ideologically inspired
revolutionary or counterrevolutionary movements?

QUESTIONS TO THINK ABOUT

1. The Hundred Years’ War was brought about by a combination of factors which included self-interest, religion and nationalism. How are wars today similar and how are they different?

2. It has been said that Spain’s decline was due as much to the decay of its domestic economy as to the excessive spending of its resources on war. Explain. Do you think that the United States might find itself in a similar situation?

3. To what extent was the Thirty Years’ War a religious conflict? To what extent was it a political and economic struggle?

4. By 1648, to what extent had European nation-states left behind influences of the Middle Ages and to what extent had they become modern nation-states? Explain your answer.
CHAPTER 16

Global Encounters: Europe and the New World Economy, 1400-1650

The expansion of European colonial empires into Asia, Africa, and the Americas was a major world event. Before the mid-fifteenth century Europe was an ingrown, claustrophobic place. There were limited opportunities for individuals to break out of the rigid class structure which was based on limited land and constricted economic opportunities. There was constant conflict: In England, the Wars of the Roses; in France, religious war; in Spain, the fight to drive out the Moslems; and in eastern Europe, the threat of conquest from Ottoman Turkey. With the advent of European voyages of exploration the whole atmosphere changed. Governments were forced to think in global terms. Merchant classes now found the means to break medieval fetters and to lay the foundations for capitalism that launched the modern nation states of today.

The stay-at-home civilizations of the Americas, Africa, India, Southeast Asia and East Asia were challenged by the global commercial network that produced wealth through exchanges of goods. Some of these civilizations were subsequently conquered; others became marginalized in a world system that judged them “undeveloped” when faced with the technological change that followed closely on the heels of European empire expansion.

In the course of European expansion, European populations were planted in the Western Hemisphere and the New World became culturally European while Amerindian cultures were absorbed, pushed back or died out. In the New World, people would grow up speaking European languages and following European institutions. In Africa and Asia the European colonies did not last but the movements begun by the Portuguese, Spanish, Dutch, French and English explorers, colonizers, missionaries and merchants in the fifteenth through seventeenth centuries still constitute a framework of global interrelationships that all peoples must contend with.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Iberia in its Golden Age.

The Portuguese and Africa.

The growth of New Spain.

Iberian systems in the New World.

Northern European expansion.
HAVE YOU MASTERED THE BASIC FACTS?

Iberian Golden Age, Portuguese in Africa

1. __________________________: Agreement in 1494 between Spain and Portugal for the relocation of the line of demarcation between lands reserved for Spanish and Portuguese exploitation.

2. __________________________: Portuguese prince whose devotion to scientific exploration and Portuguese imperial and commercial interests fathered the exploration of the African coast and the first rounding of the Cape of Good Hope.

3. __________________________: Sea captain from Genoa who was influenced by Marco Polo’s journals to believe that Japan could be reached by a short westward voyage.

4. __________________________: First European to reach India by sailing around the Cape of Good Hope.

5. __________________________: Portuguese explorer who first reached the southern tip of Africa.

6. __________________________: Spanish discoverer of the Pacific Ocean.

7. __________________________: Portuguese navigator who, sailing for Spain, discovered a passage through the tip of South America; his ships were the first to circle the globe.

8. __________________________: French explorer whose sixteenth-century explorations of the St. Lawrence River gave France a claim to northeastern North America.

9. __________________________: Italian mariner whose voyages gave England its claim to North America.

10. __________________________: Spanish conquistador who invaded Mexico.

11. __________________________: Portuguese base on the west coast of India from which they aided Hindus and traded with the interior.

12. __________________________: Spanish conquistador whose forces overran the area of South America now called Peru.

13. __________________________: Chinese city in which Portuguese traders were granted permission to reside in 1557.

14. __________________________: Portuguese viceroy who opened up East Africa and the Persian Gulf through military action.

15. __________________________ and __________________________: Two chief commodities that the Portuguese traded for on the West African coast.
Growth of New Spain

16. ________________: Exiled Mexican god who promised to return to end human sacrifice.

17. ________________: A land and labor grant entitlement in New Spain

18. ________________: Inflation in Europe was greatly accelerated by large imports of this metal from the Spanish American colonies.

19. ________________: The Aztec ruler who lost his empire to the Spanish.

Northern European Expansion

20. ________________: Dutch trading company that became the instrument through which Holland supplanted Portugal in the Far East.

21. ________________: Wealthy Dutch proprietors in North America who held land tracts.

22. ________________: A Florentine mariner who mapped the North American coast and established a French claim.

23. ________________: Dutch governor-general who founded the Dutch empire in the East Indies.

24. ________________: Founded the city of Quebec for New France.

25. ________________: The courageous leader of the English colonists at Jamestown in the early, difficult years of the settlement.

26. ________________: Banished from Massachusetts for her preaching, this woman established a settlement in Rhode Island.

27. ________________: Sixteenth-century German banking family whose financial policies often had international political repercussions.

28. ________________: Seaport in the southern Netherlands that was the center of the wool trade and economic hub of Europe until the end of the sixteenth century.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The factors encouraging the Iberian states to undertake extensive voyages of exploration include all of the following EXCEPT (1) overpopulation; (2) desire for material gain; (3) advanced maritime technology; (4) religious enthusiasm.
2. “Prester John” was supposed to be (1) a Chinese emperor; (2) an Ethiopian king; (3) a
tribal ruler in West Africa; (4) the Ottoman sultan.

3. By the fifteenth century the Portuguese and Spanish had acquired proficiency in (1) the
astrolabe; (2) maneuverable square rigging; (3) the compass; (4) all of the above; (5) none of the
above.

4. The desire to circumvent the Muslim middlemen in trade with India encouraged the
Portuguese to (1) explore the coast of Africa; (2) send explorers into the interior of Africa; (3) all
of the above; (4) none of the above.

5. All of the following products came into Europe as a result of the voyages of discovery
EXCEPT (1) wheat; (2) peanuts; (3) maize; (4) potatoes.

6. Which of the following occurred FIRST? (1) discovery of America by Columbus; (2)
discovery of Brazil by Cabral; (3) Bartolomeu Dias’s voyage around the southern tip of Africa;
(4) Dutch penetration of the East Indies.

7. Prince Henry of Portugal gave assistance to European exploration by all of the following
EXCEPT (1) advances in map making; (2) personal leadership of dangerous expeditions around
Africa; (3) the development of better ships; (4) the sponsorship of major expeditions.

8. The Dominican friar whose reform efforts helped ease the plight of Indians in Spanish
colonies was (1) Las Casas; (2) Prester John; (3) De Soto; (4) Cartier.

9. Dutch exploration established posts in all of the following Portuguese-explored areas
EXCEPT (1) West Africa; (2) Brazil; (3) East Africa; (4) the East Indies.

10. Choose the number below that gives the correct generalization about the impact of
Spanish colonization in Central and South America. (a) The native Amerindian population
increased dramatically. (b) Roman Catholic missionaries argued for the rights of the native
peoples before the king of Spain. (c) The introduction of the horse, cattle, and many other
products of European material culture brought the area out of a Stone Age civilization. (d)
Representative assemblies were established in the vice-royalties of Mexico and Peru. (1) a and d;
(2) b and c; (3) b, c, and d; (4) a and c.

11. By 1650 the Portuguese had lost control of most of their African possessions EXCEPT
for (1) Mali; (2) Angola; (3) Kongo; (4) Ghana.

12. A major factor working against both Holland and Portugal in the competition for empire
was (1) a lack of initiative by citizens and government; (2) their small size and small population;
(3) a backward technology; (4) lack of interest in economic expansion.

13. The government of the vice-royalties of Mexico City and Peru was entrusted to (1) Indian
chiefs; (2) Spanish colonial clergy; (3) high-born Spanish viceroys and aristocratic lawyers; (4)
local councils composed of mestizos.
14. ______ Factors in the economic decline of Spain included all of the following EXCEPT (1) lack of cooperation between church and state; (2) neglect of agriculture; (3) the expulsion of skilled workers for religious reasons; (4) long-term imbalances.

15. ______ Iberian women in the American colonies (1) were legally subordinated to their husbands; (2) enjoyed legal protection of their dowries; (3) civilized colonial society; (4) all of the above.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify each of the following terms and evaluate their importance for world history.

Prince Henry “the Navigator”

Treaty of Tordesillas

Vasco de Gama

Sebastian Munster

Warri

Nzinga Mbemba

Prester John

conquistadores

Francisco de Coronado

mestizo

caciques

smallpox

Henry Hudson
THE PLACE

A. *On the map on the following page, draw and label a line showing the route of Magellan in his voyage circumnavigating the globe.*

B. *Draw and label a line showing the route followed by da Gama in his voyage to India.*

C. *Draw and label a line giving the route of the first voyage of Columbus in 1492.*

D. *Draw and label a line to indicate the section of North American coast explored by John Cabot for England.*

E. *Write in the blanks below the number of the location described and its appropriate place name.*

1. ____ , ____________ : Strait passed by Magellan at the southernmost point of his voyage.
2. ____ , ____________ : Vast region explored by Coronado.
3. ____ , ____________ : Cabral reached this part of South America in 1500.
4. ____ , ____________ : Balboa saw the Pacific from a mountain on this isthmus in 1513.
5. ____ , ____________ : In 1608 Samuel de Champlain founded a colony here; it became a major city.
6. ____ , ____________ : Magellan was killed here during his voyage of circumnavigation.
7. ____ , ____________ : Pizarro destroyed a great empire with his invasion here in 1531.
8. ____ , ____________ : Domain of the Aztecs, ruled by Montezuma.
9. ____ , ____________ : Bartolomeu Dias rounded this cape in 1488.
10. ____ , ____________ : Cortés invaded this region in 1519.
RELATIONSHIPS IN TIME

A list of three centuries appears below. Write the names of these explorers under the century in which they made their important contribution, and briefly tell what each one did.

<table>
<thead>
<tr>
<th>Explorer</th>
<th>Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prince Henry the Navigator</td>
<td>1400</td>
</tr>
<tr>
<td>Vasco da Gama</td>
<td>1500</td>
</tr>
<tr>
<td>Columbus</td>
<td>1600</td>
</tr>
<tr>
<td>Balboa</td>
<td></td>
</tr>
<tr>
<td>Magellan</td>
<td></td>
</tr>
<tr>
<td>De Soto and Coronado</td>
<td></td>
</tr>
<tr>
<td>Cabot</td>
<td></td>
</tr>
<tr>
<td>Cartier</td>
<td></td>
</tr>
<tr>
<td>Henry Hudson</td>
<td></td>
</tr>
</tbody>
</table>

1400

1500

1600

FOCUSING ON MAJOR TOPICS

Place a “T” before the statements that are true.

1. _____ Rising prices of eastern goods made maritime expansion attractive to Spain and Portugal.
2. _____ Through long contact with Muslims at home the Iberian people had learned to respect the beliefs of non-Christians.
3. _____ The Portuguese directed their explorations southward along the west coast of Africa.
4. _____ The success of Portuguese exploration of the route to India was due in large measure to religious zeal, scientific curiosity, and financial profit.
5. _____ The Portuguese welcomed Columbus’s voyage to the Western Hemisphere.
6. _____ By 1550 the Portuguese had gained control of the Indian ocean from the Muslims.
7. _____ The Spanish conquest of Mexico was made possible by dissension within the Aztec Empire.
8. _____ The Inca Empire was conquered by a large force of Spaniards after meeting stiff resistance.
9. _____ The Spanish organized their conquered territory in the New World into two vice-royalties: Mexico and Peru.
10. _____ The Spanish intermarriage with Indian women produced a mestizo or mixed race.
11. _____ Roman Catholic missionaries argued for the rights of the Amerindians and gave them training in useful crafts.
12. _____ The Spanish monarchs allowed a large measure of self-government in the vice-royalties of Mexico and Peru.
13. _____ The decline of the Amerindian population under Spanish rule was caused by lack of immunity to smallpox and other new diseases carried by the invaders.
14. _____ The large quantities of precious metals that the Spanish took from their colonies in the Western Hemisphere undermined the Spanish economy.
15. _____ The Spanish government adopted a policy of free trade between its colonies and other European countries.
16. _____ The encomienda, the typical pattern of rural society organized by the conquistadors in Mexico, was similar to the manors of medieval Europe.
17. _____ The Portuguese government attempted to suppress the slave trade in its West African possessions.
18. _____ The Swahili states of East Africa lost their independence to the Portuguese because they were divided and unused to war.
19. _____ During the seventeenth century the Dutch drove the Portuguese from all of their African possessions north of Angola.
20. _____ In the Dutch colonial empire as much effort was made to convert the native population to Christianity as in the Iberian colonial empires.
21. _____ The first wave of English colonists in what is now the state of Massachusetts was composed of religious dissenters called the Pilgrims.
22. _____ Despite initial difficulties the English established a successful colony at Jamestown in Virginia.
23. _____ English exploration and colonization in the sixteenth and early seventeenth centuries were organized and financed by the central government.
24. _____ Because France was distracted by internal religious conflict and involved in continental wars, it was slow in acquiring a colonial empire.
25. In the early seventeenth century France established permanent colonies in Canada and in the West Indies.

ARRIVING AT CONCLUSIONS

Here are some quotations from historians dealing with the significance of this period in history. Answer the accompanying questions, and be prepared to defend your position.

1. “Spain did not topple the Indian peoples from an Elysian state of perfection to one of abysmal misery, despite the lyricists who dwell upon the communal happiness of the Incas and the democratic joy of the Aztecs. Spain did not destroy great Indian populations: there never were great populations . . . life was meager and hunger was general before the conquerors came. Spain did not introduce cruelty and war; exploitation was an old story to the Indians. Spain did not destroy human freedom: it had never been enjoyed by Maya, Aztec, [or] Inca . . . Spain did not destroy ancient systems of noble moral standards. . . . It is possible that the Indians of Mexico and Peru had more to eat under Spanish rule, more protection against each other and against their masters, more security of life and happiness than they had had under Indian nobles and priests. The shift was undoubtedly distasteful, always disruptive, frequently cruel, but it was not a shift from paradise to torment.” (Hubert Herring, A History of Latin America [New York: Alfred A. Knopf, 1972], pp. 152-53.)

Do you agree with Herring’s defense of Spanish colonization? How did Spanish treatment of the Indians compare with that of the British settlers in North America?

2. “The American Indians developed their ways of life in very nearly complete isolation. That isolation not only hampered the growth of their civilizations, but also weakened their defenses against the major diseases of mankind. In the first place, the climate of Siberia, the land bridge and Alaska screened out many diseases; the cold killed the germs and, more important, the cold and the rigor of the life in those latitudes eliminated all humans suffering from debilitating diseases. . . . These first emigrants carried few diseases with them and found no humans in America. . . . They lived, died and bred alone for generation after generation, developing unique cultures and working out tolerances for a limited, native American selection of pathological microlife. When the isolation of the New World was broken, when Columbus brought the two halves of this planet together, the American Indian met for the first time his most hideous enemy: not the white man . . . but the invisible killers which those men brought in their blood and breath.” (Alfred W. Crosby, Jr., The Columbian Exchange: Biological and Cultural Consequences of 1492 [Westport, CN: Greenwood Press, 1975], p. 31.)

How many instances can you think of in which the spread of disease among Amerindians of both North and South America caused them to be unable to challenge the European penetration of the New World? Speculate on the subsequent course of American history if the Aztecs had not been decimated by disease and had defeated Cortez. Would such a defeat have altered the course of Spanish empire building? Would any alteration to Spanish empire building have affected the course of empire building by the other European nations?

3. “Various circumstances are considered to have contributed to the decline of Swahili civilization. There was the Zimba invasion, and it also seems that a decrease in rainfall and the consequent upsetting of the water balance hindered the further development of the
coastal towns. . . . However, the chief cause . . . was the disruption of maritime trade by the Portuguese. Being well fitted out, equipped with artillery and built for the purpose of naval warfare, the Portuguese ships were an invincible force. Their constant presence in the region . . . . the seizure of twenty vessels laden with goods, the defeat of Zanzibar’s large fleet of light craft, and the plundering and destruction of the coastal towns . . . were all blows from which East African maritime trade never recovered, and the medieval Swahili civilization perished with it.” (V. V. Matveiev, “The Development of Swahili Civilization,” in Africa from the Twelfth to the Sixteenth Century, ed. D. T. Niane [Berkeley: University of California Press, 1984], pp.479-80.)

The author stresses the technological and military superiority of the Portuguese. Why did the prosperous and cultivated Swahili city-states fail to recognize that superiority and attempt to match it? Was the force of tradition so strong in African civilizations that it prevented an effective response to European aggression in the early modern period?

QUESTIONS TO THINK ABOUT

1. How do you account for the flurry of exploratory activity following Columbus’s discoveries?

2. Why was the conquest of Amerindian civilizations in the New World so relatively easy for the Spaniards?

3. Why were European powers unable to establish any sizeable European colonies in Asia as they did in the Americas?

4. Was discovery by the Europeans a long-term blessing or curse for the Amerindians? Explain.

5. How did the slave trade affect the African states that sold slaves to the Europeans?

6. European explorers have been said to have been motivated by “God, gold, and glory.” Rank these in the order of importance you feel they played. Be able to defend your judgment by reference to specific individuals.

7. Can you explain why western Europe, rather than any other major culture of the world, was dynamic and expansive in early modern times?
CHAPTER 17

Politics in the First Age of Capitalism 1648-1774: Absolutism and Limited Central Power

“Power corrupts and absolute power corrupts absolutely.” When Lord Acton, the great English historian of liberty, conceived this celebrated dictum, he had in mind rulers like Louis XIV, whose statecraft tended toward absolutism, or the unrestricted exercise of power. It is difficult to define corruption and to apply the definition to a person as complex as this seventeenth-century French monarch. Nevertheless, his contemporaries, as well as modern historians, would probably agree that Louis XIV pursued power single-mindedly for the joy of exercising it and for the glory it brought.

His political prudence failed him, however, as he mismatched the resources of France to the goals that he sought—most likely a French frontier on the Rhine and French dominance in Europe. He also miscalculated the working of the balance of power in Europe. Led by England and the Dutch Republic, the enemies of the French king coalesced ever more effectively against him as they perceived that his policies threatened them all. Although Louis XIV gained Franche-Comté, Strasbourg, and a few other small northeastern territories for the French state, he left it with a cumbersome and costly administration, an enormous debt, and a peasantry burdened with heavy taxes.

The balance of power that checked the ambitions of Louis XIV was maintained throughout the eighteenth century. While Poland and other antiquated great states declined, new powers such as Russia and Prussia emerged and the Habsburg monarchy was rejuvenated. Due to the fragile and frequently changing relationships between the major powers, Europe endured several decades of almost constant diplomatic intrigue and military conflict.

In England and the Netherlands, economic growth and social changes contributed to the establishment of political systems unique from the trend toward absolutism elsewhere in Europe. Although by no means truly democratic in character, the Dutch and English established constitutional governments that limited the power of the monarchy and protected the political and property rights of individuals. The economic and cultural dynamism of the Netherlands far outlasted its brief ascendency as a major European power. After 1650, England eclipsed the Dutch and began building its world empire. Both nations contributed to a new political paradigm—an alternative to absolutism and the Old Regimes in Europe. By the late eighteenth century, the ideals of constitutional government and individual rights forged by the Dutch and the English provided the theoretical basis for the revolutionary movements in colonial America and France.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Capitalism, change and social crisis.

Louis XIV: the model for European absolutism.

The influence of French absolutism.
Holland and England: limited central power.

Diplomacy and war, 1650-1774.

The decline of European absolutism, 1715-1774.

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**Capitalism, change, and social crisis**

1. __________________________: Economic system that advocated profit seeking, state regulation of the economy, colonial expansion, and military strength.

2. __________________________: Commercial enterprise in which company ownership was shared by more than one individual.

3. __________________________: Fundamental principle of mercantilistic national economics by which the monetary value of exports was to exceed the value of imports.

**Louis XIV: model for European absolutism, influence of French absolutism**

4. __________________________: Most important of the treaties marking the close of the War of the Spanish Succession; it was significant in shaping the map of modern Europe.

5. __________________________: Prominent French political theorist who composed a brilliant justification of absolute monarchy by using the doctrine of the divine right of kings.

6. __________________________: Famous proclamation issued by Henry IV, which when revoked by Louis XIV, caused thousands of Huguenots to flee France.

7. __________________________: Louis XIV’s able finance minister who gave France a renovated finance system and healthy economy.

8. __________________________: Elegant palace constructed by Louis XIV as a magnificent symbol of his greatness.

9. __________________________: English philosopher whose *Leviathan* presented the most influential case for absolutism.

10. __________________________: Louis XIV’s minister of war who made the French army the largest and most efficient in Europe.

11. __________________________: The Russian monarch who visited western Europe to seek allies against the Turks and to observe advanced education, technology, and industry.

12. __________________________: The Swedish king who was a contemporary of France’s Louis XIV, he asserted royal authority by seizing the land of the nobility and creating a professional army.
13. _________________: The Habsburg empress known as “Her Motherly Majesty,” she centralized royal control and imposed reforms within her empire during the seventeenth century.

14. _________________: The royal house whose history is also the history of the rise of Prussia.

15. _________________: The name applied to Frederick William (d. 1688), who laid the groundwork for the future power of Prussia.

16. _________________: The late seventeenth-century Habsburg monarch who modernized the army and strengthened central authority in the lands of the Austrian crown.

17. _________________: The sixteenth-century Russian tsar who tried to assert royal absolutism by waging war against the Russian nobility; his notorious cruelty gave him the nickname “the Terrible.”

Holland and England: limited central power

18. _________________: Northern European nation characterized by a confederation of estates and a free-market economy, which developed a major commercial empire.

19. _________________: Political triumph for constitutionalism in England which resulted in the removal of King James II.

20. _________________: Leading commander of parliamentary forces in the English Civil War.

21. _________________: King and Queen who ascended the English throne following the “Glorious Revolution.”

Diplomacy and war, 1650-1774

22. _________________: Basic pattern of European diplomacy, which resulted from states combining to prevent any one power from controlling the continent or threatening their security.

23. _________________: Name applied to the reshuffling of national alliances in Europe just prior to the Seven Years’ War; it allied Austria with France and England with Prussia.

24. _________________: 1763 treaty that significantly rearranged the holdings of European nations in North America.

25. _________________: Worldwide war that stripped France of most of its American empire and left Britain the world’s greatest colonial and commercial power.

Decline of European absolutism

26. _________________: France’s land tax that most heavily burdened the rural peasants and serfs whom comprised the majority of the Third Estate.
27. ____________________ : Name given to the characteristic eighteenth-century social structure and aristocratic way of life marked by privilege and injustice.

28. ____________________ : French word for the middle class.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ Intendants were (1) royal officials serving in the provinces; (2) petty nobles who commanded local military forces; (3) Protestant dissenters who fled France during Louis XIV’s reign; (4) large manorial estates controlled directly by the king.

2. ______ A strong defense of political absolutism came from the pen of (1) John Locke; (2) Arthur Young; (3) Alexander Pope; (4) Thomas Hobbes.

3. ______ France’s royal debt in the Old Regime grew to threatening proportions due to (1) the costs of waging war; (2) the government’s inability to tax the privileged classes; (3) lack of foreign credit; (4) all of the above.

4. ______ The Peace of Aix-la-Chapelle marked the end of the (1) War of Jenkins’ Ear; (2) War of the Spanish Succession; (3) Thirty Years’ War; (4) Seven Years’ War.

5. ______ Royal administration in France during the Old Regime was characterized by all of the following EXCEPT (1) annual meetings of the Estates General; (2) conflicting claims to authority among its councils; (3) lack of regular accounting of revenues and expenses; (4) unsystematic assessment of taxes.

6. ______ All of the following were French dramatists of the seventeenth century EXCEPT (1) Moliere; (2) Fleury; (3) Racine; (4) Corneille.

7. ______ The middle class in France in the Old Regime was characterized by all of the following EXCEPT (1) active participation in the government; (2) upward mobility; (3) increasing numbers; (4) growing individualism.

8. ______ Peter the Great built a new capital of the Russian empire at (1) Moscow; (2) Constantinople; (3) St. Petersburg; (4) Berlin.

9. ______ The system of mercantilist regulation of industry established in France by Colbert during the reign of Louis XIV (1) limited French participation in international commerce by favoring luxury goods over bulk commodities; (2) required an unwieldy bureaucracy to administer the system; (3) grew more corrupt and confused in the eighteenth century; (4) all of the above.

10. ______ Madame Pompadour was (1) the secret wife of Louis XIV; (2) the queen of Frederick the Great; (3) the influential mistress of Louis XV; (4) a neoclassical painter renown for her portraits.

11. ______ The system of national economics, called mercantilism, included all of the following EXCEPT (1) government regulation of industry; (2) free trade among nations; (3) a favorable balance of trade; (4) government construction of roads.

12. ______ Which of the following occurred first? (1) Parliament enacted the Bill of Rights; (2) Parliament pressed the king to accept the Petition of Right; (3) Charles I dismissed the “Short Parliament”; (4) the “Rump Parliament” declared a republic.
13. ______ Which of the following best describes the political system of the Dutch republic: (1) democratic; (2) decentralized; (3) dictatorship; (4) absolutist.

14. ______ The Diplomatic Revolution of the eighteenth century refers to the reversal of previous political alliances when new ties were established between (1) England and France; (2) Austria and Prussia; (3) England and Prussia; (4) all of these.

15. ______ The 1763 Peace of Paris (1) ended the War of the Spanish Succession; (2) gave Russia its long-desired “window on the Baltic”; (3) saw France lose the last vestiges of its empire in India; (4) gave Spain the vast Louisiana territory.

16. ______ Which of the following occurred FIRST? (1) The “War of Jenkins’s Ear”; (2) publication of *Leviathan*; (3) revocation of the Edict of Nantes; (4) Treaty of Utrecht.

17. ______ Which of the following was NOT a result of the Treaty of Utrecht? (1) It ended the Thirty Years’ War. (2) Europe experienced a fairly satisfactory balance of power for nearly thirty years. (3) England gained important colonial territories from both France and Spain. (4) Austria obtained portions of the Spanish empire.

18. ______ The policies of Peter the Great included all of the following EXCEPT (1) a program of mercantilism aimed at economic self-sufficiency; (2) efforts to westernize Russian culture; (3) government domination of the church; (4) the elimination of the nobility and economic and social progress for the peasants.

19. ______ Under Catherine the Great the Russian empire acquired (1) much of the Ukraine; (2) the Crimea; (3) large parts of Poland; (4) all of the above.

20. ______ To which dynasty did Frederick II of Prussia belong? (1) Orange; (2) Bourbon; (3) Hohenzollern; (4) Habsburg.

21. ______ The eighteenth-century Habsburg monarchy was ruled for forty years and extensively reformed by which of the following? (1) Catherine the Great; (2) Maria Theresa; (3) Frederick William II; (4) Queen Anne.

22. ______ Which of the following had NOT become part of Prussia by 1786? (1) East Prussia; (2) Brandenburg; (3) Bohemia; (4) Pomerania.

23. ______ The social class most likely to resort to violence and riots in times of distress was the (1) petty nobles; (2) urban workers and idle poor; (3) clergy; (4) landed aristocracy.

24. ______ The third estate in the Old Regime in France had all the following characteristics EXCEPT (1) it included twenty-three million peasants; (2) it included wealthy bankers and merchants; (3) it did not pay taxes; (4) it had many competing interests.

**RELATIONSHIPS IN TIME**

*Number the following events in chronological order.*

1. ______ Louis XIV revokes the Edict of Nantes

2. ______ Frederick the Great seizes Silesia

3. ______ The Treaty of Utrecht ends the War of the Spanish Succession
4. ______ The first Anglo-Dutch naval war begins
5. ______ The Seven Years’ War concludes with the Peace of Paris
6. ______ Peter the Great defeats the Swedish army at Poltava
7. ______ Poland is partitioned for the first time
8. ______ The Treaty of Aix-la-Chapelle ends the War of Jenkins’ Ear
9. ______ The reign of Ivan “the Terrible” begins in Russia
10. ______ Voltaire publishes Candide

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify and state the historical significance of each of the following.

capitalism

Arthur Young

“domestic system”

Enclosure Acts

joint-stock companies

Louis XIV

Leviathan

Cardinal Richelieu

Mercantilism

Maria Theresa

tsar
Catherine II “the Great”

Oliver Cromwell

“The Privileged 10 Percent and the Forgotten 90 Percent”

Madame Du Barry

THE PLACE

Using the maps in the chapter, answer the following questions.

Locate these places on the map on the following page.

| North Sea | France | Austria |
| Baltic Sea | England | Sweden |
| Atlantic Ocean | Spain | Ottoman Empire |
| Mediterranean Sea | Russia | Poland |
| Black Sea | Prussia |

Label the Spanish territories that England acquired in the Treaty of Utrecht.

Label those territories obtained by Austria as a result of the War of the Spanish Succession.

Label the territory that Prussia invaded and eventually acquired from Austria during the War of Jenkins’ Ear.

Identify each of the following places and locate each by placing its number in the appropriate place on the map.

1. __________: Lands of the Habsburg emperor Leopold I.
2. __________: Island ceded by Austria to Savoy in 1720.
3. __________: Capital of Russia before the reign of Peter the Great.
4. __________: Capital of Russia built during the reign of Peter the Great.
5. __________: Country in which Frederick III broke the power of the nobles and created an absolute state that lasted into the nineteenth century.
6. __________: State ruled by the “Sun King.”
7. __________: The defeated power in the Great Northern War.
8. __________: State whose territory was absorbed by its more powerful neighbors, Austria, Prussia, and Russia, in the late eighteenth century.
9. ________: Maritime trading nation who joined their commercial rival, Britain, in the late seventeenth century in an alliance to block France’s territorial ambitions.
MAKING CONNECTIONS

Match the persons in column A with the identifying items or quotes in column B by writing the appropriate name in the blank.

**Column A**

<table>
<thead>
<tr>
<th>Hobbes</th>
<th>Louis XV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bossuet</td>
<td>Peter the Great</td>
</tr>
<tr>
<td>Louis XIV</td>
<td>Frederick William I</td>
</tr>
</tbody>
</table>

**Column B**

1. _________ “Après moi, le déluge”
2. _________ “We are king and master and can do what we like.”
3. _________ “The royal throne is not the throne of a man, but the throne of God himself.”
4. _________ “a window on the sea”
5. _________ *Leviathan*
6. _________ “L’état, c’est moi.”

ARRIVING AT CONCLUSIONS

Here are some quotations from eminent historians dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Louis XIV used this spell of relative calm [1668-1672] to assert his supremacy in European affairs. . . . He demanded superiority over other princes, forcing the Spanish ambassadors to cede precedence to his own envoys. He insisted that other fleets should salute his ships first, as a mark of their respect. . . . Much of this psychological warfare undoubtedly impressed Europe, but it did not make Louis XIV loved.” (Roger Mettam, *Power and Faction in Louis XIV’s France* [New York: Basil Blackwell, 1988], p. 196.)

What other forms of psychological warfare did Louis XIV practice during his long reign? How did his great palace at Versailles assert his superiority over other princes? Do modern nations use techniques of psychological warfare that are in some respects similar to Louis’s?

2. Colbert agreed with the king and even with Louvois on one essential point: A country’s power is measured by the number of its troops and its logistical strength. Stalin’s famous question, “How many divisions?” seems a distant echo of the preoccupation of Louis and all of his ministers, without exception.

   “An abundance of metallic currency was above all a means to a political end, the grandeur of the state: ‘An abundance of money alone makes the difference between
grandeur and power.’ A significant increase in the money supply could only be had ‘by trade alone, and all that depends on it.’ But there should be no mistake about the ultimate goal of all this economic activity: ‘Commerce is the wellspring of finance, and finance is the sinew of war.’” (Ines Murat, *Colbert* [Charlottesville: University Press of Virginia, 1984], p. 134.)

How well does Colbert’s point of view illustrate the argument developed by Professor Dorn above, that war was a basic ingredient of European civilization? What other modern dictators shared Stalin’s militarism?

**QUESTIONS TO THINK ABOUT**

1. Is it possible to divide modern Europe into strong and weak nations as in the eighteenth century? Is it possible to predict the directions in which the strong states are likely to expand? What important political factors have changed? What factors remain much the same?

2. Could Stalin have accepted Peter the Great’s efforts to transform Russia into a westernized absolutist state? What current problems of Russia can be traced back to the reforms of Peter the Great?

3. Has the United States since 1945 experienced a diplomatic revolution reminiscent of that of France and Austria in the eighteenth century? Explain the similarity, if there is one.

4. It is always a fascinating exercise in history to speculate about “what might have been.” Do you think Louis XIV might better have pursued different policies? What might have been the result if he had done so?

5. What were the major accomplishments and major failures of Louis XIV? Do you think one of these categories outweighs the other? Why?

6. Why did the development of constitutional government emerge in Britain and the Netherlands earlier than other countries in Europe? Socioeconomic circumstances certainly played a large part, but what other cultural factors contributed to the progress toward constitutional government?

7. Was the enclosure movement in England, in your opinion, justified by the improvements it brought to agriculture? How could other negative effects of enclosure have been dealt with at that time?
CHAPTER 18


The “Age of Reason” is a commonly accepted term for the period of Western culture encompassing most of the seventeenth and eighteenth centuries. The term aptly expresses a shift of emphasis away from the Reformation’s hotly debated theological issues of salvation and sacraments to new questions concerning the physical universe and the human community. “Age of Reason” even more appropriately indicates a significant change in the educated person’s approach to investigating or discussing intellectual matters. Instead of turning to Holy Scripture or to the fathers of the church or to other authoritative expressions of Christian faith, scholars of the Age of Reason perfected methods of thinking that they believed would enable human reason to attain truth without any assistance from religion. Enthused by that belief, Galileo and other scientists not only threw a brilliant light on previously unknown areas of physical and human nature, they also overturned a great many traditional assumptions. By the middle of the eighteenth century it was clear that the intellectual basis of established state churches, divine-right monarchies, and other fundamental institutions of the Old Regime had eroded.

The new focus on nature and man and the new scientific methods of reasoning characteristic of the “Age of Reason” rested upon the unproven assumptions that existence is intelligible and that human reason is perfectly adequate to the task of understanding existence. To imply or to assert that these assumptions were self-evident meant to profess a new faith, customarily called rationalism. It was this new, secular faith that dominated thinking in the Age of Reason until, toward the end of the eighteenth century, its assumptions were put in doubt by the rigorous application of its own methods by David Hume, Immanuel Kant, and other philosophers, as well as by the revival of traditional Christian perspectives.

Emphasis on science and rational thought during the Enlightenment, although limited at first to an intellectual elite, would soon translate into political action in the French Revolution, one of the world’s first great modern revolutions and a model for others to follow. The great upheaval that the French nation experienced in the late eighteenth century clearly exhibits all the phases of a familiar revolutionary cycle. When the French Revolution began, its leaders had relatively moderate aims. They overthrew a bankrupt and obsolete Old Regime and attempted to organize a constitutional monarchy that would secure individual rights. Under pressures generated by a foolhardy war with Austria and Prussia and by ill-considered domestic reforms, the new regime collapsed. The revolutionary movement then passed into the hands of a radical faction, the Jacobins, who applied drastic remedies, including systematic terror, to promote an egalitarian social agenda, as well as to establish a republic and to overcome its domestic and foreign enemies. As Jacobin violence attained its objectives, it became both unnecessary and unpopular among middle-class Frenchmen. A conservative reaction ended that radical phase. The succeeding government known as the Directory continued to be antiroyalist, but it pursued antidemocratic policies. Paying scant attention to popular opinion, it relied heavily on force to retain its power and seemed incapable of providing peace and security to France. Exploiting widespread dissatisfaction with the Directory, a popular, successful general, Napoleon Bonaparte, seized power and brought the revolution to an end. Some of its most noteworthy achievements were incorporated in Napoleon’s new social and political system.
In addition to reconstructing France, Napoleon spread the values of the French Revolution across much of the European continent. This had important repercussions despite the fall of his empire. Inadvertently, Napoleon’s conquests also helped ignite nationalist movements in Europe, most notably in Germany. Moreover, the impact of his foreign policies and military adventures even reverberated across the Atlantic. For example, his overthrow of the Spanish Bourbon monarchy in 1808 encouraged widespread revolts against Spanish rule in Latin America.

**YOU SHOULD HAVE A BASIC UNDERSTANDING OF:**

Revolution in science

The Enlightenment: “Age of Reason”

The failure of monarchical reform

The French Revolution, domestic phase, 1789-99

The French Revolution, Napoleonic phase, 1799-1815

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**Science**

1. __________________________: Term used by historians to describe the dominant intellectual and philosophical currents of the Age of Reason.

2. __________________________: Scientific law, discovered by Lavoisier, that matter cannot be created or destroyed.

3. __________________________: German mathematician who proved that planets revolved around the sun in an elliptical orbit.

4. __________________________: Theory that the earth is at the center of the heavens.

5. __________________________: Scientist who formulated the law of gravitation, the principles of calculus, and the compound nature of light.

6. __________________________: Leading chemist of the eighteenth century who proved that combustion involved uniting oxygen with the substances consumed.

7. __________________________: Seventeenth-century father of modern chemistry who conceived a crude atom theory.

8. __________________________: English physician who first described the circulation of the blood.

9. __________________________: Described as the Newton of France, he demonstrated that comets were also governed by mathematical laws.
10. English scientist whose *Novum Organum* established the principles of scientific methodology.

**Enlightenment**

11. Reaction against cold intellectualism in religion; a return to fervor and emotionalism.


14. Leading English feminist who used arguments from natural law to justify full civil rights for women.

15. Only *philosophe* to make a special plea for feminine equality, including the right to vote and to hold office.


17. English philosopher who argued that there is no material reality outside of the mind and sensory experiences.

18. Dutch philosopher who, greatly influenced by Descartes, built a philosophical system strongly akin to pantheism.

19. “Natural” religion that believes in God as an impersonal force and holds the individual totally responsible for his or her actions.

20. Group of eighteenth-century social critics who analyzed the evils of society and sought reforms in accord with the ideas of the Enlightenment.

21. Great religious revival, characterized by its intense emotionalism, which swept through the American colonies in the mid-eighteenth century.

22. Religious sect founded by John and Charles Wesley when they turned from the established Anglican Church.

23. The French noble who adopted a radically skeptical point of view, denying the existence of God, as well as any human purpose in the universe.

24. French nobleman whose great work, *The Spirit of Laws*, advocated a system of “checks and balances” to protect individual liberty from government tyranny.

25. English philosopher whose political theories had a tremendous impact on the American Revolution.

26. Group of economic theorists in France who criticized mercantilism and advocated a free-market economy.
27. ___________________ : Scottish professor who advocated a free enterprise economic system by which individual self-interest and the law of supply and demand would best meet society’s needs.

**Failure of Monarchical Reform**

28. ___________________ : “Enlightened despot,” calling himself the first servant of the state, who became a modern ruler of Prussia.

29. ___________________ : Tsarina of Russia, she corresponded with leading *philosophes* and carried out many administrative and civil reforms.

30. ___________________ : “Enlightened despot” who attempted to consolidate the Austrian empire and to reform its judicial system.

**French Revolution**

31. ___________________ : The king who contributed to the outbreak of the revolution by being indecisive and showing poor political judgment.

32. ___________________ : Representative body called into session in the spring of 1789 to help solve the financial crisis facing France. It had not met since 1614.

33. ___________________ : French legislative body that wrote the Constitution of 1791.

34. ___________________ : Medieval fortress that symbolized the old regime and that fell in an attack by a Parisian mob during July 1789.

35. ___________________ : An uprising by this very numerous part of the French population brought about the dramatic decrees of August 4, 1789.

36. ___________________ : Famous proclamation issued on August 26, 1789, as a preamble to the new constitution that was being drafted. It summarized the principles of the moderate revolutionaries.

37. ___________________ : Dutch activist who formed a women’s patriotic society and proposed a female militia.

38. ___________________ : Representative body established according to the constitution of 1791. It first met in October of that year.

39. ___________________ : The group of delegates who avidly promoted war against Austria and Prussia in 1792.

40. ___________________ : Incident in which about 2,000 priests and alleged royalists were killed in Paris.

41. ___________________ : Representative body that proclaimed France a republic on September 22, 1792.

42. ___________________ : The queen of France who was (like her husband) executed during 1793.
43. _________________: Young woman who assassinated the radical Jacobin journalist Marat.

44. _________________: Author of the Declaration of the Rights of Women (1791).

45. _________________: The French term for the policy of mass conscription, which enabled revolutionary France to enormously increase the size of its army.

46. _________________: Jacobin leader, a fanatical admirer of Rousseau, who headed the Committee of Public Safety during the year preceding his overthrow and execution in 1794.

47. _________________: New government established in 1795; it was named after the five-member executive council that headed it.

48. _________________: Radical journalist and believer in a society of equals, who failed in an uprising in 1796 and was executed.

49. _________________: Island where Napoleon was born in 1769—the year after it came under French rule.

50. _________________: New government Napoleon helped establish after a coup eliminated the Directory in 1799.

51. _________________: Agreement through which Napoleon came to terms with the papacy in 1801.

52. _________________: Position Napoleon claimed for himself in 1804.

53. _________________: Name used after 1807 to refer to the French civil law code that was compiled by 1804.

54. _________________: System of economic warfare established by Napoleon to deprive Britain of trade with the continent.

55. _________________: Decisive naval engagement during October 1805 in which Britain’s Admiral Nelson destroyed a French-Spanish fleet.

56. _________________: The deal with Napoleon that increased the land area of the United States by 200 percent.

57. _________________: Site of the battle where Russian forces, after a long strategic retreat, engaged Napoleon’s invading army during September 1812.

58. _________________: British commander of forces that helped defeat Napoleon in the Battle of Waterloo.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The political philosopher who conceived the idea of the “General Will” is (1) Locke; (2) Rousseau; (3) Hobbes; (4) Montesquieu.

2. _____ The author of the Principles and physiocrats had in common (1) a desire to end laissez-faire government; (2) the hope of perpetuating the Old Regime; (3) a hatred of Great Britain; (4) a desire to reform the Old Regime and gain a rational, efficient government.

3. _____ A central feature of the theory of the physiocrats was (1) a belief in the supernatural; (2) a belief in natural law; (3) a desire to strengthen mercantilism; (4) all of these.

4. _____ Adam Smith’s famous work that expounded the theory of laissez-faire economics is (1) The Spirit of Laws; (2) Critique of Pure Reason; (3) Candide; (4) Wealth of Nations.

5. _____ An achievement of both Newton and Leibniz, each working independently of the other, was (1) a general theory of gravitation; (2) calculus; (3) the theory of the conservation of matter; (4) the centigrade thermometer.

6. _____ The philosophical speculations of Spinoza were aimed at (1) demonstrating the existence of God; (2) disproving the reality of God; (3) proving the infallibility of science; (4) reconciling spirit and matter.

7. _____ The Danish astronomer who gathered and recorded his observations in an attempt to find a compromise between Copernican and Ptolemaic theories was (1) Galileo Galilei; (2) Johannes Kepler; (3) Tycho Brahe; (4) Francis Bacon.

8. _____ Voltaire championed all of the following causes EXCEPT (1) religious toleration; (2) popular sovereignty; (3) freedom of the press; (4) Newtonian science.

9. _____ The philosopher who wrote the famous statement “I think, therefore I am” was (1) Descartes; (2) Kant; (3) Locke; (4) Rousseau.

10. _____ The philosopher who wrote the famous statement “Man is born free, but today he is everywhere in chains” was (1) Descartes; (2) Kant; (3) Locke; (4) Rousseau.

11. _____ Deism included acceptance of all of the following EXCEPT (1) miracles; (2) God; (3) virtue as the aim of religion; (4) immortality.

12. _____ A scientist who developed a theory to explain the motion of all bodies and the unifying principles governing the universe was (1) Harvey; (2) Bruno; (3) Gilbert; (4) Newton.

13. _____ The developer of analytical geometry, as well as a champion of the deductive method of reasoning, was (1) Boyle; (2) Descartes; (3) Galileo; (4) Linnaeus.

14. _____ Enlightened despotism is characterized by all of the following EXCEPT (1) reform of the law; (2) more efficient civil administration; (3) greater participation by the people in legislation; (4) religious toleration.

15. _____ John Locke’s work The Reasonableness of Christianity teaches that (1) Christianity is consistent with natural law; (2) miracles can be explained naturally; (3) the existence of God can be proved by reason; (4) all of these.

16. _____ The author of the Principia is (1) Newton; (2) Bacon; (3) Descartes; (4) Bruno.
17. _____ The English thinker who developed the utilitarian concept of the greatest good for the greatest number was (1) Adam Smith; (2) Daniel Defoe; (3) John Wesley; (4) Jeremy Bentham.

18. _____ Bacon and Descartes shared a (1) reluctance to stray from accepted truth; (2) reverence for the inductive method; (3) belief that all problems are capable of a mathematical solution; (4) refusal to accept existing notions as true without verification.

19. _____ Catherine the Great’s rule of Russia was distinguished by (1) the continuation of serfdom among the peasantry; (2) the brutal suppression of a peasant revolt; (3) efforts to improve law and administration; (4) all of the above.

20. _____ The reforms attempted by Joseph II in the Habsburg lands failed because (1) Hungarians objected to the centralized administration; (2) the clergy opposed his toleration of Protestants and Jews; (3) the nobles were against his measures to tax them; (4) all of the above.

21. _____ The English reformer who argued that prisons should rehabilitate criminals rather than brutalize them was (1) Jonathan Swift; (2) John Howard; (3) Thomas Gainsborough; (4) Edward Gibbon.

22. _____ The idea of safeguarding individual liberty by a system of “checks and balances” in government is advocated by Montesquieu in his book (1) Gulliver’s Travels; (2) The Spirit of Laws; (3) Decline and Fall of the Roman Empire; (4) The Social Contract.

23. _____ All of the following are associated with Adam Smith’s economic theories EXCEPT (1) profit-seeking is the primary motivating factor for individuals; (2) government should impose strict control over production and trade; (3) the law of supply and demand works as an “invisible hand” to regulate the economic system; (4) the prosperity of a nation depends on the prosperity of all.

24. _____ The cahiers prepared for the Estates General in 1789 included requests for all of the following EXCEPT (1) a jury system; (2) freedom of the press; (3) abolition of the monarchy; (4) equitable taxes.

25. _____ The question of voting by “order” or by “head” in the Estates General in 1789 involved (1) disagreement over the seating of priests; (2) disagreement over the seating of appointed members as opposed to elected members; (3) an argument over whether decisions would be made by giving each estate one vote or by giving each member one vote; (4) all of the above.

26. _____ The Declaration of the Rights of Man, which the National Assembly enacted in 1789, (1) protected the privileges of the aristocracy; (2) stressed civil equality and property rights; (3) guaranteed employment to all workers; (4) provided each peasant family with adequate land for its support.

27. _____ The Civil Constitution of the Clergy (1) turned priests into salaried public servants; (2) abolished archbishoprics; (3) dissolved monastic orders; (4) all of the above.

28. _____ The reaction to the Duke of Brunswick’s threat to destroy Paris was (1) an outburst of revolutionary fervor and antimonarchical sentiment; (2) increased sympathy for the restoration of the unlimited monarchy; (3) a coup d’état by rightists; (4) a declaration of war against Austria.
29. ______ Long-term consequences of the French and Napoleonic Revolutions included (1) the abolition of feudalist remnants in French society; (2) the introduction of a modern civil and criminal code in France; (3) the extension of personal liberty and political reform in France and elsewhere; (4) all of the above.

30. ______ The conservative reaction that began in the summer of 1794 resulted in (1) Robespierre’s retirement to Arras where he wrote his memoirs; (2) an end to the Reign of Terror; (3) easier access by women to political events; (4) all of the above.

31. ______ Which of the following was NOT a major defeat for France? (1) Trafalgar; (2) Austerlitz; (3) Leipzig; (4) Waterloo.

32. ______ Napoleon abandoned armies in (1) Italy and Austria; (2) Canada and India; (3) Egypt and Russia; (4) Holland and Spain.

33. ______ Combining elements from the Old Regime and from various phases of the Revolution, Napoleon built (1) a relatively powerful autocracy; (2) an army that gave him years of military supremacy in Europe; (3) a legal system based on the *philosophes’* conception that all French men would be equal before the law; (4) all of the above.

34. ______ The civil law code that came to be known as the Code Napoleon (1) perpetuated the inferior status of women; (2) insisted on religious conformity; (3) failed to abolish any of the privileges held under the old order; (4) exerted no influence on lawmaking in other countries.

35. ______ During the Napoleonic era, French occupation of other European nations provoked a hostile reaction in Europe with the distinct exception of (1) the Spanish; (2) the Prussians; (3) the Russians; (4) the Poles.

**DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?**

This chapter contains some terms that represent major historical trends and tendencies, as listed below. Consider each of the following to identify each term and evaluate it in view of its significance for world history.

“Heliocentric Cosmos of Copernicus”

Rene Descartes

*Principia*

*Second Treatise of Government*

Voltaire

Mary Wollstonecraft
Joseph II

Marie Antoinette

fall of the Bastille

Declaration of the Rights of Man

Society of Republican Revolutionary Women

Girondists

Olympe de Gouges

Jean-Paul Marat

Committee of Public Safety

Code Napoleon

RELATIONSHIPS IN TIME

Write a very brief statement explaining how each of the following individuals contributed to the scientific discoveries, and place their name under the correct century on the timeline below, using their important publication dates as a guide whenever possible.

Galileo

Tycho Brahe

Copernicus

Isaac Newton

Johannes Kepler

Pierre Laplace

Christiaan Huygens
Similar progress was taking place in medicine, biology, and chemistry. Again using their publications dates when possible, write the following names under the correct century. Tell in a word or two what each contributed in his or her field.

Antoine Lavoisier
William Harvey
Joseph Priestley
Robert Boyle
Henry Cavendish
Antonie van Leeuwenhoek

1500

1600

1700

1800

RELATIONSHIPS IN TIME

Number these events in chronological order.

The French Revolution
Beginning of the Revolution

1. _____ August Decrees
2. _____ Estates General called
3. _____ Tennis Court Oath
4. _____ Declaration of the Rights of Man
5. _____ Storming of the Bastille

Ending the Moderate Phase

6. _____ Monarchy abolished
7. Commune set up by radicals
8. War with Austria and Prussia
9. Republic established
10. September massacres

The Period of Excesses
11. Dantonists destroyed in the Reign of Terror
12. Republic established
13. Girondists completely purged from the Convention
14. Marat assassinated
15. Louis XVI guillotined

Napoleon’s Coming to Power
1. Napoleon’s invasion of Egypt
2. Receives triumphant homecoming despite the loss of a French fleet at Aboukir
3. Austrians suffer defeat and sign the Treaty of Campo Formio
4. Overthrow of the Directory
5. Napoleon becomes First Consul
6. Helps the Directory by suppressing a right-wing uprising

Napoleon at the Height of His Power
1. Napoleon gained breathing space by making peace with the Second Coalition
2. Series of victories in Battles of Austerlitz, Jena, and Friedland
3. Comprehensive civil law code compiled and Napoleon crowned emperor
4. Signing of the Tilsit Treaty with Tsar Alexander I
5. Concordat with Pope Pius VII

Napoleon’s Overreaching and Fall
1. Invasion of Russia
2. Imprisonment on the island of St. Helena
3. _____ Occupation of the Iberian Peninsula and the overthrow of the Spanish Bourbon monarchy.

4. _____ Exiled to Elba

5. _____ Battle of the Nations at Leipzig

6. _____ Battle of Waterloo

THE PLACE

A. *On the map below, draw a line around France as it was in 1789. Indicate thus //\\ the extent of Napoleon’s acquisitions to 1810 and the location of dependent states. Then indicate thus //\\ France’s allies.*

B. *Locate these places on the map below. In the space provided below, briefly explain their significance for Napoleon’s career.*

Aboukir
Trafalgar
Ulm, Austerlitz and Jena
Moscow
Leipzig
Elba
Waterloo
ARRIVING AT CONCLUSIONS

Here are some quotations from eminent scholars dealing with the significance of this period of history. Answer the accompanying questions briefly and be prepared to defend your position.

1. One of the central themes of the Age of Reason was the idea of progress. Yet it seems that every major change in Western thought means destruction as well as progress.

   “Rationalism . . . was also an agent of destruction, less obvious and less powerful in the early years of the modern age than Protestantism or humanism, in the long run more important and more powerful. The rationalist threw overboard far more of traditional Catholic Christianity than did the Protestant or the humanist. He not merely banished the supernatural from his universe; he was prepared to place man himself wholly within the framework of nature or the ‘material universe.’ . . . The rationalists of the earlier centuries of our modern era thought that these standards were fixed and certain, and that men found rather than made them.” (Crane Brinton, *Ideas and Men* [New York: Prentice-Hall, 1950], pp. 366-67.)

   Why does Brinton find rationalism destructive as well as progressive? How would you compare the religious consequences of deism with those of the Reformation? Did the *philosophes* really “banish the supernatural” from their universe? Why or why not? What were the “fixed and certain standards” of the eighteenth-century philosophers?

2. “John Conyers observed that Voltaire’s conversation . . . generally turned on blasphemous subjects, the more so if any clerics were present. . . . Voltaire tried to offend Bishop Hervey by asking him whether the greater farce was played in a theatre or in a church, but the bishop refused to be drawn. But a Quaker, Claude Gay, reacted with more earnestness and the atmosphere soured quickly in consequence. When Voltaire began making jokes about sacred matters . . . Gay undertook a coolly rational examination of his audacious utterances; Voltaire’s vivacity at last turned to down-right anger; his eyes flashed fire whenever they met the benign and placid countenance of the Quaker. In the end the latter felt he had no alternative but to depart, retiring upon a dignified remark. . . . As for Voltaire, he withdrew at once to his room. On this occasion at least a guest created confusion by daring to place his concern for truth above the claims to social decorum.” (Haydn Mason, *Voltaire: A Biography* [Baltimore: The Johns Hopkins University Press, 1981], pp. 132-33.)

   What does this anecdote reveal about the rationalism of Voltaire? Does it tend to confirm the opinion that rationalism was a secular faith in competition with Christianity? Why or why not?

3. “Almost everything that distinguishes the modern world from earlier centuries is attributable to science, which achieved its most spectacular triumphs in the seventeenth century. The Italian Renaissance, though not medieval, is not modern; it is more akin to the best age of Greece. The sixteenth century, with its absorption in theology, is more medieval than the world of Machiavelli. The modern world, so far as mental outlook is concerned, begins in the seventeenth century. No Italian of the Renaissance would have been unintelligible to Plato or Aristotle; Luther would have horrified Thomas Aquinas, but would not have been difficult for him to understand. With the seventeenth century it is different: Plato and Aristotle, Aquinas and Occam, could not have made head or tail of Newton.” (Bertrand Russell, *History of Western Philosophy* [New York: Simon and Schuster, 1945], p. 525.)

   Would you agree with Russell’s stress on the great debt of the modern world to science? If so, do you think
it a good feature of our present civilization? Have any other important aspects of culture been neglected in favor of science? Why was the rise of science so much more revolutionary in the realm of thought than was the Renaissance or the Reformation?

4. It is a fact that most of the clergy and many of the nobility actively supported or at least did not oppose the great reforms carried out in France between 1789 and 1791; but like most of their fellow citizens they wanted to preserve the institution of monarchy itself. They were nonetheless proscribed as suspect of counterrevolution by the Jacobins who seized power in 1792.

“What the republicans thought they had recognized—and this was the heart of the tragedy—was the existence of what the twentieth century would call ‘objective counterrevolution.’ It seemed in 1792 that to secure the gains of 1789-91 the monarchy itself must now be sacrificed, and those who could not accept this were moving into the same camp as those who wished to preserve the ancient regime.” (Alison Patrick, “The Second Estate in the Constituent Assembly, 1789-1791,” Journal of Modern History, June 1990, p. 252.)

Is the author implying that the Jacobins, blinded by ideological assumptions, alienated allies whom the Revolution needed for success? Do you think that the Jacobins should have reformed rather than destroyed the monarchy? What actions by the king made the monarchy seem counterrevolutionary? In what sense can ideological labeling be regarded as a political tactic for gaining and maintaining power?

5. “Through their peace treaties ending the French revolutionary and Napoleonic wars, the statesmen of 1814 [and 1815] had not solved the major problems with which they had been confronted—but they had provided intelligent and practical means for dealing with them . . . .”

“They had made peace with France and established a government in France that seemed most likely to cooperate in the preservation of peace . . . . Far more significantly, they had endeavored to lay the basis for the reconciliation of France and the restoration of France as a cooperative partner in the community of European states, the most effective as well as salutary means to ensure security against France in the long run.”

“In the reconstruction of Europe, they had restored the sovereignty and independence of well-established states such as Spain and Portugal and placed them under their legitimate monarchs, meaning rulers who could command recognition at home and abroad. Elsewhere they had found it necessary to engage in a good deal of territorial rearrangement to honor wartime commitments, strengthen the balance of power, or satisfy the demands of their own governments and those of their allies for the spoils of victory. For the most part these territorial rearrangements were not based on the desires of the populations involved or on their nationality, a neglect that was to lead to serious difficulties with the rise of national self-consciousness in the course of the nineteenth century.” (Norman Rich, Great Power Diplomacy, 1814-1914 [New York: McGraw-Hill, Inc, 1992], pp. 26-27.)
Peace between the major powers after 1815 lasted much longer than peace between the powers following the settlement of 1919. Do you think that the contrast between the conciliatory treatment of France after the Napoleonic wars and the relatively harsh terms imposed on Germany after World War I helps explain why Metternich and Castlereagh were more successful in establishing a lasting peace? Would they have done even better if they had tried much harder to accommodate the nationalistic desires of Poles, Italians, and other peoples? Is it possible to satisfy nationalistic demands by drawing boundaries along lines of nationality? Is peacekeeping generally more difficult than peacemaking?

QUESTIONS TO THINK ABOUT

1. Does the world today owe any debt to the seventeenth- and eighteenth-century Deists? Have their views on religion been largely superseded, or do they still have supporters today?

2. To what extent were the great achievements in science and philosophy during the scientific revolution and the enlightenment a product of previous developments in Western thought and culture, such as the Renaissance and Reformation? Did the great minds of the age ignore the contributions of previous scholars?

3. Tycho Brahe and other philosophers and scientists of the sixteenth and seventeenth centuries were often supported by patrons who were members of the nobility. Who or what institutions support most philosophizing and scientific investigation today? Are there any dangers in this form of support?

4. Only a few of the persons described in this chapter’s discussion of scientific discovery were female. What typically impeded the contribution of women in these areas at this time? What circumstances sometimes enabled women to overcome the social and cultural obstacles placed in their way? What opportunities in these areas do women have today?

5. Our generation has witnessed instances of book burning. What opposition to and what support for such an action is found in this chapter?

6. Can the Jacobins’ systematic use of terror be justified? Compare Jacobin terror with that of twentieth-century revolutionary movements. Do you think that the death toll in 1793 and 1794 might have been greater if the government had not monopolized the instruments of terror?

7. In what way can Napoleon be regarded as a “Son of the French Revolution”?

8. Do contemporary states have to face fiscal problems similar to those that challenged the French monarch in 1789?
9. What similarities and what differences do you find between the American Revolution and the French Revolution? Can you account for the differences?

10. Did Napoleon have a tragic flaw that contributed significantly to his downfall? If so, what was it? In what ways did his apparent successes promote his downfall?

11. Do you think that whenever a group of people decides that it possesses a distinct nationality it has the right to set up an independent government? What limitations would you set?
CHAPTER 19

Africa 1650-1850

This chapter focuses on the various societies in sub-Saharan Africa, which experienced European influence in a variety of ways and to varying degrees. It discusses the responses to foreign intrusion in those areas.

European impact on sub-Saharan African tribal societies was dramatically disruptive. The trans-Atlantic slave trade exploited the divisions between tribes, whose conflicts ensured a steady supply of captives for the plantations of the New World. The colonization by Europeans of the Cape of Good Hope caused the disintegration of the native societies there.

None of the societies described in this chapter, which ends with the middle decade of the nineteenth century, had yet experienced the full challenge of Europe, which was the challenge to change and modernize in accordance with the European scientific and capitalistic experience. In the subsequent years of the nineteenth century, as will be seen in the later chapters, each of these traditional societies would again have to respond just as they had in the initial encounters described here. As in the first confrontation, the Europeans would set the agenda, literally dividing up the continent for their own purposes.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Atlantic slave trade

The end of the slave trade in West Africa

Islamic Africa

African state formation in eastern and northeastern Africa

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Atlantic Slave Trade

1. _____________________: Basic political unit in sub-Saharan Africa.

2. _____________________: Main item Africans sold Europeans during the seventeenth and eighteenth centuries.
3. ____________________: Term used referring to the freeing of slaves from bondage.

4. ____________________: Cape Colony European cattle herding inhabitants.

5. ____________________: Ex-slave trader who became a clergyman and hymn composer.

6. ____________________: Native ruler on the Gold Coast who, as a British ally, profited from the slave trade.

7. ____________________: Slave stockade.

8. ____________________: Huge estates run by Portuguese in the Zambezi River valley.

9. ____________________: Ethiopian ruler of the seventeenth century who isolated his country from European contact, bringing unity and cultural advancement.

10. ____________________: Female ruler who unsuccessfully defended Angola against Portugal in the seventeenth century.

**Islamic Africa**

11. ____________________: Language spoken in East Africa, a blend of Arabic and Bantu languages.

12. ____________________: Capable Moroccan ruler of the late seventeenth and early eighteenth centuries.

13. ____________________: Semi-nomadic people of the Western Sudan, ruled by a theocratic regime.

14. ____________________: Muslim holy war.
Africans and European Settlement in Southern Africa/African State Formation in Eastern and Northeastern Africa

15. ____________________: The small group of Africans in southern Africa who were the first to make contact with European sailors.

16. ____________________: Practice among South African tribes of lending cattle to destitute men.

17. ____________________: Political transformation in southeastern Africa known as “the scattering.”

18. ____________________: Zulu king who brought the Zulu together and revolutionized warfare.

19. ____________________: Basotho leader who was known for his skills at diplomacy.

20. ____________________: Name given to the Afrikaner farmer who migrated as part of the Great Trek.

21. ____________________: African warlord, who took the title Changamire, he forced the Portuguese to trade only through African agents, prohibiting the Portuguese from entering the interior.

22. ____________________: East African coastal city-states, which developed a distinct identity, with a common language, assimilating Arabic words.

23. ____________________: The oldest African political entity in northeastern Africa, it experienced serious difficulties into the mid-nineteenth century.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ The native peoples encountered by the Boers as they penetrated the interior of South Africa were the (1) Bantus; (2) Creoles; (3) mestizos; (4) gauchos.

2. ______ In the African slave trade the human stock was provided largely by (1) Portuguese raiding parties; (2) various African kings and nobles; (3) British colonists; (4) all of the above.

3. ______ The first European permanent settlement on the Cape Colony came from (1) Britain; (2) Spain; (3) Holland; (4) Russia.

4. ______ Boer colonists were characteristically (1) religiously strict; (2) individualistic; (3) disobedient to government authority; (4) all of the above.

5. ______ When the British occupied the Cape Colony, they (1) were welcomed by the Boer settlers; (2) were active in expanding slavery on the Cape; (3) tried to protect native people; (4) closed off trade with the outside.

6. ______ The African state founded by the American Colonization Society as a refuge for emancipated slaves was named (1) Cameroon; (2) Gabon; (3) Liberia; (4) Sierra Leone.

7. ______ The Basotho kingdom was founded by (1) Lord Cromer; (2) Shaka; (3) Moshoeshoe; (4) Cetshwayo.

8. ______ Which of the following was a republic established by the Afrikaners? (1) Rhodesia; (2) the Transvaal; (3) Natal; (4) Zanzibar.

9. ______ All of the following were factors that motivated European imperialism in Africa and the Middle East during the late-nineteenth century EXCEPT (1) a thirst for new territories to establish colonies to absorb the growing populations in Europe; (2) balance of power rivalries among the great powers in Europe; (3) Christian missionary ambitions and the chauvinistic ideal of the “white man’s burden”; (4) economic and trade concerns.

10. ______ Generally, most native Africans who fell under the domination of the European powers were (1) treated as equals within the governing systems established by their colonial masters; (2) given a great degree of self-government and independence; (3) subordinated to the interests of their colonial masters; (4) subjected to campaigns of “ethnic cleansing” in order to provide new lands for European colonists.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

*In the space provided, write a short identification of each item and explain its historical significance.*

Atlantic Slave Trade

barracoons

*Middle Passage*

Olaudah Equiano

Dahomey

American Colonization Society

Fulani Muslims

Khoikhoi

Shaka

Moshoeshoe

Great Trek

Zimbabwe

Zanzibar

Tippu Tip

Rwanda
QUESTIONS TO THINK ABOUT

1. In considering the Atlantic slave trade, develop a discussion to explain why it happened. Was it due primarily to economic reasons? Was it because of racism? Explain your answer.

2. How does the confrontation between native Africans and Europeans on Cape Colony in the seventeenth through the mid-nineteenth centuries contribute to our understanding of the problems involved in ending the effects of apartheid in South Africa?

3. Based on the chapter’s discussion of events in Africa, how has what happened then played significant roles in shaping modern African history?
CHAPTER 20  

Asian and Middle Eastern Empires and Nations, 1650-1815

The once-mighty Muslim empires of the Ottoman Turks and Persians declined from within without much pressure from the outside. The Mughul dynasty in India was also in decline when European rivalries caught them up in a whirlwind of empire building by the French and British. Southeast Asia, divided into competing states, was forced into patterns determined by the growing trade ambitions of Holland, France, and England. The Pacific islands, with their scattered and isolated cultures, were also swept up in the oceanic explorations of the Europeans. Manchu China, the most advanced of these societies, was magnificently integrated but stagnant. To insulate this cultural self-sufficiency, they tried to maintain only minimal contact with European traders. Korea and Japan sealed themselves off almost entirely from the outside.

None of the societies described in this chapter, which ends with the first decade of the nineteenth century, had yet experienced the full challenge of Europe, which was the challenge to change and modernize in accordance with the European scientific and capitalistic experience. In the subsequent years of the nineteenth century, as will be seen in the later chapters, each of these traditional societies would again have to respond just as they had in the initial encounters described here. As in the first confrontation, the Europeans would set the agenda. But the various traditional societies—the Muslim Middle East, sub-Saharan Africa, Mughul India, Southeast Asia, Manchu China, Japan, and Korea—would bring to their responses to the challenge of modernization all the individual characteristics that they had on the eve of European contact. Thus, even though they all eventually responded to the challenge of modernization, they did so each with a special individual diversity born of a cultural pride in what they had once accomplished as traditional civilizations. The diversity of the modern world stems from this.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Muslim world in the Early Modern Era

China before the Opium War

Japan, Korea and Southeast Asia to 1815
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Muslim World

1. __________________________: Father and son serving as Ottoman vezirs, who brought order and reform in the seventeenth century.

2. __________________________: Late eighteenth-century treaty by which the Ottoman empire lost Crimea to Russia and lost commercial access to the Black Sea.

3. __________________________: Ottoman ruler who launched reforms in the late eighteenth century with the help of French advisors.

4. __________________________: Iranian reform ruler who conquered Afghanistan but failed to unite Sh’ite and Sunni religious factions.

5. __________________________: Late Mughul ruler who, as a fanatical Muslim, pursued anti-Hindu policies that helped initiate the steady decline of the dynasty.

6. __________________________: Tribal coalition in South India that challenged the Mughul empire.

7. __________________________: 1757 battle by which the British won control of the Bengal region.

East Asia

8. __________________________: Seafaring Malay people who spread throughout Indonesia and Malaya and challenged the Dutch.

9. __________________________: British center of influence in Malaya.

10. __________________________: Danish explorer employed by the Russians who opened the north Pacific.

11. __________________________: British Pacific explorer killed in Hawaii.

12. __________________________: Hawaiian ruler who united the islands.

13. __________________________: Elite Manchu and Chinese military units.

14. __________________________: Able, conscientious, and long-lived emperor of China whose reign saw the pinnacle of the Qing dynasty.

15. __________________________: China’s greatest novel.

17. ____________________: Capital city of the Tokugawa shogunate.

18. ____________________: Reform-minded eighth shogun.


20. ____________________: Eighteenth century Korean intellectual reform movement open to Western Christianity and science.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ Tax farming (1) was used in the Ottoman and Mughul empires; (2) franchised tax collection to private parties; (3) led to corruption and over-taxing; (4) all of the above.

2. _____ The group that consistently opposed military reform in the Ottoman empire was (1) the sultan’s harem; (2) the janissaries; (3) the council of the vezir; (4) the Ottoman navy.

3. _____ The foreign inspiration for attempted reforms in the Ottoman empire came from the (1) French; (2) British; (3) Russians; (4) Portuguese.

4. _____ The founder of a short-lived Afghan empire was (1) Suleiman; (2) Husayn; (3) Nader Shah; (4) Ahmed Shah Durrani.

5. _____ Aurangzeb was not (1) weak and self-indulgent; (2) ruthless and determined; (3) obsessed with Muslim orthodoxy; (4) a capable military commander.

6. _____ The Tulip Period in Ottoman Turkey represented (1) the acceptance of Western culture in the Ottoman court; (2) the popularity of Turkish culture in the European arts; (3) the restoration of traditional Turkish values; (4) the rejection of Western culture.

7. _____ British penetration of India can be characterized as (1) outright military conquest; (2) use of Afghan and Persian allies to do the fighting in a conquest; (3) pressuring Mughul rulers to accept pensions and dependence upon the British; (4) building a cooperative partnership with Mughul rulers.

8. _____ Britain’s main European rival in India during the latter half of the eighteenth century was (1) Holland; (2) France; (3) Russia; (4) Portugal.

9. _____ The only Southeast Asian nation to remain at peace with its neighbors in the seventeenth century was (1) Burma; (2) Thailand; (3) Laos; (4) Vietnam.

10. _____ The northern Pacific area by the eighteenth century was dominated by (1) Britain; (2) France; (3) Holland; (4) Russia.

11. _____ The colony which was founded as a penal settlement was (1) Hawaii; (2) Australia; (3) New Guinea; (4) Okhotsk.

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12. _____ The Sino-Russian treaty which set borders between Siberia and Manchuria was the Treaty of (1) Shimonoseki; (2) Kanghwa; (3) Nerchinsk; (4) Kagoshima.

13. _____ European traders with China were confined to the port of (1) Canton; (2) Shanghai; (3) Tientsin; (4) Amoy.

14. _____ The Chinese dynastic government’s attitude toward Western value systems in the eighteenth century was (1) open to science and trade; (2) occasionally curious about Western science but essentially devoted to Confucian values; (3) more inclined to accept the Russian than British value system; (4) divided between pro- and anti-Western value systems.

15. _____ The Tokugawa political system could be characterized as (1) warring feudal states; (2) entirely separate independent domains ruled by daimyo; (3) a semi-feudal state which controlled the military class but kept the domains under the daimyo; (4) a centralized monarchy as in Europe.

16. _____ Confucianism was (1) oriented to the past and resistant to change; (2) egalitarian between the sexes; (3) a radical religious doctrine preaching universal salvation; (4) encouraging to political experimentation.

17. _____ Arai Hakusei was (1) founder of the shogunate in Japan; (2) a reform minister of the shogunate; (3) an artist of the literati school; (4) a Japanese merchant reformer.

18. _____ Tokugawa Japan, Manchu China, and eighteenth century Korea all had in common: (1) stable population growth; (2) centralization and inflexibility; (3) openness to the outside; (4) decentralized government.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, write a short identification of each item and explain its historical significance.

Koprulu Vezirs

The Tulip Period

Selim III

Abbas

Aurangzeb

British East India Company
ARRIVING AT CONCLUSIONS

Here are some quotations that are related to topics covered in the chapter. Answer the accompanying questions briefly and be prepared to defend your position.

1. “The rapid decay of the central authority of the Mughuls in the first half of the eighteenth century was an astonishing phenomenon to European observers. This was partly because of the seeming solidity of their political achievements and the brilliance of their culture, but it also reflects the contrasting historical experiences of Europe and India. The general movement in Europe at the time (which seemed to Europeans to be the normal pattern of historical development) was toward national unification and the strengthening of the central government; in India, the reverse process seemed to be operating. As a consequence, European students of the Mughul period have tended to search for the causes of Mughul deterioration and to interpret the eighteenth century as a time of anarchy and chaos. In accordance with such an interpretation, it has often been asserted that a power vacuum existed into which the European nations were drawn almost by necessity. A more just estimate, however, based on India’s own past and not on the patterns drawn from European experience, is that the eighteenth century saw a reassertion of the dynamic forces of regionalism over the artificial structure of Mughul imperialism.
The destruction of the imperial power can thus be seen as a natural outgrowth of the vitality of Indian social and political life.” (Johanna M. Meskill, John Meskill, and Ainslie Embree, The Non-European World [Glenview, IL:Scott, Foresman, 1971], p. 46)

What aspects of the Mughul dynasty were “artificial”? What danger to writing history accurately does this quotation bring out?

2. “In the internal structure of the Ottoman empire the historical roots were always apparent. The state, a military despotism, was based on a mixture of the organizations and aims of the civilizations of the nomad and those of Islam.... Although ruled from a capital in Europe it was distinct from and foreign in thought and values to the new national states of post-Renaissance Europe. The problem of the Ottoman Turks was that of a very small minority group ruling a large population of intelligent and civilized subject peoples. This problem was solved by means of a unique system carefully thought out and executed whose ultimate aim was the preservation of the leadership of the Ottoman Turk.”(Woodbridge Bingham, Hilary Conroy, and Frank Ikle, A History of Asia, Vol. 2, [Boston: Allyn and Bacon, 1974], p. 2)

How did the Ottoman sultanate manage to integrate the non-Turkish peoples into the empire system? How did non-Turkish elements close to the capital, like the Janissaries, contribute to the weakness of Ottoman government?

3. “Consolidation of the Chinese state required that attention be devoted to a wide range of strategic, economic and political necessities. The main architect of the Ch’ing consolidation was Emperor K’ang Hsi. Moving...to fortify China’s southern, eastern, northern and northwestern borders, he also strengthened the institutions of rule that his Manchu forebears had designed before the conquest. K’ang Hsi concentrated especially on restoring an effective national examination system, improving the flow of state information through reliable and secret communications channels, attracting the support of potentially dissident scholars through state-sponsored projects and easing the latent tensions between Manchus and ethnic Chinese. In the economic realm he was less successful. Although commerce and agriculture both flourished during his reign, they were not adequately taxed, a failure that became a permanent flaw of the dynasty. K’ang Hsi’s son struggled intelligently with aspects of this legacy, and paid particular attention to reform of the tax system, the organization of cultural life, the elimination of certain social inequalities and the strengthening of the central bureaucracy. But, as China’s population rose dramatically in the later eighteenth century and new pressures on the land brought serious social disturbances, morale at the center began to crack.” (Jonathan D. Spence, The Search for Modern China, [New York: W.W. Norton, 1990], pp. 4-5)

What are the real limits of a highly centralized government structure, if the emperor must make virtually all policy decisions, as indicated above? Even with the best emperors (as K’ang Hsi surely was), what aspects of a nation state would be impossible to control for any extensive period of time?
QUESTIONS TO THINK ABOUT

1. Are the modern European and Middle Eastern nations that once made up the Ottoman empire at all affected by their historical experience under a structured autocracy and Muslim religion?

2. As the last dynasty, the Qing left a compelling legacy. What elements of dynastic government can you perceive in the People’s Republic of China today? Does the civil service examination tradition have any bearing on today’s passion for education in East Asia?

3. As Asian contact with outsiders continued to grow into the nineteenth century, how did Asians respond? What long-term results would this contact and their response have?
CHAPTER 21

The Americas, 1650-1825: From European Dominance to Independence

European colonialism in the Americas from the fifteenth to the seventeenth centuries was based on controlling the flow of wealth across the Atlantic, but change was inevitable. By the seventeenth century, economic, social, and cultural changes brought new, diverse cultures and, by the eighteenth century, new political ideals resulting in revolution.

In North America, the British colonies, allowed to develop largely on their own, evolved toward independence in reality as well as in state of mind. The American Revolution, based on Enlightenment principles, burst forward as the world’s first republican independence movement and produced what has become the world’s oldest written constitution.

In Latin America the American and French Revolutions held up the ideals of reform and independence. Revolutions in Latin America, in the midst of a poorer economy led by upper class elites, established governments plagued by economic chaos and racial and ethnic tensions. As Spain withdrew from the Western Hemisphere, the United States, backed by Great Britain, moved into the power vacuum by the first quarter of the nineteenth century.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Iberian colonies in the Western Hemisphere, to include a sketch of their societies and economies.

European involvement in the West Indies.

The causes, military aspects and results of the American Revolution.

The first successful slave revolution: Haiti.

Characteristics of revolutions across Latin America and their social and economic consequences.

Have You Mastered the Basic Facts?

*Fill in each of the following blanks with the correct identification.*

**Spanish Empire and Brazil**

1. __________________ : People born in Spain, at the top of Spanish-American society.

2. __________________ : Spanish-Indian population of Latin America.

3. __________________ : Plantations which produced agricultural goods for domestic use and for export.
4. ___________________ : Treaty of 1494 which gave Brazil to Portugal.

5. ___________________ : Major crop, which was the basis for the economy to the end of the seventeenth century.

**American Revolution**

6. ___________________ : British American who said that the Revolution had already happened before the fighting started “in the hearts and minds of the people.”

7. ___________________ : Treaty which ended the Seven Years’ War and gave the British control of territory to the Mississippi River.

8. ___________________ : First major taxation measure, which triggered protests of “taxation without representation.”

9. ___________________ : Major radical leader of American revolutionaries who continuously stirred up anti-British sentiment after the “Boston Massacre.”

10. ___________________ : American military victory that helped convince the French to join the American Revolution on the side of the revolutionaries.

11. ___________________ : Author of the pamphlet, “Common Sense,” which used reasoned arguments to support the American move for independence from England, with much success.

12. ___________________ : Decentralized form of government established by the American revolutionaries in 1781.

13. ___________________ : Essays by Jay, Hamilton, and Madison which eloquently considered the powers of government under the new Constitution of 1787.


15. ___________________ : She personified the best qualities of the new American woman at the end of the American Revolution.

**Haiti/Latin American Revolutions**

16. ___________________ : Leader of the independence movement in Haiti.

17. ___________________ : Venezuelan known as “The Liberator,” who led the revolution in the northern part of South America and Central America.

18. ___________________ : Opportunistic Mexican leader who dominated Mexican politics for a quarter of a century in the early 1800s.

19. ___________________ : Spanish-educated officer who led the liberation of Argentina, Uruguay, and Chile.

20. ___________________ : U.S. policy in 1823 that stated that Latin America would no longer be open to colonization by European powers.
Try These Multiple Choice Questions

1. ____ In Spanish America, people of color (black and white) were known as: 1) creoles; 2) mestizos; 3) mulattoes; 4) zambos.

2. ____ Barbadoes, Antigua, Bahamas, Martinique, and Guadeloupe are all part of: 1) the Falklands; 2) the West Indies; 3) Hispaniola; 4) Baja California.

3. ____ British king, one of the Hanoverian line, under whose reign the American Revolution occurred: 1) George III; 2) Henry IV; 3) James II; 4) George II.


5. ____ Site where the Continental Army suffered through the winter of 1777-78: 1) Yorktown; 2) Bunker Hill; 3) Valley Forge; 4) Lexington.


7. ____ Constitutional guarantees in the Constitution of 1787 to protect freedom of speech, press and religion: 1) separation of powers; 2) bills of rights; 3) checks and balances; 4) bicameral legislatures.

8. ____ Mexican priest who issued the call for independence, marking the beginning of the Mexican Revolution of 1810: 1) Jose Maria Morelos; 2) Augustin de Iturbide; 3) Antonio Lopez de Santa Anna; 4) Miguel Hidalgo.

9. ____ The Latin American church was led by: 1) peninsulares; 2) Creoles; 3) mestizos; 4) mulattoes.

10. ____ Women did not benefit much from political independence in Latin America because the governments were controlled by: 1) men; 2) Creoles; 3) the church; 4) the army.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Each of the following terms represents historical trends and tendencies during the period under discussion. In the space below, identify and state the historical significance of each of the following items.

europeos

haciendas

zambos

West Indies

John Locke

Scotch-Irish
Stamp Act

East India Company

Daniel Shays

Marquis de Lafayette

Crispus Attucks

Toussaint Louverture

“Dia del Grito”

“Gran Colombia”

“Proclamation to the People of Venezuela”

Questions to Think About

1. How did the social order of the Iberian colonies in America contribute to order and stability and, at the same time, to the advent of independence movements?

2. What factors contributed to the British North Americans’ “new consciousness” and the move toward independence from England?

3. How did the United States Constitution of 1787 represent the realization of the goals of the American Revolution, as well as a conservative reaction against it?

4. In what ways were the aspirations of women and minorities stimulated by the American Revolution? Why were their hopes not realized in the eighteenth century?

5. Consider the connections between the French Revolution and the independence movement in Haiti. How did the French Revolution encourage revolution in Haiti and how did it impede it?

6. What were the causes of the revolutions in Latin America? Why was there not a single, unified movement for independence there?

7. What factors contributed to the limitation of social and economic success of revolutions in Latin America? How might the results have turned out differently?
CHAPTER 22

*Industrialization: Social, Political and Cultural Transformations*

Beginning in Britain during the eighteenth century, the industrial revolution soon spread to the continent and beyond. Industrialization featured the increased use of machines and inanimate sources of energy, mass production in factories, and the mass distribution of goods on an unprecedented scale. Although the early stages of industrialization exacted heavy human costs from many workers, the giant leaps in productivity made it possible to create affluent societies in which a majority of the population is economically well off. That transformation reversed the usual pattern in human history. In addition, industrialization led to urbanization. As the first to industrialize, Britain became the first urbanized nation, and every other industrialized country has followed suit.

In a closely related development, improvements in the food supply contributed to rapid population growth and higher living standards. The improved food resources resulted not only from the spread of better farming methods to parts of the continent but also from improved transportation that by the end of the nineteenth century enabled Europeans to import food from the Americas, Australia, and New Zealand on a massive scale.

The spread of industrialization in Europe and the continued growth of more powerful European states provided important bases for a renewed burst of imperialist expansion. During the period from 1870 to 1914, western Europe rapidly extended its already far-flung influence in Africa, Asia, and the South Pacific. This imperialism often involved establishing direct political and military control over non-European populations, but Europe’s domination also took other forms. The development of giant business organizations and the growth of financial power enabled Europe to dominate world affairs by indirect means as well.

The middle classes emerged as the main beneficiaries of industrialization, but during the latter half of the nineteenth century, the workers also became substantially better organized and more effective in asserting their demands. Some governments responded by implementing modern welfare programs.

A succession of artistic movements such as romanticism, realism, and modernism brought about changes in the arts that tended to fragment standards and to widen the gulf between popular and elite culture. Meanwhile, Charles Darwin’s theory regarding the evolution of species by the process of natural selection generated enormous controversy primarily because it challenged the traditional biblical story about the creation of the world. Christianity adapted to this challenge, of course, and remained a potent force in Europe and abroad.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The development of the Industrial Revolution in Great Britain.

The Industrial Revolution on the Continent.

Industrialization and the workers.

The middle classes.

Science, technology and the Second Industrial Revolution.

Cultural responses.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Industrialization in Britain

1. ________________________: The first industry that the British revolutionized by using machines and new sources of power.

2. ________________________: During 1733, this spinner and mechanic in Britain patented the flying shuttle, a device that dramatically increased the productivity of weavers.

3. ________________________: During the 1760s, this weaver and carpenter devised the spinning jenny, which dramatically improved the production of thread.

4. ________________________: The spinner who invented the spinning mule by combining elements of the spinning jenny with aspects of another spinning machine called the water frame, which had been developed by Richard Arkwright.

5. ________________________: American inventor who gained fame for devising the cotton gin, which dramatically improved the supply of American cotton to British mills and coincidentally played a role in perpetuating slavery in the United States.

6. ________________________: Builder of scientific instruments at the University of Glasgow who perfected a steam engine that proved to be far more versatile than the earlier steam engine made by Thomas Newcomen.

7. ________________________: Briton who devised an efficient process for making steel during the 1850s.
The Continent Industrializes

8. _______________________: Only country on the Continent that, despite its small size, was able to compete by the 1850s with British manufactured products in its own markets.

9. _______________________: German customs union that began to form under Prussian leadership in 1819.

Workers and the Middle Classes

10. _______________________: Term used to refer to the growing differences in social classes brought by industrialization.

11. _______________________: Model for all middle-class people everywhere.

12. _______________________: Religious workers who often complemented the imperialism of Western states.

13. _______________________: Pope who called a general council of the church during 1870 to proclaim the doctrine of papal infallibility.

14. _______________________: Pope whose pronouncement Rerum novarum (1891) upheld capitalism but advocated social legislation and the formation of Catholic labor unions.

15. _______________________: Spiritual movement led by a core of activists at a famous English university, some of whom, including John Henry Newman, left the Anglican church to join the Roman Catholic church.

16. _______________________: System in which, as the authors put it, “workers worked, and the owners made profits.”

17. _______________________: Members of what became before World War I the strongest socialist party in Europe, as well as the largest party in Germany.


Science, Technology, and the Second Industrial Revolution


20. _______________________: Scottish surgeon who made major advances in stopping the spread of infection into a wound.

21. _______________________: Frenchman who, along with the German, Robert Koch, placed the sciences of bacteriology and immunology on a firm footing.
22. _________________: English Quaker schoolmaster who advanced the atomic theory that served as the basis of modern chemistry.

23. _________________: Russian chemist who drew up the periodic table classifying elements according to their atomic weights and properties.

24. _________________: Scientists who extracted radium from uranium ore in 1896.

25. _________________: British physicist who postulated that each atom has a positively charged nucleus, which is separate from negatively charged electrons.

26. _________________: German who perfected the gasoline-powered engine used in most automobiles today.

27. _________________: Inventor during the 1890s of a different kind of internal combustion engine, one that still bears his name.

28. _________________: A human-powered machine that provided affordable transportation; it became commonplace by the 1890s.

Cultural Responses to the New Age

29. _________________: Author of the eighteenth-century romantic novel *The Sorrows of Young Werther*.

30. _________________: The author of *Ivanhoe*, this writer presented a vision of his nation’s past that was widely imitated.

31. _________________: British poet who wrote *Rime of the Ancient Mariner* and who collaborated with William Wordsworth on a volume of verse called *Lyrical Ballads*.

32. _________________: Romantic British poet who joined the cause of Greek independence from the Turks and died of disease soon after his arrival in Greece.

33. _________________: British poet who expressed his worship of beauty in such works as *Ode to a Grecian Urn*.

34. _________________: Russia’s great poet who is credited with liberating his nation’s language from foreign molds and traditions.

35. _________________: French master whose flamboyant and emotionally expressive painting entitled *Massacre of Chios* was dubbed the “Massacre of Painting” by conservative critics.

36. _________________: Composer who served as a bridge between the classical and romantic periods by changing from the relatively measured style of his First Symphony to the more passionate qualities of his Fifth and Sixth Symphonies.
37. __________________________: French author of *La Comédie Humaine*, an immense multi-volume work that foreshadowed the trend toward realism.

38. __________________________: First thoroughgoing French realist writer whose novel *Madame Bovary* implied that there were pitfalls in a romantic way of life.

39. __________________________: Russian novelist whose epic novel *War and Peace* stripped the glamour from war.

40. __________________________: Norwegian playwright who portrayed the stresses and strains of ordinary life as human drama.

**TRY THESE MULTIPLE-CHOICE QUESTIONS**

1. ______ The authors of the text maintain that Great Britain became industrialized before its continental rivals for all of the following reasons EXCEPT (1) the aloofness of the government, which stayed out of economic affairs; (2) the willingness of business owners to take risks; (3) the well-developed transportation network and mastery of the seas; (4) the flexibility of the British social and political systems.

2. ______ In 1800 most of the labor force and capital on the European continent was tied to (1) developing the textile industry; (2) farming; (3) urban construction; (4) building railroads.

3. ______ Between 1800 and 1910, the population of Europe (1) declined; (2) grew slightly; (3) more than doubled; (4) quadrupled.

4. ______ Which of the following statements about emigration during the nineteenth century is true? (1) The exodus of 40 million Europeans prevented the population from growing. (2) The pressures promoting emigration were greatest in the most industrialized countries. (3) Economic conditions in southern and eastern Europe tended to push emigrants out of the region. (4) all of the above

5. ______ By 1860, the most important form of transportation linking major European markets was the (1) river barge; (2) stagecoach; (3) canal boat; (4) railroad.

6. ______ According to the text, which of the following generalizations about nineteenth-century Europe is TRUE? (1) The farther east and south the social system, the more repressive the structure tended to be. (2) The farther east, the stronger the middle classes were. (3) On the continent, social mobility and cooperation among classes occurred more easily than in Britain. (4) all of the above.

7. ______ Hope and Baring in London and the Rothschilds in Frankfurt, Paris, Vienna as well as London were (1) famous steamship companies; (2) private bankers with important international connections; (3) large coal mining firms; (4) famous iron makers.

8. ______ According to the authors of the text, the “basic change in the second phase of industrialization” was (1) the extensive use of electricity; (2) the development of a textile industry; (3) a temporary decline in productivity; (4) improved production of iron.
9. _____ During the nineteenth century (1) older cities such as London grew very slowly; (2) sewage problems were not addressed even in major capitals such as Paris; (3) conditions in industrial towns tended to be worse than in older cities; (4) agrarian Russia had only two cities with more than 100,000 inhabitants.

10. _____ Which of the following statements is (according to the text) NOT true? (1) From the fifteenth through the eighteenth centuries, European states sought colonies and monopolies in overseas trade; (2) Laissez-faire economic theories promoted the possession of colonies; (3) For about half a century after 1815, various political and economic factors slowed down imperialistic expansion by European states; (4) Britain’s desire for an empire had been diminished after losing the thirteen American colonies during the 1780s.

11. _____ Which of the following monarchs was proclaimed empress of India during the latter half of the nineteenth century? (1) Queen Victoria; (2) Catherine the Great; (3) Maria Theresa; (4) Maria Louise.

12. _____ One major reason the price of American wheat dropped on the European market during the latter part of the nineteenth century was (1) the dramatic lowering of tariffs in Germany; (2) the use of steamships; (3) government regulation of prices; (4) competition from wheat farmers in England.

13. _____: Which of the following was a British geologist who helped prepare the way for Charles Darwin’s theory of evolution by popularizing the concept of geological time spanning thousands of years? (1) Ernest Rutherford; (2) Heinrich Hertz; (3) August Weismann (4) Sir Charles Lyell.

14. _____: Michael Faraday prepared the way for the perfection of (1) vaccination against typhoid; (2) photography; (3) the dynamo; (4) chemotherapy.

15. _____: The first person to be awarded two Nobel prizes—one in physics and one in chemistry—was (1) James Clerk-Maxwell; (2) Marie Curie; (3) Heinrich Hertz; (4) Auguste Comte.

16. _____: Which of the following incorporated folk music and themes into their compositions? (1) Peter Ilich Tchaikovsky; (2) Modest Moussorgsky; (3) Sergei Rachmaninov; (4) all of the above.
RELATIONSHIPS IN TIME

Number these events in chronological order.

Industrial Revolution: The First Phase

1. _____ water mule
2. _____ Bessemer process
3. _____ flying shuttle
4. _____ Watt’s steam engine
5. _____ power loom

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify each of the following terms and explain its importance in world history.

textile industry

Zollverein

Thomas Robert Malthus

child labor

Georges Haussman

socialism

Georg Wilhelm Friedrich Hegel

First International

Bourgeoisie

Great Awakening
ARRIVING AT CONCLUSIONS

Here are quotations related to topics covered in the chapter. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Between 1820 and 1900 the destruction and disorder within great cities is like that of a battlefield. . . . Industrialization, the main creative force of the nineteenth century, produced the most degraded urban environment the world has yet seen . . . .” (Lewis Mumford, The City in History [New York: Harcourt, Brace and World, 1961], p. 447.)

What were some of the major problems of industrial cities around the middle of the nineteenth century? Do American cities today face problems that are as dangerous to public health and safety as those plaguing industrial cities a century ago?

2. “Population, when unchecked, increases in a geometrical ratio. Subsistence increases only in an arithmetical ratio. A slight acquaintance with numbers will show the immensity of the first power in comparison of the second.

“This implies a strong and constantly operating check on population from the difficulty of subsistence. This difficulty must fall somewhere; and must necessarily be severely felt by a large portion of mankind.” (Thomas Robert Malthus, On Population [New York: The Modern Library, 1960], p. 9.)

Malthus did not believe that any foreseeable political and economic changes could remove this pressure of his law of population. What factors described in chapter 24 seemed to discredit his assumptions of virtually inevitable mass misery? Is there any evidence that supports Malthus’ pessimism? (Consider the next quotation.)
3. “... The Malthusian principle of population was not received with open arms when it was first published in 1798... The unmitigated pessimism of 'Parson Malthus'... generated a literary controversy that carried over into the field of economics and lasted well into the nineteenth century. During the late nineteenth century, however, a declining death rate and increasing rates of population growth were accompanied by tremendous social and economic advances that contributed to substantial increases in the level of living. In light of these developments there seemed little justification for being concerned with the doomsday theories of an eccentric English clergyman and the world appeared more or less to forget Malthus.”

“Since the end of World War II, there has been a reawakening of concern over the Malthusian hypothesis that the human race is doomed to a miserable existence because of the continuing tendency for population to press upon the limits of the food supply. The reason for the renewed concern lies in the new transitional growth pattern that has emerged in the less developed countries... and in the resulting rapid acceleration in the rate of world population growth. Coupled with this rapid increase in the number of people in the world there has been a growing awareness of the limits of the earth’s productive capacity, an awareness that has been reinforced by the existence of chronic food shortages in many parts of the world, as well as periodic acute famines in some of the poorest areas (most notably in Sub-Saharan Africa).”


Is the basic Malthusian point of view still plausible in a global context over the long run? Total agricultural production has generally kept pace with the world’s population growth, but the food is, of course, not distributed evenly. What changes could prevent mass starvation?)
QUESTIONS TO THINK ABOUT

1. Is the history of human technological “progress” paradoxical? That is, do major changes create problems at the same time that they yield benefits? What concrete examples could you cite to illustrate this paradoxical view of progress?

2. Apart from the Neolithic Revolution, are there any other transformations of human life that are as important as the Industrial Revolution?

3. Did the relatively great economic, technological, and military power of western Europe make its imperialism virtually inevitable? Does power tend to move much like air that flows from areas of high pressure to areas of low pressure?

4. Why did the prestige of science seem to increase during the nineteenth century? Is scientism as prevalent now as it was in the nineteenth century?

5. In considering the effects of the Industrial Revolution, discuss how it was manifested in art, music, literature and the social sciences. How did they change and what themes did artists and writers emphasize?
CHAPTER 23

Africa and the Middle East during the Age of European Imperialism

This chapter focuses on the spread of European influence into Africa and the Middle East from the time of Napoleon to the outbreak of the First World War. It also discusses the responses to foreign intrusion in those areas. A principal theme is that the relatively modern states of Europe easily dominated the tribal societies of Africa south of the Sahara as well as the traditional Islamic societies of the Middle East and North Africa. The technological and military superiority of the Europeans proved to be the crucial factors in their expansion. Major setbacks were unusual. The defeat of the Italian army by Ethiopians in 1896 stands as one of the few exceptions in a long string of European victories. (Even that defeat was avenged during the 1930s, when Mussolini conquered Ethiopia in a belated revival of blatant imperialism.)

The successes of the Europeans generated pressure for reform in Africa and the Middle East, but it was difficult to overcome resistance to modernization. The overthrow of Selim III, the Ottoman sultan, in 1807 exemplified the risks. Of course, the forces of modernization continued in the Ottoman Empire, as was manifested by the successful rebellion by the Young Turks in 1908. It is noteworthy that young military officers played a leading role in that rebellion. Their interest in the sources of military power helped them realize that modernization was required in order to survive in the competitive international system. Yet, resistance to modernization has also proven to be a persistent pattern. During the past two decades the strength of Islamic fundamentalism has illustrated this in some spectacular ways, such as the revolution that overthrew the shah of Iran (formerly Persia) during 1979 and established an Islamic republic.

The effects of European influence on the tribal societies of sub-Saharan Africa have perhaps been more disruptive, although much traditional tribal identity survived. The turbulence was compounded by massive exploitation even after Europeans stopped participating in the slave trade. The atrocities of forced labor in King Leopold’s African Free State (later the Belgian Congo) are the most notorious examples. Scholars argue about the extent to which black Africans benefited from European imperialism. It is difficult to weigh the disruption of kinship and tribal ties against improvements in living standards or life expectancy. Conclusions are closely related to the values of the observer. One pattern, however, is clear: African states today still seek the wealth and power that modernization makes possible.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The European conquest of Africa.

European technology and the African response to conquest.

The mineral revolution in South Africa and the Anglo-Boer War.

Colonial rule in Africa.

The Ottoman Empire refashioned.

The power struggle in Persia.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

European Conquest of Africa

1. _______________________: British explorer who arranged treaties with various tribal chiefs along the Congo River on behalf of the International African Association.

2. _______________________: Belgian king who organized the International African Association.

3. _______________________: King of Opobo, who refused to sign a British treaty unless changes were made and was among African chiefs exiled as a result.

4. _______________________: Site of a European conference on Africa in 1884.

5. _______________________: Term used to refer to European powers’ ignorance of the geographical and ethnic realities of Africa as they divided Africa among themselves.

6. _______________________: European power that gained possession of Nigeria, the Gold Coast, Gambia, and Sierra Leone in West Africa.

7. _______________________: Wealthy capitalist who pushed Britain’s influence northward from Cape Colony and who dreamed of an uninterrupted corridor of British territory stretching from the Cape of Good Hope to Cairo.

8. _______________________: European power that acquired Southwest Africa, Togoland, and Cameroon.

European Technology and the African response to conquest.

9. _______________________: Technology that gave the Europeans a decided advantage over African forces.

10. _______________________: Creator of a powerful Islamic kingdom among the Mandinke people, which extended from Sierra Leone to the Ivory Coast in resistance to the Europeans.

11. _______________________: Sudanese Muslim shaykh who declared himself a Mahdi and led a briefly successful religious war against the Anglo-Egyptian regime ruling in Khartoum.

12. _______________________: Emperor of Ethiopia who began to modernize his nation and successfully resisted Italian attacks.

The mineral revolution in South Africa and the Boer War

13. _______________________: South African company that came to control 90 percent of the diamond industry worldwide.

14. _______________________: Leader of Transvaal who sought to protect Afrikaner independence in the face of British military campaigns beginning in 1899.

Colonial Rule in Africa.

15. _______________________: British administrator who devised the policy of indirect rule, which was applied to Nigeria and numerous other British colonies in Africa.
16. ____________________: The French approach to colonial rule, characterized by central administration.
17. ____________________: Place where the worst colonial exploitation took place, under the direction of the Belgian monarch Leopold II.
18. ____________________: Baptist minister who led one of the most famous anticolonial rebellions against the British in East Africa.
19. ____________________: Region in east Africa that remained a center of Islamic learning.

**The Ottoman Empire Refashioned.**

20. ____________________: Sultan who began a series of reforms of the Ottoman Empire extending into the twentieth century even though he was deposed as a result.
21. ____________________: The independence movement in this country gained European support and represented a real threat to Ottoman control, beginning in the 1820s.
22. ____________________: War that featured Britain and Russia in an effort to divide up Ottoman territory.
23. ____________________: Egyptian leader who destroyed the Mamluks and built a strong army based on peasant soldiers.
24. ____________________: Waterway in Egypt connecting the Mediterranean and Red Seas; it was of vital strategic interest to Britain.
25. ____________________: Spontaneous Egyptian peasant uprising against British officers in 1906; the episode is noteworthy because of Britain’s harsh reprisal against the villagers, which inflamed nationalist sentiment.
26. ____________________: Ottoman sultan who put an end to the constitutionalist reform movement in the 1870s.
27. ____________________: Turkish reformers who seized power in the years 1908-09.
28. ____________________: Diplomatic and strategic problem for the European powers regarding the potential dismemberment of the Ottoman Empire.

**The power struggle in Asia**

29. ____________________: Granting the British a monopoly of this crop in 1890 sparked a rebellion against the shah.
30. ____________________: Persian shah whose reign was noted for encouraging foreign investment.
31. ____________________: Britain’s European rival for influence in Persia.
32. ____________________: Agreement between Britain and Russia in 1907 concerning Afghanistan and Persia.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ________ What European nation suffered the humiliating destruction of a 20,000-man army in Ethiopia during 1896? (1) France; (2) Germany; (3) Belgium; (4) Italy.

2. ________ By the first decade of the twentieth century, Africa was the world’s greatest producer of (1) gold and diamonds; (2) cotton; (3) tobacco; (4) all of the above.

3. ________ By 1875 Ismail, the ruler of Egypt, was forced to sell his shares in the Suez Canal by (1) defeat in war; (2) financial difficulties; (3) blackmail in a sex scandal; (4) a Russian ultimatum.

4. ________ The British official who administered Egypt from 1883 to 1907 was (1) Edward Grey, later Lord Grey of Fallodon; (2) Geoffrey Harmsworth, later Lord Northcliffe; (3) Sir Evelyn Baring, later Lord Cromer; (4) Sir Humphrey Maltravers, later Lord Metroland.

5. ________ From the sixteenth to the nineteenth century, Algeria’s coastline served as a base for (1) British naval expansion; (2) piracy; (3) Greek Orthodox missionaries; (4) German penetration of North Africa.

6. ________ The French takeover of Algeria was fiercely resisted by (1) the British navy; (2) Italian traders; (3) Berber tribes; (4) Dutch settlers.

7. ________ What was the Egyptian product that was regarded as the most important by the British during the latter-half of the nineteenth century? (1) oil; (2) tobacco; (3) cotton; (4) copper.

8. ________ What European power’s protests regarding French expansion in Morocco increased international tensions? (1) Germany’s; (2) Italy’s; (3) Britain’s; (4) Russia’s.

9. ________ Which of the following factors condemned the Middle East to meddling by European great powers? (1) the trade route through the Suez Canal; (2) the overland routes to India; (3) the importance of the Persian Gulf; (4) all of the above.

10. ________ The Ottoman sultan whose attempts in the early nineteenth century to implement rapid reform resulted in his overthrow was (1) Muhammad Ali; (2) Abdulhamid II; (3) Selim III; (4) Qajar V.

11. ________ Which of the following subject-peoples rebelled against Ottoman rule during the 1800s? (1) Bulgarians; (2) Serbians; (3) Romanians; (4) all of the above.

12. ________ What saved the Ottoman sultan from Muhammad Ali’s incursions? (1) a timely assassination; (2) Muhammad Ali’s religious conversion to Islam; (3) European great powers; (4) a smashing military victory by the Turkish army.

13. ________ The Young Turks implemented a policy of (1) centralization; (2) granting independence to Arab nations; (3) enforcing fanatical Muslim religious practices; (4) disarmament.

14. ________ On which of the following points was Britain most willing to compromise? (1) defense of India’s land frontier to the north; (2) protection of the Suez Canal; (3) secure access to the Red Sea; (4) control of northern Persia.

15. ________ Which of the following factors contributed most to Russian expansion into Central Asia? (1) the Trans-Caspian and Orenburg-Tashkent railways; (2) German military advisers; (3) Russian Orthodox missionaries; (4) British collaboration.
16. The most significant outcome of the Crimean War was (1) the preservation of the balance of power in Europe; (2) the collapse of the Ottoman Empire; (3) Russian domination over northern Persia; (4) none of the above.

17. The African state founded by the American Colonization Society as a refuge for emancipated slaves was named (1) Cameroon; (2) Gabon; (3) Liberia; (4) Sierra Leone.

18. The Basotho kingdom was founded by (1) Lord Cromer; (2) Shaka; (3) Moshoeshoe; (4) Cetshwayo.

19. Which of the following was a republic established by the Afrikaners? (1) Rhodesia; (2) the Transvaal; (3) Natal; (4) Zanzibar.

20. All of the following were factors that motivated European imperialism in Africa and the Middle East during the late-nineteenth century EXCEPT (1) a thirst for new territories to establish colonies to absorb the growing populations in Europe; (2) balance of power rivalries among the great powers in Europe; (3) Christian missionary ambitions and the chauvinistic ideal of the “white man’s burden”; (4) economic and trade concerns.

21. Generally, most native Africans who fell under the domination of the European powers were (1) treated as equals within the governing systems established by their colonial masters; (2) given a great degree of self-government and independence; (3) subordinated to the interests of their colonial masters; (4) subjected to campaigns of “ethnic cleansing” in order to provide new lands for European colonists.

22. The “Capitulations” were (1) Russia’s attempts to make peace with Britain after the Crimean War; (2) payments of tribute from American traders to the pirates of the “Barbary States” of North Africa; (3) treaties that gave European states special trade privileges within the Ottoman and Qajar Empires; (4) none of the above.

RELATIONSHIPS IN TIME

The so-called new imperialism featured a burst of European expansion into the non-European world during the latter part of the nineteenth century and the early years of the twentieth century. The territorial acquisition was most intense in the last quarter of the nineteenth century. This can be strikingly illustrated by a simple exercise. Place the number for each of the following items under the appropriate chronological heading.

1. France annexes Tunis
2. Britain occupies Egypt
3. Germany acquires German Southwest Africa
4. British expansion northward from the Cape Colony to German East Africa
5. France occupies Algeria
6. Germany acquires Cameroon
7. Britain gains control of Sudan
8. France acquires extensive territory along the right bank of the Congo
9. British Somaliland established as a protectorate
10. Italy secures Tripoli
11. Britain establishes control of Nigeria
12. France secures most of West Africa, including the basin of the Senegal River
13. British secure claim to Uganda
14. Germany acquires Togoland

Before 1870

1870-1900
15. British gain control of Cape Town
16. Leopold II of Belgium gains control of Congo
17. German East Africa established
18. British acquire territory later known as Kenya
19. Italy gains piece of Red Sea coast [Eritrea] and territory on the Indian Ocean [Italian Somaliland]
20. French make Morocco a protectorate

1900-1914

Only items 5 and 15 belong in the first category; items 10 and 20 belong in the last group. The other sixteen compose the middle group. To be sure, the European powers had seized territories before 1870 that are not listed here, but the exercise accurately reflects the fact that most of Africa came under European rule after 1870. A closer check of precise dates would reveal that the scramble reached a peak in the 1880s. This obviously means that much of Africa was exposed to European control little more than a century ago. Moreover, as the text notes, much of the Europeanization remained superficial.

Today those lands that were African colonies and protectorates are independent countries that are participating in the modern international states system, which was largely created by Europe. In view of the timing of the new imperialism, do you think it is unreasonable to expect that the relatively young African states now manifest the efficiency and “maturity” of their European counterparts?

DO YOU KNOW THE SIGNIFICANCE OF THESE ITEMS?

Each of the following items represents important developments in world history. Identify each of them and give your assessment of each one’s significance in world history.

Berlin Conference

Cecil Rhodes

Mahdi

Voortrekkers

Khartoum

Amharic

uitlanders

warrant chiefs

“scrambling of Africa”
THE PLACE

A. Using as sources of information the maps in chapter 23 depicting European imperialism in Africa, fill out the map on the following page according to the following instructions:

- Indicate thus ////////// the African area under British control by 1914.
- Indicate thus \\\\\\\ the African area under French control by 1914.
- Indicate thus >>>>>>>>>> the African area under German control by 1914.
- Indicate thus <<<<<<<<<< the African area under Italian control by 1914.
- Label the two African countries that were not under European control in 1914.
- Label the Belgian Congo.
- Label each of the following rivers: Senegal, Zambezi, Niger, Nile, Congo.
- Label each of the following seas: Red Sea, Mediterranean Sea, Indian Ocean.
- Label the island of Madagascar.
- Mark and label the location of the following places in North Africa: Cairo, Suez Canal, Tripoli, Tunis, and Morocco.
- Mark and label the location of the following places in sub-Saharan Africa: Cape Town, Johannesburg, Natal, Victoria Falls, the Orange Free State, the Transvaal, Lake Tanganyika, and British Somaliland.

B. Using the same sources as above but looking beyond Africa, label Tehran, Baghdad, and the Persian Gulf, the northern half of which appears on the map.
ARRIVING AT CONCLUSIONS

Below are some quotations that are related to topics covered in the chapter. Answer the accompanying questions briefly and be prepared to defend your position.

1. “There are some striking parallels between the British conquest of the Zulus [in the Anglo-Zulu War of 1879] and the U.S. Army’s defeat of the Indian tribes of the Great Plains. The way of life of those Indians was doomed by the westward expansion of the American population, but the end was hastened, and made bloodier, by the discovery of gold in the Black Hills, an area that had been ceded to the Sioux by the United States. Miners flocked to the Black Hills, the Sioux fought back, and in 1876, 210 men of the Seventh Cavalry died with General Custer as the U.S. Army attempted to control the Sioux and their allies by force. The Zulu Kingdom was also destroyed after the discovery of mineral wealth, and the Zulu too defeated the first troops sent against them. As if to symbolize their shared fate, when the Sioux were finally defeated, the U.S. troops were led by a colonel named McKenzie, and when the Zulus rebelled in 1906, the troops who defeated them were also led by a colonel named McKenzie.” (Robert B. Edgerton, Like Lions They Fought: The Zulu War and the Last Black Empire in South Africa [New York: The Free Press, 1988], p. 214.)

Despite occasional defeats at the hands of native armies, Europeans and white North Americans generally established military dominance. What technological factors helped doom the natives to defeat? What other kinds of losses did the Indians of North America and blacks in Africa suffer in common? Although such parallels are striking, differences are also readily apparent. What is the most obvious difference between the positions occupied by Plains Indians and Zulus in their respective countries today?

2. “The British intended the occupation of Egypt [in 1882] to be temporary. They used their new position to reorganize the Egyptian government, to improve its finances (and thus its ability to pay its debts), and to increase their control over the Suez Canal. Although arrangements were made with France and Germany to continue joint international supervision of Egyptian finances, it soon became apparent that the British intended to retain the upper hand and to remain for a long time—a decision formalized by Lord Salisbury’s government in 1887. Britain retained ‘informal’ control of Egypt until the outbreak of World War I, when the khedive, nominally a Turkish official, was deposed and replaced by a British-appointed native Egyptian royal dynasty under British ‘protection.’ The British removed the protectorate in 1922. Egypt became theoretically an independent state but under strong British influence (and usually under partial military occupation) right up to the nationalist revolution of 1952.” (Woodruff D. Smith, European Imperialism in the Nineteenth and Twentieth Centuries [Chicago: Nelson-Hall, 1982], p. 131.)

Why did the British maintain their presence in Egypt despite Egyptian demands for independence? In addition to strategic considerations related to the Suez Canal, what other factors were important? Did European administrators and bureaucrats in non-European countries develop a vested interest in perpetuating their positions? In what ways would considerations of prestige influence European reactions to the demands of non-European countries for independence?

QUESTIONS TO THINK ABOUT

1. Where and in what forms does imperialism still occur today?

2. Why did Europeans confidently assume that they were superior to non-European peoples? What part did their technology and science play in their self-righteousness?
3. Did European imperialism carry within it the seeds of its own destruction? How did Europeans promote nationalism among the African and Arab peoples they dominated?

4. Why did modernization seem essential to some non-European leaders who wanted to liberate their people from European control?

5. Do you think that European imperialism by and large helped or hurt Africa? Why are the values of a historian crucial in arriving at conclusions on such topics?

6. Colonial boundaries in Africa were often drawn without respecting the wishes of major tribes. Why did that become a problematical legacy when African leaders later tried to develop cohesive nation-states?

7. In looking at circumstances in the world today, how have the events of the period under study had an effect on current events?

8. What role would religion play in the changes occurring in the Middle East during the period discussed in the chapter? Consider to what extent these factors are still important today in the old Ottoman Empire.
CHAPTER 24

Asia, 1815-1914: India, Southeast Asia, China, and Japan

In this chapter we can survey the working of two types of European imperialism. The first transplants European people to overseas locations and the second attempts to dominate and manipulate the economies of other peoples for European profit. In Latin America Spanish and Portuguese so completely displaced native institutions that they were able to create a new version of their European homelands, complete with a new Hispanic culture, religion society and politics. The English seventeenth century concept of “plantation” applies to Hispanic America just as it did to the transplanting of English and French institutions to North America. The Latin American experience parallels that in North America-displacement of native culture (although without the genocidal overtones of the latter), revolution and break with Europe, and, finally, nation-building in the New World. This begs the question of how the differences between North and Latin America came into being from their respective histories. Latin America experienced more Indian influence, a more disjointed politics and less economic progress than its northern neighbors. See Chapter 23 for a comparison to the European “plantation” in South Africa.

The second type of imperialism, which reached its zenith in the nineteenth century, was the energetic effort of European commercial and industrial systems to reach out and control the economies of the non-industrialized world. Just as the industrial leaders in Europe and the U.S. were creating new systems to manipulate and monopolize their own economies, so other Europeans and Americans were striving to impose new systems on Asians, Africans and Middle Easterners in the name of free trade and material progress. It is doubtful that the idea of actually exploiting other people crossed their minds, but that is how later history interpreted these efforts. In any case, Asians were certainly forced to respond. Southeast Asia responded mostly passively, Ottoman Turkey tentatively and uncertainly, China defensively and reluctantly, Mughul India with confusion and Japan proactively. In Japan the arrival of Westerners set in motion a revolt against the old order (out of fear of becoming like the exploited Chinese), which rapidly established a unified national state that came to match European imperialists.

None of these societies were weak in the broad sense; the people were tough and hardworking and had durable cultural institutions. No society collapsed completely; each retained its cultural roots in the face of the superior military, industrial, and scientific strength of the West. The weakness lay in having a durable traditional culture badly out of step with the twentieth century. In India and Southeast Asia leadership was disunited. In China it was bogged down in self-satisfied orthodoxy. In Japan it was divided and uncertain. All these countries were undergoing economic difficulties that reduced public faith in the leadership. The country that changed its leadership fastest was first off the mark into the modern world. That was Japan.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The decline of the Mughul dynasty, the imposition of British rule, and the emergence of a nationalist movement in the Indian subcontinent.

The extension of European and American control over Southeast Asia.

The decline of the Manchu empire and the subjection of China to European domination.

Japan’s successful response to the challenge of Western forces.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

India

1. __________________________: Decisive battle in 1757 that marks the beginning of British rule in India.

2. __________________________: Title given after 1858 to the administrative head of the British government in India.

3. __________________________: Traditional Indian social system based on religious class designation.

4. __________________________: Notorious system of banditry and murder in India broken up by the British secret service.

5. __________________________: Term for native Indian troops whose mutiny threatened British rule in India.

6. __________________________: British company that shared control of India with the British government before the mutiny in 1857.

Southeast Asia

7. __________________________: Power that gained control of Malaya and Burma in the eighteenth and nineteenth centuries.

8. __________________________: European power that gained control of Cambodia, Laos, and the area now known as Vietnam.

9. __________________________: Only country in Southeast Asia to maintain its independence from European rule.
10. _________________: System by which the Dutch exploited the Spice Islands (now Indonesia) by forcing the natives to devote a portion of their time and land to raising crops for the government.

11. _________________: Western power that fought for three years, beginning in 1899, to suppress Filipinos who wanted to gain self-rule.

**China**

12. _________________: Ruling dynasty, established by the Manchus, who superseded the Ming in China during the seventeenth century.

13. _________________: Concept of adapting European technological superiority to Chinese cultural values (in Chinese).

14. _________________: Drug that foreign traders sold in China that became a focal point for conflict.

15. _________________: Island ceded to Great Britain in the Treaty of Nankin (1842).

16. _________________: Privilege by which foreigners who became involved in disputes with Chinese were tried in their own consular courts instead of in Chinese courts.

17. _________________: Rebellion in China in the middle of the nineteenth century that almost overthrew the ruling dynasty.

18. _________________: Chinese dowager-empress, known as “Old Buddha.”

19. _________________: War during the 1890s that resulted in a humiliating defeat for China, the recognition of Korea’s independence, and the loss of Formosa.

20. _________________: Diplomatic policy initiated by the United States in an effort to prevent European powers from excluding American business from the Chinese market.

21. _________________: Chinese rebellion aimed at expelling foreign influences from China; crushed by an international army.

22. _________________: Western term for a secret society in late-nineteenth-century China also known as Righteous Harmony Fists.

**Japan**

23. _________________: Family of Japanese shoguns whose power was ended by the restoration of the emperor’s authority in the 1860s.

24. _________________: City (now called Tokyo) from which the shoguns ruled.

25. _________________: City where the Japanese emperor resided before 1867.
26. ____________________: American naval officer who secured the first formal treaty between Japan and a Western power.

27. ____________________: Name given to the reign of the Japanese emperor who ruled from 1868 to 1912.

28. ____________________: European state that provided an influential model for the Japanese constitution of 1899 insofar as the powers of the premier were concerned.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The British government relieved the East India Company of its political responsibilities in India because (1) company officials were corrupt; (2) a mutiny of sepoys swept India; (3) the Mughul rulers were found to be collaborating with company officials; (4) it was decided that company rule was too undemocratic.

2. _____ While the British exploited India economically, they also introduced (1) improved health standards; (2) better water systems; (3) railroads; (4) all of the above.

3. _____ In 1885 Indian nationalists, with the aid of several Britons, formed the (1) Lotus Society; (2) Young Hindu Movement; (3) Indian National Congress; (4) Muslim League.

4. _____ Western education in India and Southeast Asia during the nineteenth century (1) created a new generation of nationalists; (2) eradicated illiteracy among a majority of the population; (3) was exclusively for the children of Europeans; (4) convinced native students that they should be governed by Europeans.

5. _____ The United States acquired control of the Hawaiian Islands as a result of (1) war with Japan; (2) war with Germany; (3) the Boxer rebellion; (4) none of the above.

6. _____ Which of the following did NOT become a part of the American empire in the Pacific? (1) Midway Islands; (2) Borneo; (3) Guam; (4) Hawaii.

7. _____ The Chinese government extended its influence over Burma and Tibet during the reign of (1) Ch’ien-lung; (2) Tzu-hsi; (3) Sun Yat-sen; (4) none of the above.

8. _____ Chinese merchants refused to purchase very much of any product brought by Western shippers EXCEPT (1) coffee; (2) opium; (3) spices; (4) cotton cloth.

9. _____ During the early nineteenth century, Chinese trade restrictions confined foreign merchants to (1) Hong Kong and Shanghai; (2) Peking and Nanking; (3) Port Arthur and Shantung; (4) Canton and Macao.

10. _____ In the second “Opium War” (1856) China was defeated by Britain and (1) France; (2) Russia; (3) the United States; (4) none of the above.

11. _____ The “unequal treaties” featured (1) fixed, low customs duties in China; (2) extraterritoriality; (3) the right to station foreign warships in Chinese waters; (4) all of the above.
12. ______ The leader of the Taiping movement was (1) Tzu-hsi; (2) Ch’ien-lung; (3) Sun Yat-sen; (4) Hung Hsiu-ch’uan.

13. ______ Dominance in Korea and a colony in Taiwan was won in 1895 by (1) Japan; (2) France; (3) Britain; (4) United States.

14. ______ After 1860, as a result of the Treaty of Peking, the area north of the Amur River was held by (1) Britain; (2) Germany; (3) Russia; (4) Japan.

15. ______ Soon after the Sino-Japanese War, Chinese territories were leased to all of the following EXCEPT (1) Russia; (2) France; (3) Germany; (4) the United States.

16. ______ After the Chinese emperor launched the “hundred days of reform” in 1898, he was imprisoned by (1) the British; (2) Tsar Nicholas II; (3) Tsu-hsi; (4) the Japanese emperor.

17. ______ In Japan’s feudalistic structure, various regions were governed by lords known as (1) samurai; (2) daimyo; (3) Meiji; (4) koku.

18. ______ The agreement that Commodore Perry imposed on Japan was the Treaty of (1) Shimonoseki; (2) Tokyo; (3) Kanagawa; (4) Kagoshima.

19. ______ The Meiji Restoration involved (1) a restoration of power to the feudal nobility in Japan; (2) the adoption of a policy of modernization in Japanese life; (3) a return to economic and cultural isolation for Japan; (4) all of the above.

20. ______ The Meiji Constitution (1) reduced the emperor to a figurehead; (2) removed all military influence from the central government; (3) maintained military influence in the government under the emperor’s supremacy; (4) gave budget-making power only to the emperor.
RELATIONSHIPS IN TIME

Within each group, number the items in chronological order.

Indian Subcontinent

1. ______ First introduction of British rule in India
2. ______ Viceroy’s position created for India
3. ______ Indian National Congress founded
4. ______ East India Company relieved of political responsibilities
5. ______ Sepoy mutiny

China, 1800-1864

1. ______ Chinese authorities confiscate and burn foreign opium in Canton
2. ______ Hong Kong ceded to Great Britain
3. ______ Tongzhi Restoration
4. ______ Expansion of Chinese influence in the reign of Qianlong
5. ______ Taiping Rebellion begins

Southeast Asia

1. ______ Spain cedes the Philippines and Guam to the U.S.
2. ______ U.S. occupies the Midway Islands and also purchases Alaska.
3. ______ Legislature in the Philippines becomes predominantly native, although the U.S. Congress reserves important powers.

China, 1864-1911

1. ______ Death of Cixi, the dowager empress.
2. ______ Republic of China proclaimed.
3. ______ Boxer Rebellion.
4. ______ China forced by Japan to recognize the independence of Korea and to cede Formosa (Taiwan).
Japan

1. ______ Commodore Perry arrives at Edo Bay.

2. ______ European innovations, such as photography and manufacturing techniques appear in Japan.

3. ______ Meiji Restoration.

4. ______ The shogunal capital at Edo becomes the largest city in Japan.

5. ______ Treaty of Kanagawa.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify and give the historical significance for each of the following items.

sati

thugi

sepoys

"culture system"

opium trade

Nanking Treaty

Manchus

empress dowager Cixi

"Open Door Policy"

Boxers
"hundred days of reform"

Matthew Perry

Meiji Restoration

Ito Hirobumi

gerontocracy

THE PLACE

Using the appropriate map in the text as a source of information, fill out the map on the next page according to the following instructions.

Indicate thus |||||| the area under British control by 1900.

Indicate thus ======= the area under Dutch control.

Indicate thus \\\ the area under U.S. control.

Indicate thus ///// the area under French control.

Mark the location of each of these: Formosa (Taiwan), Hong Kong, Guam, Hanoi, Saigon, Singapore, Burma, Malaya, Philippine Islands, Dutch East Indies, Canton, South China Sea, East China Sea, Indian Ocean.
ARRIVING AT CONCLUSIONS

Here are some quotations that are related to topics covered in chapter 24. Answer the accompanying questions briefly and be prepared to defend your position.

1. “History offers many different examples of the kind of motivating force that is capable of overcoming inertia and the bonds of tradition: imperial ambition, religious faith, the pursuit of social justice, the aspirations of a newly emergent class. For Japan in the nineteenth century, nationalism had this function . . . .

“One is bound to ask, why did Japan evolve in a generation of nationalism that in China came much more slowly and with much less effect, given that both countries had long traditions of political and cultural unity? Difference of size was a factor, of course. In Japan, which was smaller and had a very long coastline, the presence of the foreigners and their ships was evident to a higher percentage of the population, making the danger from them easier to believe and act on. China was not only larger, but more varied—in spoken language, social patterns, types of crops—so there were great practical obstacles to imposing administrative and economic unity in the nationalist sense, just as there were in India and the Ottoman Empire, for example. China did not lend herself very readily to being made into a ‘country.’ Japan did.” (W. G. Beasley, The Meiji Restoration [Stanford: Stanford University Press, 1972], pp. 412, 414.)

Can nationalism be both a motive and a tool for building a strong state? Why would the Japanese government cultivate nationalism? Did Western powers provide examples of similar policies? What were some of the connections between imperialism and nationalism around the turn of the century?

2. “The elder bureaucrats in the [British] administration [of India], known as the Orientalists, argued that the [British East India] Company should conform when possible to Mughul ways. The Orientalists . . . simply feared [westernization] might lead to social demoralization and chaos, especially if change were directed at social and religious rather than political structures. It was one thing to set up a political superstructure; it was another to force alien-inspired social and religious ideas, values, and attitudes, as many of the younger bureaucrats, known as the Anglicists, planned. Also many Orientalists actually saw much to admire in India culturally and religiously, while the Anglicists saw little that was not reprehensible . . .

“Under Bentinck the Anglicists had their way. Bentinck forbade the practice of suttee . . . . He also launched an aggressive campaign against thuggee . . . . Similarly, infanticide was prohibited as were other practices long accepted by the Hindu but which Bentinck argued were counter to all moral and ethical systems . . . .”

“Anglicist bureaucrats . . . actually came to feel they knew what was best for India. They argued that India needed British ideals, institutions, and administrators . . . . [Westernized] education never got beyond the confines of [a small group]. English ideals did not ‘trickle down’ to the masses; they remained the property of the select few who prepared for future roles in the administration, primarily as barristers.” (Akira Iriye et al., The World of Asia [St. Louis: Forum Press, 1979], pp. 125-126, 128.)
What were some of the good things that the British brought to India? Did some aspects of India need to be replaced? Is it possible to “tinker” with a culture by removing and replacing some parts of it and leaving the rest in place? Do you agree with the Anglicists or with the Orientalists?

QUESTIONS TO THINK ABOUT

1. Of what significance to nineteenth-century China’s internal cohesion and ability to withstand Western intrusion are the following facts: in the middle of the eighteenth century China had a population of 150 million; a century later this figure had doubled; at least 75 percent of the people made their living from farming?

2. Was it possible for China to adopt Western technology without profoundly changing Chinese civilization? Can any traditional society borrow modern technology without undergoing a cultural transformation?

3. Why could Japan assimilate foreign influences more readily than China?

4. Can you explain the following paradox? Britain’s development of a modern communications and transportation system in India made the subcontinent easier to govern, but it also facilitated the growth of the nationalist movement, which eventually overthrew British rule.

5. As the textbook point out, by 1914 most of Asia was dominated by European powers, the United States, or Japan. What long-term effects would this have for Asia and the world?
CHAPTER 25

Latin America: Independence and Dependence 1825-1945

Following a period of spectacular success in gaining independence from European colonialism in the early nineteenth century, nations across the continent struggled to maintain economic and political stability. They soon fell under the dominance of strong political leaders who controlled the sources of wealth, controlled the military, and who continued to subjugate the Indians and African Americans as part of an economic and social system designed to maintain stability. For the most part, the economy remained based on commercial agriculture.

Independence from Spain brought new challenges in foreign affairs for new Latin American nations as the United States and Great Britain moved into the economic and political vacuum created by the collapse of the Spanish Empire in the western hemisphere. In particular, the United States soon came to exert significant pressure on Latin American countries, which usually became largely dependent on American investment for economic development and often politically overshadowed by American intervention.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Challenges to Latin American States after Independence.

Twentieth-Century Latin America.

The Colossus to the North: the United States and Latin America.

HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Latin America after Independence

1. ______________________: Military leaders who soon seized power after Latin American nations gained their independence.

2. ______________________: Political system in which autocratic leaders attempt to improve the lives of the people.

3. ______________________: The leading foreign investor in Latin America until World War I.
4. ____________________: Military leader and a dictator of Mexico who led his country in the war against the United States during the years 1846-48.

5. ____________________: Domestic program that Benito Juárez instituted in Mexico.

6. ____________________ : Leader of the Mexican revolutionary movement that overthrew the dictatorship of Porfirio Díaz.

7. ____________________ : Flat plain in Argentina famous for its production of wheat and beef.

8. ____________________ : Campaign in Argentina directed towards removing nomadic Indian tribes from the southern pampas and Patagonia.

9. ____________________ : Emperor whose accession to the throne in Brazil during 1840 inaugurated a long reign that has been praised for its political liberty and economic progress.

10. ____________________ : Date that marks the end of slavery in Brazil.

**Latin America in the 20th century**

11. ____________________ : Latin American revolution, which was the first major revolution of the twentieth century, that helped set a precedent for later revolutions around the world.


13. ____________________ : Charismatic leader of mestizos and Indians in the southern part of Mexico during the Revolution of 1910.

14. ____________________ : Political party that emerged out of the twentieth century revolution in Mexico and dominated political life there for the remainder of the century.

15. ____________________ : Name of the landowning aristocracy in Argentina that dominated politics in Argentina.

**The United States and Latin America**

16. ____________________ : Name given the coordinated activities of American foreign investors and the Department of State to obtain and protect commercial concessions.

17. ____________________ : Doctrine proclaimed by Theodore Roosevelt in 1904, which declared that the United States government might force Latin American governments to meet their obligations to European creditors; it was, in effect, an extension of the Monroe Doctrine.

18. ____________________ : 1898 war that resulted in the United States annexing Puerto Rico, ruling the Philippines, and establishing a protectorate in Cuba.

19. ____________________ : Name given to the amendment to the Cuban constitution in 1901 that embodied restrictions imposed by the United States on Cuban independence.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ In Latin America, a person of mixed Indian and Spanish descent is referred to as a (1) Creole; (2) peninsulare; (3) mestizo; (4) caudillo.

2. _____ European nation that installed a puppet government in Mexico briefly in the 1860s: (1) England; (2) France; (3) Germany; (4) Japan.

3. _____ President of Mexico for thirty years who opened Mexico to foreign investment and ruled with a strong hand: (1) Antonio Lopez de Santa Anna; (2) Venustiano Carranza; (3) Lazaro Cardenas; (4) Porfirio Diaz.

4. _____ Which of the following Latin American nations did NOT extend the right to vote to women in the early 1920s–1930s? (1) Ecuador; (2) Brazil; (3) Chile; (4) Uruguay.

5. _____ What was the most important export of Brazil in the early twentieth century? (1) bananas; (2) coffee; (3) sugar; (4) oil.

6. _____ Which Latin American nation became independent in 1903 as a direct result of United States support and encouragement because of the U.S. desire to build a canal there? (1) Panama; (2) Nicaragua; (3) Costa Rica; (4) Colombia.

7. _____ The Roosevelt Corollary was represented an extension of U.S. power based on what previous American foreign policy edict? (1) “Dollar Diplomacy”; (2) the “Good Neighbor Policy”; (3) the Monroe Doctrine; (4) the Platt Amendment.

DO YOU KNOW THE SIGNIFICANCE OF THESE ITEMS?

*Identify and give your assessment of the historical significance of each of the following items.*

caudillos

Benito Juarez

Porfirio Diaz

Cientificos

estancias

gaucho
Pedro II

fazendas

“dollar diplomacy”

“banana republics”

Pancho Villa

Lazaro Cardenas

Guantanamo Bay

United Fruit Company

“Big Stick Diplomacy”

QUESTIONS TO THINK ABOUT

1. How do you explain the tendency of Latin American nations to fall under authoritarian governments after independence movements there had achieved such impressive success?

2. Give your assessment of the long-term effects of colonialism for Latin America. How has the history of imperialism there affected the political systems and Latin American relations with the United States?

3. Assess United States foreign policy towards Latin America in the period discussed in the chapter. What were the factors that most influenced foreign policy decision makers? Why were these factors so important?
CHAPTER 26

Politics and Diplomacy in the West: 1815-1914

Despite the success of their peacemaking, the statesmen who produced the Vienna settlement of 1815 have received a lot of criticism for allegedly being out of step with two rising forces—liberalism and nationalism. During the early 1820s, Austria and France suppressed revolutions in Italy and Spain respectively. Objecting to this action, Britain backed out of the Congress System, an ambitious experiment in collective security. Conservative leaders on the Continent subsequently yielded to some demands for change such as the Belgian aspirations for independence, but conservatism showed impressive persistence. Indeed, even after the massive revolutionary upheavals of 1848, conservative and autocratic regimes tended to prevail. For those who wanted liberal and democratic constitutions or who favored the development of social welfare legislation, the revolutions were seen as turning points that did not turn.

In other respects, however, the middle years of the century can be regarded as a watershed. Prince von Metternich, a symbol of conservatism after 1815, was forced out of office, and new leaders came to power who personified a desire to change the Vienna system. They included Louis Napoleon Bonaparte, Count Camillo di Cavour, and Otto von Bismarck. These men helped precipitate wars that substantially altered the map of Europe.

For contrasting reasons, Russia and Britain remained relatively unaffected by the revolutions of 1848. The most backward of the major European powers, Russia took effective steps to abolish serfdom only after the necessity of modernization had been dramatized by defeat in the Crimean War. Britain escaped a revolutionary upheaval probably because its political system was already relatively liberal by the standards of the day and its political elite displayed considerable flexibility in yielding to pressures for reform during the 1820s, ‘30s, and ‘40s.

Meanwhile the United States gained extensive territory, grew in population, and became relatively democratic. Taking advantage of its geographical separation, the burgeoning republic generally pursued a policy of noninvolvement in European affairs, while it sought to expand its involvement in Asia as a means of expanding trade. The policy of isolation from Europe did not, of course, insulate the United States from important European influences or prevent parallel developments. Consider the movements on both sides of the Atlantic to abolish slavery.

Mass political participation and the “positive state” emerged as major trends in the late nineteenth and early twentieth centuries in Europe and the Western Hemisphere. In particular, Germany, France and Britain and its dominions became distinctly more modern than other powers. Democracy and working-class organizations grew stronger in all of the former, although Germany’s constitution retained strong autocratic elements—including a chancellor who was responsible to the kaiser rather than to the Reichstag. Progressive in surprising ways, Germany pioneered sickness, accident, and old-age insurance as early as the 1880s. Britain followed suit before the outbreak of World War I. (The United States did not enact comparable programs until the 1930s.)

The Russian autocracy, meanwhile, struggled intermittently to modernize, but its tsarist government proved unable to transcend its autocratic nature. The lesser great powers, Italy and Austria-Hungary, also lagged behind Britain, France, and Germany in their development.
This chapter also surveys developments in the British Dominions and the United States. The British colonies gained rights of self-government without breaking all governmental links to the mother country. The United States survived a bloody civil war that settled two crucial questions: (1) whether a federal union with a strong central government would prevail over the claims of member states; (2) whether slavery would be abolished throughout the country. It did not, however, abolish the inhuman treatment of African Americans. Indeed, by the end of the nineteenth century, national reconciliation between northern and southern whites was promoted at the expense of justice for African Americans. Racism prevailed in the period covered by this chapter—even in the multifaceted Progressive reform movement, which extolled ideals of social and economic justice.

The international relations of the period encompass two phases. The first coincides with Otto von Bismarck’s two decades as chancellor of a united Germany. After Germany’s victory over France in 1870-71, he adopted a defensive strategy. Assuming that further German expansion would be unwise, he concentrated on building an alliance system that could preserve Germany’s gains and prevent another war. The second phase began when a new kaiser, William II, dismissed Bismarck from office. The German government refused to renew the so-called Reinsurance Treaty with Russia. This opened the door for France to negotiate an alliance with Russia. That Franco-Russian alliance raised the specter of a two-front war for Germany and fostered some dangerous tendencies among German leaders. Lacking Bismarck’s acumen and sense of limits, they failed to appreciate the importance of restraining Austria-Hungary as the latter pursued its rivalry with Russia for influence in the Balkans. Moreover, the Germans adopted a risky war plan for fighting a two-front war against Russia and France. That war plan allowed no time for negotiation if Russia ever started mobilizing its military forces during a diplomatic crisis. That crisis arrived, of course, in 1914 and resulted in the First World War. Chapter 26 covers the diplomatic realignment that led to that cataclysmic upheaval.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Vienna Settlement and the Reassembling of Europe.

1848: The Revolutionary Year.

Prussia, German Unification, and the Second Reich.

The decline of Austria.

France: the Second Empire and the Third Republic.

Italy to 1914.

The United Kingdom.

The United States.

Russia in Reform and Revolution.

The “Eastern Question” and the Failure of European Diplomacy to 1914.
**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**The Vienna Settlement and the Reassembling of Europe**

1. ______________________: Leading Austrian statesman at the Congress of Vienna who skillfully emphasized the need for stability.

2. ______________________: First Bourbon king placed on the French throne after Napoleon’s downfall.

3. ______________________: Entity consisting of 39 states dominated by Austria. The Congress created it in place of the defunct Holy Roman Empire, which had been eliminated by Napoleon in 1806.

4. ______________________: Pact promoted by Alexander I, which was supposedly based on “precepts of justice, Christian charity, and peace.”

5. ______________________: Alliance signed in November 1815 by the four victorious major powers, which allowed France to join three years later.

6. ______________________: Name used to refer to the experiment in collective security, which was instituted under the aforementioned alliance.

7. ______________________: “Citizen king” of France after the July Revolution of 1830.

8. ______________________: Oppressive decrees issued by the German Diet in 1819 to censor the press and restrict academic freedom.

9. ______________________: Famous Italian romantic nationalist who founded the Young Italy society.

**1848: Revolutionary Year**

10. ______________________: French socialist who advocated national workshops in the Second Republic.

11. ______________________: Violent insurrection of Parisian workers in 1848, following the closing of the national workshops.

12. ______________________: Famous meeting of liberals and intellectuals called in 1848 to unify and liberalize Germany.

13. ______________________: Fiery nationalist leader in Hungary during the revolution of 1848 who was forced into exile in 1849.

14. ______________________: Country that sent a large military force to help Austrian armies regain control of Hungary in 1849.

15. ______________________: Ruling family of Austria that used a divide-and-conquer tactic to defeat rebelling nationalities and keep its vast empire intact.
Prussia, German Unification, the Second Reich and the Decline of Austria

16. _________________: Prussian statesman who became prime minister in 1862 and who went on to provide decisive leadership in the unification of Germany.

17. _________________: Major power defeated by Prussia at the battle of Sadowa in 1866.

18. _________________: Ruling family of Prussia.

19. _________________: The power provoked to declare war against Prussia by the publication of the “Ems dispatch.”

20. _________________: Palace in France where the new German Empire was proclaimed in 1871.

21. _________________: Territory in addition to part of Lorraine that France lost to Germany in the Treaty of Frankfurt.

22. _________________: Prussian king who became the first emperor of the Second Reich.

23. _________________: German term for Bismarck’s struggle to diminish the influence of the Catholic Church and to subject it to the control of the German government.

24. _________________: The German party that the pragmatic and resourceful German chancellor tried to undercut by implementing a social welfare program of sickness, accident, and old-age insurance.

25. _________________: The blustering kaiser who reigned during the late nineteenth and early twentieth centuries.

26. _________________: The German term for the compromise of 1867 that established the Dual Monarchy, in which the Habsburg ruler served as king of Hungary and emperor of Austria.

27. _________________: The king of Hungary and emperor of Austria throughout the period covered by the chapter.

France: The Second Empire and the Third Republic

28. _________________: French ruler of the Second Empire.

29. _________________: Short-lived revolutionary government in Paris during the spring of 1871.

30. _________________: Charismatic French minister of war during the late 1880s who, before he fled the country to avoid being arrested on a charge of conspiracy, seemed to pose the threat of a coup d’état.

31. _________________: French author who boldly espoused the cause of Alfred Dreyfus by writing a famous open letter that made explicit accusations.

Italy to 1914

32. _________________: Prime minister of Sardinia and chief architect of Italian unity.

33. _________________: Leader of the Red Shirts and conqueror of Sicily and Naples.
34. ____________________ : City seized by Italian troops in 1870.
35. ____________________ : King of Italy who was assassinated in 1900.
36. ____________________ : Kingdom which was the dominant force behind the Italian unification.
37. ____________________ : Law in 1871 which set up the Vatican as a sovereign state.

The United Kingdom
38. ____________________ : Whig prime minister who led the 1832 reform of the British Parliament.
39. ____________________ : Popular movement in Britain during the 1830s and 1840s that campaigned for electoral reform.
40. ____________________ : Legislation imposing duties on imported grain to protect the agricultural interests of the British landed gentry.
41. ____________________ : Popular name of violent incident at St. Peter’s Fields in Manchester during 1819.
42. ____________________ : Liberal British prime minister whose “Glorious Ministry” (1868-74) brought major educational, civil service, military, and judicial reforms.
43. ____________________ : Novelist of Jewish descent who rose to the office of British prime minister and who promoted the program known as “Tory democracy.”
44. ____________________ : Political party founded in Britain during 1900 under the leadership of J. Ramsay MacDonald and others.
45. ____________________ : British party that successfully promoted a major program of social legislation during the decade preceding World War I.
46. ____________________ : Founder of the Women’s Social and Political Union (WSPU), a British organization of suffragettes.

The United States
47. ____________________ : Known as “Old Hickory,” his election to the presidency in 1828 seemed to symbolize the triumph of democratic principles.
48. ____________________ : The decade in which the United States acquired Texas from Mexico and settled its dispute with Britain regarding the Oregon Territory.
49. ____________________ : Unilateral statement declaring the opposition of the United States to the expansion of European political power in the Western Hemisphere.
50. ____________________ : Era in the United States following the Civil War that involved intense efforts to re-build the nation after the war and to deal with social issues following the end of slavery.
51. ____________________ : Reform movement that flourished in the United States during the early twentieth century.
52. ____________________ : Federal commission created in 1887, representing the beginning of government regulation of economic activity.
Russia in Reform and Revolution

53. ___________________: Uprising of liberal Russian nobles and army officers after the death of Tsar Alexander I.

54. ___________________: Reactionary tsar who succeeded Alexander I.

55. ___________________: Regarded as the father of Russian anarchism.

56. ___________________: Reactionary tsar who succeeded Alexander II.

57. ___________________: Protégé of Bakunin and author of Revolutionary Catechism, who influenced the radical branch of Russian nihilists.

58. ___________________: Defeat in a war against this power helped precipitate the Revolution of 1905.

59. ___________________: The tsar during the Revolution of 1905.

60. ___________________: Russian prime minister who strenuously worked to solve the peasant problem until he was assassinated in 1911.

The “Eastern Question” and the Failure of European Diplomacy to 1914

61. ___________________: Tsar Nicholas I called it a “dying man.”

62. ___________________: Treaty of 1878, which recognized Serbia and Romania as independent.

63. ___________________: In 1907, Russia, Britain and France join together in this alliance, signaling new directions in European international politics.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The reactionary king of France overthrown during the July Revolution of 1830 was (1) Louis XIII; (2) William I; (3) Leopold II; (4) Charles X.

2. _____ Louis Philippe’s policies consistently favored (1) the upper middle classes and gentry; (2) the workers; (3) the lower middle classes; (4) radical reform.

3. _____ The Belgian revolution of 1830 was an uprising against the (1) Prussians; (2) Dutch; (3) French; (4) Danes.

4. _____ During the second decade of the nineteenth century, student protests were conducted in German states by liberal societies known as (1) Burschenschaften; (2) Gesamtkunstwerken; (3) Grobaine; (4) Festschriften.

5. _____ Which of the following countries experienced no political revolution during 1830 or 1848? (1) France; (2) Prussia; (3) Austria; (4) Britain.

6. _____ The revolutionary sentiments of 1848 had the least influence on (1) Russia; (2) Hungary; (3) Germany; (4) France.

7. _____ An ambitious public works program transforming Paris into a city of broad boulevards and
harmonious architecture was conducted by (1) Louis Blanc; (2) Baron Georges Haussmann; (3) François Guizot; (4) all of the above.

8. ______ During the war between Austria and Sardinia in 1859, the latter received military assistance from (1) Russia; (2) Prussia; (3) France; (4) Spain.

9. ______ Louis Napoleon made an ill-advised attempt to promote his influence in the Americas by placing in Mexico a Habsburg prince named (1) Maximilian; (2) Talleyrand; (3) Franz Joseph; (4) Leopold.

10. ______ The issue that precipitated the Franco-Prussian War was (1) the French desire to annex Belgium; (2) a quarrel over the succession to the Spanish throne; (3) the assassination of an important French official by a German nationalist; (4) an increase in the French tariff.

11. ______ In 1860 Garibaldi led the Red Shirts to the conquest of (1) Lombardy; (2) Sicily and Naples; (3) Venice; (4) all of the above.

12. ______ The first king of a united Italy was (1) Victor Emmanuel II; (2) Mazzini; (3) Joseph II; (4) Ferdinand I.

13. ______ The “Humiliation of Olmütz” refers to (1) an episode in which Prussian ambitions were momentarily checked; (2) the humiliation of the papacy by French troops; (3) efforts to increase Russian influence in the Balkans; (4) an extension of the military occupation of France by the Quadruple Alliance.

14. ______ The most important factor promoting the great reforms instituted by Tsar Alexander II was (1) Russia’s defeat in the Crimean War; (2) the heavy demand for factory workers in major cities; (3) the Decembrist Revolt; (4) the educational system created by Nicholas I.

15. ______ The Zemstvo Law in Russia (1) established elective local boards; (2) introduced central planning in all economic activities; (3) forbade the participation of middle-class liberals in government; (4) abolished the mir.

16. ______ Which of the following reforms was NOT accomplished in Britain during the 1830s? (1) Abolition of slavery in the British Empire; (2) Payment of Parliament members so that the poor could seek election; (3) The Municipal Corporations Bill introducing a uniform system of town government with popular elections; (4) Representations in Parliament for industrial towns such as Manchester and Birmingham.

17. ______ A major factor promoting the repeal of the Corn Laws was (1) the decline in the prestige of Adam Smith’s theories; (2) the waning political influence of large factory owners; (3) the potato-crop failure in Ireland; (4) the surplus of wheat grown in Britain.

18. ______ In the United States after 1817, no states entering the Union had restrictions on male voting EXCEPT in regard to (1) slaves; (2) Catholics; (3) Jews; (4) the Irish.

19. ______ Using a show of force to support his negotiations during the 1850s, Commodore Matthew Perry secured access for American ships to harbors in (1) Alaska; (2) Japan; (3) the Philippines; (4) all of the above.

20. ______ In the German Second Reich the chancellor could be dismissed only by (1) the Bundesrat; (2) the Reichstag; (3) the emperor; (4) the army’s general staff.

21. ______ Which of the following did NOT tend to support Dreyfus? (1) the church; (2) intellectuals; (3) republicans; (4) socialists.
22. ______ After 1871, Pope Pius IX regarded himself as (1) a prisoner of the Vatican; (2) a liberal reformer; (3) an admirer of Garibaldi; (4) a champion of democratic elections in the kingdom of Italy.

23. ______ In the Hungarian side of the Dual Monarchy, the government was dominated by (1) a coalition of Croats, Serbs, Slovaks, and Rumanians; (2) German businessmen; (3) a coalition of German landlords and landless Magyar peasants; (4) the Magyar aristocracy.

24. ______ Tsar Alexander III (1) believed that reform was necessary to reduce political opposition; (2) permitted the persecution of Jews, who were sometimes victims of pogroms; (3) relaxed the policy of Russification so that ethnic minorities could foster their own cultures; (4) all of the above.

25. ______ In Russian politics during the early twentieth century, the name Kadets refers to (1) Social Democrats; (2) nihilists; (3) a liberal party; (4) Social Revolutionaries.

26. ______ The Irish patriot who championed the cause of home rule for Ireland during the latter part of the nineteenth century was (1) Charles Stewart Parnell; (2) Joseph Chamberlain; (3) Leopold Bloom; (4) Stephen Dedalus.

27. ______ “Tory democracy” was an attempt to (1) join the church and state in Britain in an alliance against socialism; (2) eliminate the last vestiges of feudalism from British society; (3) weld a political alliance between the landed gentry and workers against the British middle class; (4) relax discipline in the British Conservative party.

28. ______ Which of the following statements is NOT true? (1) Legislation to provide home rule for Ireland suffered defeat in Parliament in 1886 and 1893; (2) By refusing to champion the cause of home rule for Ireland, Gladstone held the Liberal Party together; (3) Parliament passed a home rule bill in 1914 that never went into effect; (4) Protestants in Northern Ireland (the Ulsterites) made preparations to use force to resist the home rule bill of 1914.

29. ______ The British prime minister when the Liberal Party and its allies enacted sickness, accident, and unemployment insurance was (1) Winston Churchill; (2) Herbert Asquith; (3) Keir Hardie; (4) Benjamin Disraeli.

30. ______ The Parliament Bill of 1911 took away from the House of Lords the power of (1) absolute veto; (2) initiating money bills; (3) supervising elections; (4) choosing its own leaders.

31. ______ Which of the following occurred first? (1) Independence for the United States; (2) National union for Canada; (3) Formation of the Commonwealth of Australia; (4) Formation of the Union of South Africa.

32. ______ In 1774 the British made some liberal concessions to the French Canadians in the (1) Quebec Act; (2) Durham Charter; (3) Canadian Constitution; (4) Hudson Bay Treaty.

33. ______ Which of the following countries produced the most steel in 1914? (1) Germany; (2) the United States; (3) Britain; (4) Russia.

34. ______ In the United States, the Federal Reserve Act, which established the Federal Reserve system, was enacted during the presidency of (1) William McKinley; (2) Theodore Roosevelt; (3) Woodrow Wilson; (4) Abraham Lincoln.

35. ______: The strength of anti-Semitism in France around the turn of the century was reflected by (1) the election of Karl Lueger to be president of the Republic; (2) a pogrom in Paris; (3) the Dreyfus affair; (4) all of the above.

36. ______: The statement that “the Jews are our calamity” was made in Germany by the historian (1) Heinrich von Treitschke; (2) Theodor Herzl; (3) Friedrich Engels; (4) Felix Mendelsohn.
37. ____ During the 1880s and 1890s, Bismarck tried to isolate (1) France; (2) Russia; (3) Britain; (4) Austria-Hungary.

38. ____ Which of the following was NOT a member of the Triple Alliance? (1) Germany; (2) Italy; (3) Russia; (4) Austria-Hungary

39. ____ The most significant implication of the alliance between France and Russia was that (1) France would try to gain influence in the Balkans; (2) Germany faced potential enemies on its eastern and western boundaries; (3) Austria could no longer count on French support; (4) Russia would invest heavily in French war bonds.

40. At the Hague Conference during 1899 the Great Powers agreed on all of the following EXCEPT: (1) improving the treatment of prisoners of war; (2) outlawing the use of poisonous gas; (3) defining the conditions of a state of war; (4) disarmament.

41. ____ Which of the following was most alarming to Britain? (1) Germany’s effort to build a large battle fleet; (2) Russian ambitions in Persia; (3) French ambitions in Morocco; (4) Japanese ambitions in Korea.

42. ____ In 1911 the second Moroccan crisis revealed that (1) Germany was intransigent and would not bargain; (2) the great powers could no longer settle disputes peacefully; (3) Britain still opposed French gains in North Africa; (4) none of the above.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify and give the historical significance of each of the following terms.

Congress System

1848

Frankfort Assembly

Realpolitik

Ems dispatch

Communards

Guiseppe Garibaldi

“Glorious Ministry”

Emmeline Pankhurst
“manifest destiny”

Progressives

intelligentsia

Vladimir Lenin

Balkans

North African Crisis

THE PLACE

Fill out the following map according to the instructions below:

A. Label Schleswig and Holstein, which were the focus of a crisis that precipitated Denmark’s hapless war against Prussia and Austria in 1864.

B. Shade the territorial extent of Prussia before the Austro-Prussian war of 1866.

C. Indicate the territory (such as Hanover) that was annexed by Prussia following its victory over Austria in 1866.

D. Label Mecklenburg and Saxony, two of the states under Prussian domination as members of the North German Confederation, which was formed in 1866.

E. Indicate thus the territory in Southern Germany that was combined with all members of the North German Confederation to form the German Empire in 1871.

F. Label Alsace and Lorraine, the provinces that France lost to the German Empire.
RELATIONSHIPS IN TIME

Despite the tendency for nations to develop sharper identities during the nineteenth century, Europe remained a distinct civilization in which many influences and trends often spilled freely over political boundaries. For example, revolution seemed fashionable in various parts of Europe during certain years, and the major powers took a keen interest in the ensuing developments.

*Answer the questions below in the space provided.*

1830-31

1. What happened in 1830 and 1831 that seemed to validate Metternich’s warning that revolution could spread across Europe?

2. How did a revolt in Poland help the Belgian revolution succeed?

3. Soon after the July Revolution in 1830, what political changes occurred in Britain?

1848-49

1. Where did revolts occur in Europe during 1848 and 1849?

2. What prominent leaders were forced out of power?

3. What countries displayed the pattern of sensational liberal successes followed quickly by conservative resurgence?

4. What reactionary ruler sent military aid to the Hapsburg monarchy, which was struggling to defeat a nationalist independence movement?

5. What autocratic leaders emerged in the aftermath of the 1848 revolutions?
1. What reforms did Tsar Alexander II bring to Russia?

2. How did the reforms of the Reconstruction era in the United States lay the groundwork for major reforms?

MAKING CONNECTIONS

The growing strength of working-class economic and political organizations emerges as a significant theme in the late nineteenth and early twentieth centuries. For example, the National Labour Group (Confederation Generale du Travail) was organized in France before World War I. Italy experienced a serious general strike in 1914. What evidence can you cite of the labor movement’s increasing influence in British politics before the outbreak of World War I?

What evidence is there of increasing working-class influence in German politics during the period covered by this chapter? For example, in what sense was Bismarck’s pioneering welfare legislation a reflection of working-class influence?

Fill in the blanks in the following paragraphs.

After winning the Franco-Prussian War and annexing Alsace and Lorraine, Bismarck concentrated on isolating (1)____________________________ diplomatically. He was particularly fearful of an alliance between that power and (2)____________________________. In the event of war, such a combination would force Germany to fight on two fronts simultaneously. To prevent this, he tried to tie this powerful eastern neighbor to Germany so that it would not seek an alliance elsewhere. This was a difficult task because that power regarded Germany’s closest ally, (3)____________________________, as its main rival in the Balkans. Yet, Bismarck persisted. Even after the collapse of the Three (4)____________________________, he negotiated the (5)____________________________ Treaty in 1887.

After Bismarck was dismissed in 1890 by the new kaiser, (6)____________________________, the latter foolishly allowed that treaty to lapse. By 1894 (7)____________________________ [on Germany’s eastern boundary] and (8)____________________________ had formed the military alliance that Bismarck had tried to prevent. The increased danger of a two-front war fostered German fears of being encircled by enemies.

The fear of being encircled intensified as Britain ended its isolation. This new change of policy was prompted, in part, by anti-British sentiments among all of the other great powers during the (9)__________ War of 1899-1902. The British were unable to reach any far-reaching understanding with Germany, but in 1904 they did form the Entente Cordiale with (10)____________________________. Moreover,
the British reached a similar agreement with (11) ________________ in 1907. Thus was formed the Triple Entente, which included the three Great Powers that would go to war against Germany and Austria in August 1914.

ARRIVING AT CONCLUSIONS

Below are some quotations that are related to topics covered in chapter 26. Answer the accompanying questions briefly and be prepared to defend your position.

1. Although the so-called Congress System broke down in the early 1820s, a looser pattern of cooperation among the great powers persisted with noteworthy success. Such cooperation is commonly referred to as the concert of Europe. The heyday of the concert lasted until the 1850s, when the Crimean War broke out. That was the first major conflict after the battle of Waterloo ended the Napoleonic wars in 1815. Here is an interesting comment on the great change that occurred during the middle of the century.

“. . . After 1848, a new spirit prevailed in the chancelleries of Europe, one that found its strongest expression in the policies of a new generation of young men in a hurry who were ambitious for their own countries and no longer willing to abide by the collaborative principles and practices invented and followed by the statesmen of Vienna. These newcomers included . . . Camillo di Cavour in Piedmont, Otto von Bismarck in Prussia, and Louis Napoleon in France. The event that opened the way to the fulfillment of the ambitions of these Realpolitikers (to use the term invented in the fifties by Ludwig von Rochow) was the outbreak of war between Russia and Britain (supported by France and Piedmont) in 1854. The two powers whose collaboration had prevented the revolutions of 1848 from degenerating into a major international conflict now slipped into one themselves . . . . The Crimean War by itself caused more deaths than any conflict between 1815 and 1914; but more important, it left Europe in an anarchical situation in which more powers were interested in revising what was left of the balance than were interested in preserving it . . . . In this situation, the European concert could not exert effective restraint against aggressors, and its failure was illustrated in the fact that within fifteen years, four major wars were fought in Europe . . . . As a result, the old European balance was destroyed beyond recognition.” (Gordon A. Craig and Alexander L. George, Force and Statecraft: Diplomatic Problems of Our Time [Oxford: Oxford University Press, 1983], pp. 35-36.)

To what “four major wars” does the latter part of the passage above refer? What role did nationalism play in those conflicts? Can you cite any evidence that territorial ambitions contributed to the outbreak of war? Have either nationalism or territorial ambitions declined as factors that could precipitate war in Europe?

2. Although the Irish potato famine of the mid-1840s may have been a decisive factor in the repeal of the Corn Laws, it is interesting to consider the context in which pressure for reform was generated. The author below refers to one of the key pressure groups.

“The Anti-Corn Law League was in one sense the outcome of the teachings of the classical economists. Adam Smith in his Wealth of Nations had concluded that the economic prosperity of individuals and nations was best advanced if each worked at the task for which he or she was best suited . . . .

“The association [the league] was . . . the best-organized pressure group Britain had ever known, and it broke precedent by seeking to persuade not merely the traditional governing class but also the unenfranchised masses. It was a highly effective lobby that appealed as much to human emotions as to material interests and whose speakers cited
the Bible as often as they quoted economic statistics. The league appealed to the manufacturer: repeal the Corn Laws and your workers will have cheaper food and will therefore put less pressure on you for higher wages. Moreover, the countries from which the food will be imported will then have the means to buy English manufactured goods. The league appealed to the workers: repeal the Corn Laws and the price of bread will go down. The day of “the Big Loaf”: will be at hand, and you will be assured of more regular employment . . . . Repeal the Corn Laws and the result will be free trade for the English people. (Walter L. Arstein, Britain Yesterday and Today: 1830 to the Present, 7th ed. [Lexington, MA: D. C. Heath and Co., 1996], pp. 38-39.)

In what ways could the emergence of a well-organized and effective pressure group signify that Britain was developing a more modern political system? What economic and political changes had helped create a receptive audience in Britain for these free trade views? When embracing the doctrines of free trade, what groups in Britain had little reason to fear competition with foreign producers? When factory workers in the United States consider the advantages and disadvantages of free trade during the 1990s, what are they likely to fear? In what ways do their economic interests differ from those of British factory workers in the 1840s?

3. “What is a revolutionary? If the answer to that question were without ambiguity, few revolutionaries would ever succeed. For revolutionaries almost always start from a position of inferior strength. They prevail because the established order is unable to grasp its own vulnerability. This is especially true when the revolutionary challenge emerges not with a march on the Bastille but in conservative garb . . . .

“So it was with Otto von Bismarck. His life began during the flowering of the Metternich system, in a world consisting of three major elements: the European balance of power; an internal German equilibrium between Austria and Prussia; and a system of alliances based on the unity of conservative values. For a generation after the Vienna settlement, international tensions remained low because all the major states perceived a stake in their mutual survival, and because the so-called Eastern Courts of Prussia, Austria, and Russia were committed to each other’s values.

“Bismarck challenged each of these premises. He was convinced that Prussia had become the strongest German state and did not need the Holy Alliance as a link to Russia. In his view, shared national interests would supply an adequate bond, and Prussian Realpolitik could substitute for conservative unity. Bismarck considered Austria an obstacle to Prussia’s German mission, not a partner in it.” (Henry Kissinger, Diplomacy [New York: Simon & Schuster, 1994], p. 121.)

In pursuing Prussia’s mission to unite Germany, how did Bismarck overcome the Austrian obstacle? As a Prussian aristocrat who was devoted to the Hohenzollern monarchy, Bismarck certainly had some of the hallmarks of a conservative. In what sense did he prove to be revolutionary? Was his willingness to promote dramatic change only in international affairs and not in the domestic arena?

4. “In the matter of social insurance . . . . he [Bismarck] was as far ahead of the rest of the world as he was ahead of his own country. A long, hard fight had to be fought before he triumphed with his Sickness Insurance Law of 1883, his Accident Insurance Law of 1884 and his Old Age and Disability Insurance Law of 1889. Historians and economists have argued without end about Bismarck’s motives. To what extent were they humanitarian in inspiration? To what extent were they simply concerned with cutting the ground from under the feet of the Socialists? The one thing we can be sure about is that once Bismarck had seen the political desirability for raising up the poor and the oppressed, it would have been wholly and absolutely out of character for him to permit any other individual, group, party, or class to take the necessary action and acquire the credit for it. The state in its care for the common
people must be shown to be superior in all ways to any political party. He, Bismarck, was the state.” (Edward Crankshaw, Bismarck [New York: Penguin Books, 1983], pp. 378-79.)

Why is it often difficult for historians to agree on interpretations of motive? Is it likely that Bismarck had various motives? Does Crankshaw’s emphasis on Bismarck’s urge to dominate events fit your own knowledge of the chancellor’s character?

5. “The pace [of reform] quickened when Campbell-Bannerman was succeeded [as British prime minister] by Asquith in 1908 and the leading ‘New Liberal’ radicals—Lloyd George and Winston Churchill—were promoted to the Treasury and the Board of Trade respectively. Lloyd George was in his mid-forties, and was the first cabinet minister to have been born in poverty. Churchill, the aristocrat born in Blenheim Palace, was in his early thirties. Each had a flair for catching the mood of the times and of expressing it through brilliant oratory. ‘The cause of Liberalism’, cried Churchill in 1906, ‘is the cause of the left-out millions’, a battle cry which spurred them on in the next few years. The reforms of the Liberal heyday touched on many social and economic issues, of which the three most important were old age pensions, the relief of unemployment and national [health] insurance . . . .

“. . . Some visionaries such as Lloyd George and Churchill certainly looked beyond individual pieces of legislation to a society in which the scourge of poverty would be eliminated. But the reforms made were (in many respects) very conservative, and stemmed more from a desire to protect the capitalist system against the threat of competition from abroad and socialist agitators at home. The reforms were therefore minimalist although as J. R. Hay concludes, ‘much of the legislation introduced was capable of extension in ways which would have made fundamental changes in the British economy and society’. Derek Fraser is of substantially the same opinion: ‘Whatever historical perspective is used, one cannot escape the conclusion that Liberal social policy before the First World War was at once at variance with the past and an anticipation of radical changes in the future’. However, it would not be a Liberal government which continued the developments, but the Labour government after the Second World War.” (Trevor May, An Economic and Social History of Britain, 1760-1970 [New York: Longman, 1987], pp. 305, 311.)

What elements of historical continuity can you discern in the reforms that the British Liberals enacted between 1908 and 1911? What new political organization was capable of exerting pressure on the Liberals from the left-wing of the British political spectrum? Why did the British pass social legislation of this kind over two decades before comparable programs were implemented in the United States? Winston Churchill eventually switched to the Conservative Party and went on to become prime minister. What other British politicians became prime minister after changing their party allegiance?

6. “The growth of the armed forces in Europe in the next generation [after 1871] was disturbing. By 1897 the German war establishment had almost trebled to 3.4 million. The French had more than doubled to 3.5 million: the same was true of Austria-Hungary (to 2.6 million) and Russia (4 million). National increases in arms spending were rather less, though still significant. In Russia and Germany it had risen by some 80 per cent; in Britain and France by about 45 percent, but only about 20 per cent in Austria-Hungary. Russia and Austria were most conscious of the economic strain. . . . But France’s problems were also multiplying. By 1914 she had a population of only 39 million against a Germany of 65 million. Germany was producing three times as much iron and steel, and was now ahead of Britain in these and some other sectors of industry.” (C. J. Bartlett, The Global Conflict: The International Rivalry of the Great Powers, 1880-1990, 2nd ed. [London: Longman, 1994], pp. 6-7.)
In what ways do the growth of military forces reflect the expanding powers of the modern state? What factors cited by Bartlett would tend to arouse security concerns in Britain and France in the decade before the outbreak of World War I? In what ways did military and security concerns promote the growth of the state before the onset of industrialization?

QUESTIONS TO THINK ABOUT

1. What flagrant rejection of nationalist aspirations occurred at the Congress of Vienna?

2. Do you think that whenever a group of people decides that it possesses a distinct nationality that it has the right to set up an independent government? What limitations would you set?

3. The great Italian historian Benedetto Croce called the years 1871-1914 the “Liberal Age.” To what extent do you find his label accurate?

4. Did Bismarck demonstrate a good sense of limits during the 1870s and 1880s? Were his successors too aggressive and too willing to take risks?

5. Why has anti-Semitism been so prevalent in Europe? Can the Dreyfus case in France and the pogroms in Russia be attributed plausibly to some similar causes?

6. Is it not curious that Tsar Alexander II’s proclamation emancipating Russian serfs occurred at about the same time as Abraham Lincoln’s Emancipation Proclamation of 1863? Could these developments have had any causes in common?

7. Why did European states such as Germany and Britain develop significant welfare programs such as old age pensions long before the United States established its welfare system? Is the ethos of individualism stronger in the United States than in Europe?

8. In addition to the effects of the frontier, do you think that relative economic plenty in the United States promoted egalitarianism?

9. What part does nationalism play in world politics today? Is it both a progressive and a reactionary force?

10. Why have nations placed so much emphasis on their abilities to wage war as an instrument of diplomacy?
CHAPTER 27

World War I and Its Economic and Political Consequences

World War I precipitated so many major changes that it is widely regarded as a watershed in modern history. The enormous significance of the conflict as well as its inherent drama have attracted the attention of many scholars, popular writers, and artists. The First World War ruined the Hohenzollern (German), Habsburg, and Ottoman empires; gave the Bolsheviks their opportunity to seize power in Russia; and set the stage for the subsequent rise of fascism and the outbreak of World War II.

Some of the other changes are less tangible but no less significant. The grim and costly slaughter of the First World War led to massive disillusionment. Pessimism, irony, and doubt supplanted the optimism and belief in progress that had characterized prewar European attitudes. Romantic ideas about military glory and gallantry lost much of their appeal. The bright enthusiasm with which young men naively marched to war in 1914 seemed pathetic in retrospect. Although militarism, nationalism, and the glorification of war persisted after 1918, the European peoples had lost some of their innocence.

The glittering promises of a new world order that Allied and American leaders popularized during World War I in an effort to justify and sustain the costly campaign for victory had the unintended consequence of aggravating the subsequent disillusionment. The peace settlement fell far short of expectations. Although various regions and groups enjoyed years of prosperity during the 1920s, problems of runaway inflation and lagging farm income were ominous signs of trouble. Many middle-class German families saw their savings evaporate, as the government printed so much money that it virtually ceased to have any value. In the United States, dazzling profits on the stock market and booming industrial growth masked weaknesses in the economy such as lagging incomes among farmers and workers.

At the end of the 1920s, general economic depression compounded the problems confronting governments. Democracies during this period often seemed to be struggling against overwhelming challenges. In some countries the economic doldrums lasted through the 1930s. Responses varied widely, but a noteworthy trend was a strong impetus toward using government to relieve suffering and stimulate economic activity.

Meanwhile, new scientific concepts—some of them developed before the First World War—began to have a wider impact. Albert Einstein’s theories displaced fundamental assumptions of Newtonian physics that had prevailed for two centuries. The relativistic implications of Einstein’s theories also influenced philosophers and artists. Indeed, the first few decades of the twentieth century constitute a period that featured much ferment and experimentation. Moreover, some of the new forms and concepts came to be widely known and accepted, e.g., the paintings of artists such as Pablo Picasso or the psychological theories of Sigmund Freud.
YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

World War I.
The Allied Peace Settlement.
Economic Disasters.
Politics in the Democracies.
The Western Tradition in Transition.

HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

**World War I**

1. _________________: The great power that felt most frustrated and humiliated by the Dual Monarchy’s annexation in 1908 of territory in the Balkans.

2. _________________: The main ally of Greece and Serbia in the First Balkan War, which resulted in a defeat of the Turks during 1912.

3. _________________: Serbia’s main enemy in the Second Balkan War.

4. _________________: The new Balkan state created in 1913 at Austria’s urging, in part to block Serbia’s access to the sea.

5. _________________: Heir to the Austrian throne who was assassinated at Sarajevo on 28 June 1914.

6. _________________: Balkan country that the Austrians regarded as a source of terrorism.

7. _________________: Country that entered the war on the side of Britain and France in 1915.

8. _________________: Fortress held by the French in 1916 at enormous cost.

9. _________________: Costly battle started by a largely British offensive in 1916 to relieve German pressure on the French; firing millions of shells and losing hundreds of thousands of soldiers brought no substantial gains.

10. _________________: Only major naval engagement during the war.

11. _________________: Battle in 1917 that almost resulted in Italy’s collapse.

12. _________________: Passenger liner whose sinking in 1915 by a German submarine helped arouse American public opinion against Germany.
13. _________________: American president who led the United States into the First World War within six months of winning re-election with the aid of the slogan, “He kept us out of war.”

14. _________________: The treaty with Germany that was signed by Lenin’s Bolshevik government in 1918 despite terms forcing Russia to give up a vast amount of territory in return for peace.

The Allied Peace Settlement

15. _________________: Popular name for the peace program announced by President Wilson in a speech to Congress during the last year of the war.

16. _________________: Britain’s prime minister at the Paris peace conference of 1919; he was a clever politician, skilled in bargaining.

17. _________________: Elderly French premier who was determined to impose on Germany well-defined terms of peace that would safeguard France.

18. _________________: Key article of the Covenant of the League of Nations; it expressed a commitment to preserve the “territorial integrity and existing political independence of all Members . . .”

19. _________________: Name of territory given to Poland to provide access to the sea; it separated East Prussia from the rest of Germany.

20. _________________: System that turned over enemy colonies to certain governments for administration under the auspices of the League of Nations.

21. _________________: Article in the treaty of Versailles that formally attributed to Germany and its allies the responsibility for starting the war.

22. _________________: Term used to refer to the payments that Germany was supposed to make as compensation for war damages.

23. _________________: Once a principal part of the Dual Monarchy, this state was the focus of the Treaty of St. Germaine; it was forbidden to seek union (Anschluss) with Germany.

24. _________________: Natural port for the newly created state of Yugoslavia, coveted by Italy with an intensity that threatened to wreck the peace conference; later ceded to Italy.

Economic Disasters

25. _________________: German territory forcibly occupied by France during 1923 in order to make Germany meet its financial obligations.

26. _________________: Country that suffered from hyperinflation in 1923; the value of its currency (in terms of U.S. dollars) declined to one-trillionth of what it had been in 1914; in short, its money had virtually ceased to have any value and had to be abandoned in favor of a new currency.

27. _________________: Policy seeking economic self-sufficiency; usually it involved high tariff barriers and other protectionist measures.
28. __________________: Economic disaster that took place in the United States on “Black Thursday,” October 24, 1929; the Great Depression followed it.

Politics in the European Democracies

29. __________________: First Socialist prime minister in Britain, he formed a Labour government in 1924.

30. __________________: The British party that formed a new government in the latter part of 1924; it was led by Stanley Baldwin.

31. __________________: Leader of the leftist Popular Front that gained power in France in 1936; he tried to institute Socialist reforms and to stem the influence of fascism.

32. __________________: The new eastern European successor state with advanced industry and relatively liberal policies toward minorities; its German-populated Sudetenland was subject to Nazi agitation between the wars.

33. __________________: Leader of a military revolt against the Warsaw government in 1926, he ruled Poland until his death in 1935.

34. __________________: Former professor of economics who became dictator of Portugal.

35. __________________: President of the United States who took office at the time of industrial prosperity and who left office in the midst of the country’s worst depression.

36. __________________: Sweeping federal program that Franklin Roosevelt’s administration developed to cope with the Great Depression.

37. __________________: Country that spearheaded social reform in Latin America during the 1920s; its government sought more control of oil properties run by foreign investors, and it instituted land reform to solve the agrarian problem.

38. __________________: Policy toward Latin America that was proclaimed by the United States during the 1930s; it denounced intervention in the affairs of other states.

39. __________________: The southern part of this island gained substantial independence from Britain’s control in 1921.

The Western Tradition in Transition

40. __________________: Physicist who developed the quantum theory.

41. __________________: Scientific giant of the modern age who developed the equation $E = mc^2$.

42. __________________: Russian scientist who demonstrated the influence of physical stimuli on involuntary behavior.

43. __________________: Austrian pioneer of psychoanalysis.
44. ____________________ : Called the father of modern sculpture, he developed a technique of “rough” finish that can best be seen in his bronze works.

45. ____________________ : Innovative Chicago architect whose skyscrapers displayed relatively clean, functional lines.

46. ____________________ : Name of a famous school of functional art and architecture founded in Germany in 1918.

47. ____________________ : Creator of the film character known as the tramp; he starred in Modern Times (1935) and The Great Dictator (1940).

TRY THESE MULTIPLE CHOICE QUESTIONS

1. _____ The First Balkan War resulted in large part from (1) a Russian conspiracy to gain the Dardanelles; (2) Anglo-German rivalry in the Middle East; (3) a desire among Balkan nations to expel Turkey from Europe and to seize the liberated territory; (4) none of the above.

2. _____ After the tsar ordered mobilization on 30 July 1914, the Germans quickly took drastic action because (1) allowing Russia to mobilize fully would jeopardize the German military plan; (2) they were confident that the tsar was only bluffing; (3) they wanted to forestall an Austrian attack on Russia; (4) all of the above.

3. _____ After the first few months of battle in 1914, the war on the western front in Europe was characterized by (1) a grisly war of attrition fought along relatively stable battle lines; (2) great fluidity and movement along rapidly shifting lines; (3) a “phony war” with few battles and few casualties on either side; (4) none of the above.

4. _____ In 1915 the British attempted to establish a sea route to Russia by launching a campaign to force open the (1) straits of Malacca; (2) Kiel Canal; (3) Dardanelles; (4) Persian Gulf.

5. _____ Italy entered the war (1) as a result of provocations by the Turks in the Balkans; (2) after signing a secret treaty that promised it territorial concessions; (3) to prevent a German defeat; (4) all of the above.

6. _____ The immediate cause of the American entry into World War I was (1) the Bolshevik Revolution in Russia; (2) German submarine warfare; (3) the near defeat of Italy; (4) British propaganda.

7. _____ Which of the following was a British philosopher and mathematician who was imprisoned for his opposition to the war effort in England? (1) Bertrand Russell; (2) Lord Northcliffe; (3) Arthur Balfour; (4) Sir Edward Carson.

8. _____ Early in the war an idealistic, almost romantic view of the war was expressed by the poetry of (1) T. S. Eliot; (2) James Joyce; (3) William Wordsworth; (4) Rupert Brooke.
9. ______ Wilson’s Fourteen Points peace proposal called for (1) freedom of the seas and a reduction in armaments; (2) the removal of barriers to international trade; (3) the formation of an international association of nations; (4) all of the above.

10. ______ In response to demands by the French for peace terms that would protect security, the United States and Britain agreed to (1) a buffer state made up of German territory west of the Rhine; (2) the formation of an international army to punish acts of aggression; (3) a demilitarized zone extending from the French border to a line 30 miles east of the Rhine; (4) all of the above.

11. ______ Woodrow Wilson’s principal goal at the Paris peace conference was to (1) see that France received reparations; (2) secure agreement on a covenant for the League of Nations; (3) redraw German boundaries along lines of nationality; (4) create the Polish corridor.

12. ______ Which of the following German cities was placed under League jurisdiction? (1) Danzig; (2) Hamburg; (3) Berlin; (4) Frankfurt.

13. ______ One possible solution to the debt problems of the Allies was to consider all of the loans as a contribution to victory and to cancel the obligation to repay them, but this idea was rejected by (1) France; (2) Britain; (3) the United States; (4) Italy.

14. ______ Germany’s burden of reparations payments was eased after a more liberal reparations policy was formulated in September 1924 by a commission under the chairmanship of (1) the American banker Charles Dawes; (2) the British economist John Maynard Keynes; (3) the French politician Léon Blum; (4) the North American economist John Kenneth Galbraith.

15. ______ The Hawley-Smoot Act of 1930 (1) took the United States off of the gold standard; (2) canceled Britain’s debts to the United States; (3) drastically increased import duties on various agricultural and manufactured goods; (4) provided welfare payments for the elderly.

16. ______ The European nation that continued to make payments on its World War I debt to the United States after all other nations had defaulted was (1) France; (2) Great Britain; (3) Belgium; (4) Finland.

17. ______ Considering the number of deaths in proportion to its population, the European democracy that suffered the most from World War I was (1) Britain; (2) the Netherlands; (3) France; (4) Italy.

18. ______ During 1933 and 1934, the government of France was rocked by a corruption scandal involving prominent politicians and a rogue financier named (1) William Beveridge; (2) Alexander Stavisky; (3) Alfred E. Smith; (4) Salvador Dali.

19. ______ Which of the following is associated with the New Deal? (1) creating jobs through public works; (2) providing for the sick and elderly through the Social Security Act; (3) increased rights of labor unions; (4) all of the above.
20. ______ During the interwar period, the crucial weakness of Latin America continued to be (1) the area’s economic dependence on the export of a few products such as coffee, sugar, tin, oil, and bananas; (2) the lack of desire for stable conditions; (3) the total inability to institute reforms; (4) the lack of interest in its markets on the part of industrialized states.

21. ______ Einstein maintained that (1) the energy in any piece of matter is equal to its mass multiplied by the square of the velocity of light; (2) light can be deflected by gravitational fields; (3) gravitation is identical to acceleration; (4) all of the above.

22. ______ In his analysis of human behavior, Sigmund Freud placed great stress on (1) genetic factors; (2) the element of the unconscious; (3) rational motives; (4) prenatal experiences.

23. ______ Which of the following originated revolutionary designs for houses that were supposed to blend in with the flat land of the midwestern United States? (1) Walter Gropius; (2) Gustave Eiffel; (3) Frank Lloyd Wright; (4) all of the above.

24. ______ Which of the following composers is noted for using several different keys simultaneously, a device called polytonality? (1) Richard Strauss; (2) Igor Stravinsky; (3) Frederic Chopin; (4) Felix Mendelssohn.

25. ______ The twelve-tone system, which departs from all tonality and harmonic progressions and stresses extreme dissonances, was developed by (1) Arnold Schönberg; (2) Franz Schubert; (3) Franz Liszt; (4) Peter Ilich Tchaikovsky.

26. ______ Guernica, a mural vividly depicting the destruction of a town in the Spanish Civil War, was painted by (1) Pablo Picasso; (2) Henri Matisse; (3) Franz Kafka; (4) Henri Cartier-Bresson.

27. ______ The author of the influential book, Decline of the West, is (1) Mark Twain; (2) Oswald Spengler; (3) A. J. Ryder; (4) Alan Bullock.

28. ______ According to the text, which of the following became during the interwar period the most popular and universal twentieth-century art form? (1) painting; (2) literature; (3) dancing; (4) movies.

29. ______ What new communications medium during the interwar period did political leaders such as Franklin Roosevelt, Stanley Baldwin, and Adolf Hitler find especially useful? (1) “yellow” journalism; (2) radio; (3) television; (4) junk mail.

**MAKING CONNECTIONS**

*Fill in the blanks in the following narrative.*

Article 231 of the Treaty of (1) __________ is known as the war guilt clause. Germany was forced to accept responsibility (along with her allies) for starting the war and for the damage resulting from the conflict. To what extent was Germany actually responsible? The case against Germany has some persuasive points. First, following the assassination of Archduke Francis Ferdinand, Germany could have done more to restrain its main ally, (2) __________. Early in the July Crisis, when the latter asked for a
promise of support, Berlin granted the so-called blank check, that is, an unconditional assurance of support. When Bismarck had dealt with crises in the Balkans, he had discouraged his ally’s aggressiveness.

A second point in the case against Germany is that it adopted a dangerous war plan. This was the plan largely formulated by Germany’s Chief of the General Staff Alfred von (3)______________________. He died before the war broke out, but a revised version of his plan was in place when the July crisis occurred in 1914. Based on an assumption that (4)____________________ would mobilize its military forces more slowly than its ally France, the plan featured a concentration of the bulk of Germany’s forces in the West at the start of a war. The central idea was that Germany could achieve a quick knock-out blow against France and then turn to meet a slow-to-materialize threat from the East. The crucial problem was that the German war plan virtually ruled out negotiations if Russia ever mobilized during a crisis. If the Germans allowed Russia to become fully mobilized before a war broke out, their war plan would have no reasonable chance of success. Thus, when the tsar started to mobilize in reaction to Austria-Hungary’s declaration of war on (5)____________________, the Germans sent an ultimatum to (6)____________________ demanding that mobilization cease. When the ultimatum was rejected, Germany declared war. That made Germany the first Great Power to declare war on another Great Power in 1914. It was a fateful step.

Following its war plan, Germany moved very aggressively. It declared war on France and demanded permission for its troops to cross (7)____________________ en route to France. When that neutral country refused to comply, the Germans proceeded to invade with great brutality and enormous force. The fact that this violated a treaty among all the Great Powers guaranteeing the neutrality of that small country helped British Foreign Minister (8)____________________ persuade his cabinet colleagues to intervene. (Actually, he was already anxious to enter the conflict in order to prevent Germany from dominating Europe.) The British first sent an ultimatum to Germany demanding that the guarantee of neutrality be respected, and when that was refused, they entered the conflict. By August 5th, all five of the principal European powers were at war.

The Germans failed to knock France out of the war. They were stopped in the first battle of the (9)____________________  during September. Aiding the French in that crucial battle was a small (10)____________________ expeditionary force. The fighting eventually stabilized along a line of fortified trenches called the (11)____________________ front. Despite enormous offensives at horrendous cost by both sides, that front moved very little until the closing months of the war four years later.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify and assess the historical significance of each of the following terms.

Archduke Francis Ferdinand

“Total War”

submarine warfare

rationing

“Big Four”

Fourteen Points

“Polish corridor”

mandate system

Weimar Germany

“Great Crash”

Albert Einstein

Franz Kafka

Modernism

Frank Lloyd Wright

Charlie Chaplin
THE PLACE

A. Using the map entitled “World War I” in chapter 27 as a source of information, fill out the map on the following page according to the instructions listed below.

Outline the Central Powers and label them with the letters CP.

Label the members of the Triple Entente with the letters TE.

Label these allies of the Triple Entente: Belgium, Italy, Serbia, and Romania.

Mark the location of each of these battles: Gallipoli, Verdun, Jutland, and Caporetto.

Show with arrows the military thrusts of the Central Powers against France, Russia, Romania, Serbia, and Italy.

B. Using the map entitled “The Peace Settlement in Europe” as well as the narrative in chapter 28 as sources of information, continue to fill out the map according to the instructions listed below.

Label East Prussia, the Rhine River, and the city of Danzig.

Shade in the territories that Germany lost in the peace settlement of 1919.

Label the Polish Corridor.

Indicate thus ////////////// the territories in Europe that were ceded to Italy.
ARRIVING AT CONCLUSIONS

Below are some quotations that are related to topics covered in chapter 28. Answer the accompanying questions briefly and be prepared to defend your position.

1. “For many Southern Slavs, including the group which assassinated the Archduke Franz Ferdinand, the national cause transcended all considerations of prudence and utilitarian calculation. But this all-demanding, all-excusing nationalism was not limited to small nations striving for independence and unity. By the end of the nineteenth century these ideas had become linked to the belief that the state was a living organism, which was more than the sum of its citizens who could only fulfill themselves completely within it, so that it had an overriding claim on their loyalty and obedience. Although liberals continued to insist on the right of the individual to resist the state in certain circumstances—and in Britain during the war the right to object to military service on grounds of conscience became an important issue—and although socialists had preached that the international solidarity of the working class would replace national loyalties, the attitude to the outbreak of war in 1914 showed that the claims of the nation state and the values it had inculcated remained for most people stronger than any other loyalty.” (James Joll, The Origins of the First World War [New York: Longman, 1984], p. 196.)

Has nationalism diminished or increased as a factor shaping events in world affairs? Are there any significant similarities between devotion to a nation state and religious belief?

2. “It is obvious that the results of the Paris Peace Conference were grossly at odds with the idealistic and moral goals which motivated the United States government in its conduct of the war. The spirit of Versailles in no way reflected the spirit of the Fourteen Points. During the war, Wilson had envisaged a peace of reconciliation, which liberal elements even in Germany would have been able to accept as just. But in Versailles, he signed his name to a treaty which enacted, with his full approval, a punitive peace and which the Germans signed only because the victors threatened to use force against them if they refused. Wilson’s plan to use the peace treaty to integrate the vanquished enemy into a new liberal order for the world had, for the time being, failed. This failure was not the result of any ‘betrayal’ on Wilson’s part . . . . There was no such intention. It is true, however, that Wilson did act contrary to his original aspirations. Indeed, forced as he was to negotiate from a position of weakness, he had to act contrary to them if there was to be any peace treaty at all. In the final weeks of the conference, the choice with which he was faced was no longer a choice between a compromise peace—i.e., one which included concessions to the Entente—and a Wilsonian peace, but a choice between a compromise peace and no peace at all.” (Klaus Schwabe, Woodrow Wilson, Revolutionary Germany, and Peacemaking, 1918-1919: Missionary Diplomacy and the Realities of Power, trans. Rita and Robert Kimber [Chapel Hill: University of North Carolina Press, 1985], pp. 395-96.)

Does Woodrow Wilson’s adjustment to changed circumstances reflect pragmatic flexibility on his part? Should his popular image as an idealist be qualified? Schwabe mentions that Wilson hoped to use the peace treaty to integrate Germany into a new world order. Do you think that Wilson was also trying to use the treaty to overcome the isolationist impulses of the United States and to involve his country actively in European affairs on a permanent basis?
3. “It appeared in retrospect that the economic recovery of Europe was excessively dependent on American loans . . . The Dawes loan of 1924, which was oversubscribed in New York, was the start of a considerable flow of lending by American investors to Germany (especially to the firms of Krupps and Thyssen, and to German municipalities), and later to other European countries. In the Dawes years (1924-29), German borrowing from abroad always far exceeded her reparation payments. Hence a curious cycle of payments developed: Germany borrowed from the USA; which helped her to pay reparations to France, Britain, and Italy; and in turn these countries made payments on their war debts to the USA. When the source of American loans dried up with the stock market crash in 1929, this cycle was broken at its starting point; and with the calling in of short-term American loans, an important element in the German economic recovery was removed.” (P. M. H. Bell, The Origins of the Second World War in Europe [New York: Longman, 1986], p. 36.)

What was the significance of the end of the German economic recovery during the late 1920s? Is it plausible that if the onset of economic depression had been avoided, the Nazi movement might not have gained power in Germany? What difference could that have made on the course of world history?

4. “It has been a common tendency among historians to contrast the National government’s policies in Britain unfavorably with Roosevelt’s New Deal in the United States. The National government, it is said, sought to wait out the depression—or to put it more bluntly, ‘Millions were starving but the Tories did nothing’—while in the United States Roosevelt was seeking to combat the depression with dynamic if sometimes contradictory measures. . . . It is . . . true that Britain’s National government [which was dominated by Conservatives] never embarked on a full-fledged public works program based on deficit spending. But even in the United States the desirability of deliberate deficit spending as a means of countering depression came to be accepted by most politicians only in the 1940s and by most big businessmen only in the 1960s—by which time large-scale deficit spending had come to be associated with an increasing rate of wage and price inflation. . . .

“. . . One reason why the National government does not seem more closely comparable to the New Deal is that so many New Deal measures—such as old age pensions and unemployment insurance—had been adopted by Britain before World War I. The proportion of the national income spent by British public authorities, local and national, rose steadily from 5.5 percent in 1913 to 13 percent in 1938. . . .

“It remains true that the problem of unemployment was ultimately resolved in Britain—as in the United States—only by a war.” (Walter L. Arnstein, Britain Yesterday and Today: 1830 to the Present, 7th ed. [Lexington, MA: D.C. Heath and Co., 1996], pp. 306-08.)

Do you agree with Arnstein that Britain’s relatively advanced development of social welfare legislation before the Great Depression helps explain the apparent contrast between the National government and the New Deal? What factors promoted a more active role by government on both sides of the Atlantic during the 1930s? Why did the demands of waging World War II bring about a greater reduction in unemployment than all the government actions in the mid-1930s?
“Having served brilliantly under Woodrow Wilson during the war and at the Versailles conference, [Herbert] Hoover broke with the president over Article 10 of the League of Nations charter. He insisted on complete U.S. freedom of action so that the nation could use its vast new power when and how it thought best. This did not mean following a policy of isolationism in world affairs. Instead, Hoover favored 'independent internationalism,' as historian Joan Hoff Wilson has called it—that is, not retreating from the world (for that was impossible), but keeping American hands as free as possible to build a world order in which Americans could prosper.” (Walter LaFeber, The American Age: United States Foreign Policy at Home and Abroad Since 1750 [New York: W.W. Norton and Co., 1989], pp. 335-36.)

LaFeber, who regards Hoover’s views as representative of many U.S. policymakers during that period, seems to call into question the popular notion that the U.S. retreated into “isolationism” during the 1920s. If, on the one hand, the functional definition of “isolationism” centered on the idea that the U.S. should avoid entangling alliances with European powers, does the popular characterization of U.S. foreign relations during the 1920s seem valid? What action by the U.S. Senate after the Paris Peace Conference could lend support to that interpretation? On the other hand, if “isolationism” were defined as avoiding involvement in world affairs, does LaFeber’s view fit the evidence? What examples of U.S. participation in European affairs during the 1920s can you cite? Do you agree that after World War I it would have been impossible for the U.S. to “retreat” from involvement in world affairs?
QUESTIONS TO THINK ABOUT

1. Would Britain have entered the war even if Germany had not violated Belgium’s neutrality? Why would Britain be concerned about the possibility of a German victory on the continent?

2. While Germany surely was not solely responsible for the outbreak of the First World War, does it bear the heaviest responsibility?

3. What evidence can you cite that Russia bears a significant share of the responsibility for the First World War?

4. If states will not accept an authority higher than themselves, what steps can they take (short of establishing a supranational organization) to avoid expensive arms races as well as war?

5. Why did Austria-Hungary feel vulnerable to Serbian nationalists?

6. Did Bismarck demonstrate a good sense of limits during the 1870s and 1880s? Were his successors too aggressive and too willing to take risks?

7. What combination of powers could Germans point to as evidence that they were being encircled by a dangerous coalition? In what ways did Germany’s geographical position foster fears of encirclement?

8. What factors prevented a revolutionary situation from developing in Britain and the United States during the Great Depression?

9. Why did France retreat into the so-called Maginot mentality during the 1930s?

10. The powers of the state seemed generally to increase between the wars despite the fact that conservative politicians often dominated governments. Was the continued growth in the power and role of modern states irresistible? If so, why? Has the expansion of the modern state continued up to the present despite the fact that conservative leaders have served a substantial number of years as presidents or prime ministers in western democracies?

11. What accounts for the international popularity of movies?

12. Does the fact that Einstein’s theories displaced Newtonian assumptions, which had been generally accepted as valid for two centuries, provide a good reason for expecting that eventually Einstein’s theories will be supplanted by yet another theoretical breakthrough? Can you think of any reasons for thinking that Einstein’s views may not dominate physics for as long as Newton’s did?
CHAPTER 28

The USSR, Italy, Germany, and Japan: The Failure of Democracy in the Interwar Period

To justify participating in World War I, Woodrow Wilson and others invoked the ideal of making the world safe for democracy. Most of those who embraced this rationale thought of democracy as being linked intrinsically to free elections and liberal notions of individual liberties: freedom of speech, freedom of religion, and so on. Ironically, the war fostered conditions that encouraged the rise of totalitarianism. For example, the stresses and strains of fighting the war precipitated the Russian revolution of March 1917, which eventually gave the Bolsheviks their great opportunity to seize power eight months later. Subsequent events led to the dictatorship of Josef Stalin.

The war also opened opportunities for the fascists. Mussolini began his transformation from socialist to fascist while campaigning for Italian intervention in the conflict. Economic hardships that stemmed in large part from the war and disappointment with the peace settlement of 1919 set the stage for the growth of Mussolini’s Fascist movement and his formation of a government in 1922.

Hitler’s Nazi party is, of course, the other major version of fascism that benefited from factors closely related to World War I. Other causes undoubtedly played a role, but it seems very unlikely that the Nazis could have gained power if the war had not occurred (or perhaps if the Germans had won).

In Japan, economic pressures and expansionist tendencies led to militaristic government policies that overpowered developing democratic institutions. The result would be a concentrated effort to make Japan the dominant power in Asia.

Less obvious is the role of World War I in building up the power of the modern state. Faced with the exigencies of waging war, governments accelerated the development of bureaucratic organizations and techniques for controlling and mobilizing their populations. Rejecting ethical and constitutional limitations, the totalitarian regimes carried governmental oppression to terrible extremes.

The full horror of totalitarianism was not generally perceived right away. Indeed, those regimes attracted considerable praise from admirers in the Western democracies who were impressed by propaganda about efficiency and economic growth. For instance, during the Great Depression of the 1930s, dynamic images of economic growth projected by the Soviet Union made it appear to be a viable model for many reformers who thought capitalism was failing. Such images, of course, would be discredited. It soon became apparent that totalitarianism represented a new threat to world order and national sovereignty around the globe.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Revolutions in Russia, 1917 and 1928-39.

Facism.
Italy and Mussolini.

The Germany Tragedy.

Japan.

**HAVE YOU MASTERED THE BASIC FACTS?**

*Fill in each of the following blanks with the correct identification.*

**The Russian Revolutions: 1917-39**

1. ________________________: Scandalous monk who influenced the Russian court through Alexandra, the tsar’s wife.

2. ________________________: Russian tsar who abdicated in 1917.

3. ________________________: Wing of the Russian Social Democratic Party that dominated the Soviets of Workers’ and Soldiers’ Deputies early in the Russian revolution.

4. ________________________: Leader of the Provisional Government when it was overthrown by Lenin and the Bolsheviks in 1917.

5. ________________________: Popular name for the anti-Bolshevik forces in the Russian civil war that followed Lenin’s seizure of power.

6. ________________________: Bolshevik government’s secret police, who played a major role in a reign of terror.

7. ________________________: Implemented in 1921, this retreat from communism was Lenin’s way of taking “one step backward in order to go two steps forward.”

8. ________________________: Star of the Bolshevik revolution, leader of the Red Army, and a charismatic orator who failed in his attempt to become Lenin’s successor; he was assassinated in Mexico.

9. ________________________: Key office in the Communist party that gave Stalin a strategic position from which he gained domination of the Soviet Union.

10. ________________________: Farmers who were opposed to socialism; they suffered terrible persecution when Stalin brutally implemented his policy of collectivizing agriculture.

11. ________________________: Proposed by Stalin in 1928, this scheme was intended to promote rapid increases in industrial output.

12. ________________________: Tenets of this cultural policy were emphasized by the Communist party; deviation was not tolerated under Stalin.

**Italy and Mussolini**

13. ________________________: Italian name for the “fighting groups” organized by Mussolini to try to gain control of his country.
14. **Fiery writer and nationalist leader who occupied the disputed city of Fiume; Mussolini copied many of his methods and programs.**

15. **Governmental body through which Mussolini exercised centralized control of Italy.**

16. **Pact negotiated between Mussolini and church representatives in 1928; it recognized Catholicism as the state religion and made religious instruction compulsory.**

**The German Tragedy**

17. **Party of which Friedrich Ebert was leader; it was the majority party in Germany at the end of World War I.**

18. **Together with Karl Liebknecht, she formed the German Communist party at the end of 1918 to promote a complete social and political revolution; both of these leaders were murdered in 1919.**

19. **City in which the constitution of the German republic was written during 1919.**

20. **City to which Hitler moved in 1908; there he avidly read racist pamphlets and observed the anti-Semitic politics of the city’s mayor.**

21. **City where Hitler joined the German Workers’ party in 1919, soon to be called the National Socialist German Workers’ party; he staged an abortive putsch there in 1923.**

22. **While in prison, Hitler dictated this work, which is both an autobiography and an exposition of his creed.**

23. **Hitler’s propaganda chief; he staged huge spectacles all over Germany and generated a controlled mass hysteria.**

24. **Building set afire by a young Dutchman in 1933; the Nazis exploited the incident by blaming the blaze on the world communist movement.**

25. **Piece of legislation in 1933 that authorized Hitler to rule by decree; it set the Weimar constitution aside without formally abolishing that document.**

26. **Proclaimed name of Hitler’s regime.**

27. **Anti-Semitic laws implemented in Germany during 1935; they deprived Jews of their German citizenship and they forbade marriage between “Aryans” and “non-Aryans.”**

**Japan**

28. **Nation-wide protest after World War I in response to rampant inflation.**

29. **By 1932, Japanese forces controlled this territory in China.**
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ One reason the Provisional Government, which was formed during the revolution of March 1917, lost power in the same year is that it (1) tried to redistribute land to the peasants too quickly; (2) was dominated by peasants who lacked the experience to govern; (3) tried to continue the war against the Central Powers; (4) fell under right-wing leadership immediately.

2. _____ In April 1917 Lenin was transported from his exile in Switzerland back into Russia by (1) British agents; (2) the Germans; (3) the Third International; (4) Polish nationalists.

3. _____ During the spring and summer of 1917, the Mensheviks (in accord with Marxism) felt that they should not seize power because (1) a bourgeois revolution had to run its course; (2) they had to support the war effort; (3) the only legitimate rulers were those who won elections; (4) the bourgeois Russian state was ready to wither away.

4. _____ As far as seizing and holding power is concerned, one of Lenin’s most effective policies was to (1) advocate peace; (2) support the Provisional Government; (3) help the Whites; (4) publicly welcome Allied intervention.

5. _____ Confronted by harsh realities, Lenin’s government obtained a separate peace with the Central Powers in 1918 by agreeing to the Treaty of (1) Moscow; (2) Petrograd; (3) Helsinki; (4) Brest-Litovsk.

6. _____ The new Bolshevik government pursued domestic policies reminiscent of schemes promoted during the 1790s in an earlier revolutionary situation by (1) Robespierre in France; (2) George Washington in the United States; (3) Edmund Burke in Britain; (4) Catherine the Great in Russia.

7. _____ Within the Communist party led by Lenin power was consolidated in the hands of a small elite group known as (1) All Union Congress of Soviets; (2) Pravda; (3) the Politburo; (4) the kolkhoz.

8. _____ Lenin’s New Economic Policy included all of the following EXCEPT (1) a partial return to a free market in agriculture; (2) the denationalization of banks, heavy industry, and public utilities; (3) a graduated wage scale in state industries; (4) allowing private management of small factories.

9. _____ In his rush to increase industrial output, Stalin cast aside a basic Marxist ideal of (1) one man, one vote; (2) state control of schools; (3) strict party discipline; (4) providing economic support for each citizen according to need.

10. _____ During the 1930s, Stalin’s great purges involved attacks on (1) Bolsheviks who had been loyal comrades of Lenin; (2) high officers in the Red Army; (3) rank-and-file party members; (4) all of the above.

11. _____ Although the Fascists were using intimidating tactics in October 1922, Mussolini (1) was not actively seeking power; (2) could muster only about 500 Fascists for the “March on Rome”; (3) was actually a pacifist who wanted to avoid violence; (4) achieved power without staging a coup d’état when King Victor Emmanuel III invited him to form a new government.

12. _____ Italy’s Fascist state was characterized by all of the following EXCEPT the (1) end of the democratic procedures of the early postwar years; (2) dissolution of other political parties; (3) decentralization of Italian political life; (4) banishment of critics to prison settlements.
13. Mussolini’s version of state capitalism (1) abolished syndicates or corporations representing capital and labor; (2) aimed to abolish class conflict through cooperation between labor and capital; (3) promoted the belief that private enterprise was the least efficient method of production; (4) followed the Communist theory that labor should form the state.

14. The problems (or weaknesses) of the Weimar republic included (1) the multitude of parties permitted by the constitution, which led to government by uncertain coalitions; (2) the stigma of having accepted the Treaty of Versailles; (3) opposition from monarchists on the right and Communists on the left; (4) all of the above.

15. Which of the following statements about Hitler’s background is NOT true? (1) He was born and raised in Austria-Hungary; (2) During his school days, he was something of a loner and did not excel academically; (3) As a young man, he achieved a good education at an art institute in Vienna; (4) He served bravely in the German army during World War I.

16. The Nazis education system tried to prepare girls for (1) political and professional careers; (2) the role of bearing and raising children; (3) service in the military; (4) all of the above.

17. Hitler was greatly assisted in his rise to power by (1) the improved economic conditions in Germany between 1925 and 1929; (2) the Nazi party’s electoral victories in 1932 and 1933, when it captured well over half of the votes; (3) the success of a violent Nazi coup d’état in January 1933; (4) fear of communism among industrialists and aristocrats.

18. Hitler’s version of state capitalism (1) retained private property; (2) removed government controls on business; (3) supported trade unions and their right to strike; (4) all of the above.

19. The Nazi regime (1) pursued autarky; (2) lifted a heavy burden of taxes from the middle class; (3) refused to increase the national debt despite the need to spend money creating work for the unemployed; (4) all of the above.

20. The effort to create a lasting liberal government in Japan failed because (1) Japan’s population outstripped its economy; (2) of growing unemployment; (3) Japan’s export trade dropped in the world depression; (4) all of the above.

21. The agreement signed in 1936 between Japan and Germany (joined in 1937 by Italy), which was directed against the Soviet Union, was the: (1) Tripartite Agreement; (2) Munich Treaty; (3) Anti-Comintern Pact; (4) none of the above.

DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify each of the following terms and assess them with regard to their importance for world history.

Soviet

Leon Trotsky

Treaty of Brest-Litovsk

Politburo
RELATIONSHIPS IN TIME

Number the items in each group in chronological order.

Russian Revolution

1. _____ Nicholas II abdicates the throne
2. _____ Russia’s early optimism in the war is dispelled by heavy casualties, food shortages, and the tsarist government’s ineptitude
3. _____ The new Bolshevik government opens peace negotiations with Germany
4. _____ Kerensky attempts to continue waging war against the Central Powers, but the Russian front disintegrates
5. _____ The Bolsheviks seize control of communications and police centers in the Russian capital
6. _____ Stalin introduces the system of central planning and then launches the first Five-Year Plan

7. _____ Stalin institutes the Great Purges, which featured show trials of loyal communists

8. _____ Stalin’s old rival Trotsky is assassinated

9. _____ Stalin is expelled from a seminary because of his radical opinions

10. _____ Stalin is confirmed by the Communist Party’s Central Committee as general secretary of the secretariat

Mussolini

1. _____ “March on Rome”

2. _____ Mussolini becomes editor of the Socialist newspaper Avanti

3. _____ Victor Emmanuel III invites Mussolini to form a government

4. _____ After volunteering for the army, Mussolini sees active service at the front

5. _____ Mussolini consolidates his dictatorial control and centralizes Italian political life

Hitler

1. _____ Hitler becomes chancellor

2. _____ Hitler leads an abortive Putsch in Munich

3. _____ Enabling Act is passed by the Reichstag

4. _____ Hitler dictates Mein Kampf

5. _____ The Great Depression hits Germany

FOCUSING ON MAJOR TOPICS

Hitler campaigned effectively as an anti-Communist and an ideological enemy of Stalin’s regime. Moreover, communism is sometimes regarded as being on the extreme left of the political spectrum and fascism as being on the extreme right. Yet, historically they have had much in common.

*In the list below place an X next to each of the traits that Hitler’s version of fascism shares with Stalin’s communism.*

1. _____ Persecution of political opponents

2. _____ Censorship and suppression of freedom of speech

3. _____ Extensive use of secret police

4. _____ Use of prisons and concentration camps for political prisoners
ARRIVING AT CONCLUSIONS

Below are some quotations related to topics covered in chapter 28. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “Like almost all revolutionaries, the Bolsheviks in 1917 had a utopian vision (the future communist society) and an immediate desire to emancipate society from oppressive authority and tradition. But they also had some more specific ideas about the measures that would be necessary to move Russia from capitalism to socialism. They had to create a dictatorship of the proletariat to direct the process of transition. Since the revolution had been premature in Marxist terms, they had to industrialize and eliminate Russia’s historic backwardness. At some point during the transitional period. . . they would have to establish the economic prerequisites of socialism, notably complete nationalization of industry and trade and collective or state-capitalist organization of agriculture.

“The degree to which these different objectives had been realized by the mid-1930s varied considerably. . . . The proletarian dictatorship became the dictatorship of a party recruiting primarily from the working class, while at the same time evolving towards a personal dictatorship exercised through the party . . . .

“It was in the sphere of economic objectives that most had been achieved; and the transformation associated with the First Five-Year Plan was the real basis for Stalin’s claim to have completed the building of socialism. It was not a wholly unreasonable claim in Marxist terms. According to Marxist theory, the level of economic development and the mode of production are the base upon which the political, social and cultural superstructure rests. When the base changes, the superstructure can be expected to adapt itself accordingly. Once the economic prerequisites existed, the obvious inference for Marxists was that the political prerequisites would follow.” (Sheila Fitzpatrick, The Russian Revolution [Oxford: Oxford University Press, 1982], pp. 140-41.)

Do you think that Stalin’s ideology may have prevented him from seeing any options to the extremely cruel policies that he used to force his country to industrialize rapidly? Was his policy of forcing the pace of industrialization also a means of extending his personal power? What role did central planning play in the ultimate collapse of the Soviet Union? Since central planning was an intrinsic aspect of Stalin’s five-year plans, can it be plausibly argued that he planted the seeds of the Soviet Union’s destruction.

2. “By 1922 the control exercised by the [Italian] political class through the mechanism of parliament had been so weakened that no one seriously believed that the old system could survive without alteration. Mussolini’s asset in 1922 was the widespread belief on the
part of many liberals that fascism was an inevitable, if temporary, corrective for a system gone awry. Once this attitude penetrated government deeply enough, the whole mechanism of the state bureaucracy was compromised. Few . . . police officials were willing to risk careers to enforce the laws . . . . When the actual crisis in government leading to the installation of a Fascist government began, it became difficult for political leaders to use force to prevent something which most had already accepted as inevitable . . . (Alexander De Grand, *Italian Fascism: Its Origins & Development*, [Lincoln: University of Nebraska Press, 1982], pp. 34-35.)

What had eroded Italian confidence in parliamentary democracy during the years leading up to Mussolini’s seizure of power in October 1922? Was Mussolini essentially opportunistic, or did he have a well-defined ideological commitment to reconstruct Italy and establish an empire?

3. “Many attempts have been made to explain away the importance of Hitler, from Chaplin’s brilliant caricature in *The Great Dictator* to the much less convincing picture of Hitler the pawn, a front man for German capitalism. Others have argued that Hitler was nothing in himself, only a symbol of the restless ambitions of the German nation to dominate Europe; a creature flung to the top by the tides of revolutionary change, or the embodiment of the collective unconscious of a people obsessed with violence and death.

“These arguments seem to be to be based upon a confusion of two different questions. Obviously, Nazism was a complex phenomenon to which many factors—social, economic, historical, psychological—contributed. But whatever the explanation of this episode in European history—and it can be no simple one—that does not answer the question . . . what was the part played by Hitler. It may be true that a mass movement, strongly nationalist, anti-Semitic, and radical, would have sprung up in Germany without Hitler. But so far as what actually happened is concerned—not what might have happened—the evidence seems to me to leave no doubt that no other man played a role in the Nazi revolution or in the history of the Third Reich remotely comparable with that of Adolf Hitler.

“The conception of the Nazi Party, the propaganda with which it must appeal to the German people, and the tactics by which it would come to power these were unquestionably Hitler’s.” (Alan Bullock, *Hitler: A Study in Tyranny* [New York: Harper & Row, 1964], p. 805.)

Do you think that there could have been a Third Reich without Hitler? What factors made an extreme nationalist such as Hitler attractive to millions of Germans? Were Germany’s defeat in World War I and German dissatisfaction with the peace settlement decisive factors? Would Hitler have been able to gain control of Germany if millions of Germans had not feared a leftist takeover?

**QUESTIONS TO THINK ABOUT**

1. How were nationalist sentiments and patriotism used by the enemies of liberal democracy in Italy and Germany?

2. To what extent were postwar conditions in Italy similar to those in Germany? To what extent were they different?

3. In what ways were Stalin’s policies different from Lenin’s? What continuities are there in their policies?
4. Lenin is famous as an influential ideologue. Can you also justify characterizing him as a flexible and pragmatic political leader?

5. In what ways did the weakening of the middle classes by Germany’s runaway inflation of the early 1920s perhaps increase the chances that a totalitarian government would seize power?

6. Were Japan’s problems in the 1920s and 1930s primarily economic or political? Has the Japanese political system of today failed to keep up with Japan’s tremendous economic growth?

7. Was totalitarianism possible before the twentieth century? What developments in the rise of the modern state were essential to make it a reality?
CHAPTER 29

Forging New Nations in Asia, 1910-1950

The 1920s and 1930s interwar years brought bitter disappointment to colonial peoples in Asia who shared the appeal to universal principles of common humanity, equality, individual worth and self-determination of peoples that World War I had seemingly been fought for.

In several ways the West contributed to the growth of nationalism in the colonized world. Schools and missions created a small native elite who would hold Europe to its own ideals. Never was there a better example of Western ideals coming back to haunt them.

In some cases, nationalism combined with Marxism across Asia to create new nations, which caused colonial powers to re-think their former policies as the global confrontation between capitalism and communism developed into the post-World War II period.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

China: Revolution and Republic.

Korea: From Monarch to Colony

Nationalism in Southeast Asia.

India: The Drive for Independence.

HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

**China: Revolution and Republic**

1. _____________________: Chinese name for the Nationalist party formed by Sun Yat-sen.

2. _____________________: Sun Yat-sen’s successor who expelled the Communists from the GMD and used its armies to unify China.

3. _____________________: Series of demands presented to China by Japan in 1915.
4. _________________: Treaty signed in Washington in 1922, which guaranteed the independence and territorial integrity of China.

5. _________________: Influential Chinese periodical founded in 1915 that published works of the “New Culture” movement.

6. _________________: Chinese Communist leader who insisted that revolution in China would come from peasant uprisings; he formed a “soviet” in Jiangxi province.

7. _________________: Chinese Communist escape to Shaanxi, 1934-35.

8. _________________: Incident of rampage by Japanese soldiers in 1937 in China that resulted in more than 100,000 Chinese deaths.

Korea: From Monarchy to Colony


10. _________________: Major movement led by Korean women that signaled the beginning of public pressure for independence from Japan.

11. _________________: Political organization in Korea pushing for independence from Japan and for social reform.

Nationalism in Southeast Asia

12. _________________: Communist leader and head of anti-French resistance in Indochina.

13. _________________: Act of U.S. Congress in 1916 that provided the basis for constitutional government in the Philippines and promised eventual independence.

14. _________________: Indonesian political party that was successful in developing characteristics and symbols of national identity and helped lay the groundwork for independence.

India: The Drive for Independence

15. _________________: Repressive and unpopular law passed after World War I to curb civil unrest in India; it stimulated nationalist opposition.

16. _________________: Leading figure of the Indian nationalist movement and a powerful advocate of passive resistance.

17. _________________: Place where Gandhi worked early in his career and was “transformed” by his encounters with discrimination against “non-whites”.

18. _________________: Muslim leader who first worked for Hindu-Muslim unity but later called for a separate Muslim state.
19. ________________: Young Hindu leader who worked with Gandhi for Indian independence.

20. ________________: Rival to Gandhi who advocated Hindu supremacy and violence in evicting the British from India.

21. ________________: Political party founded to challenge the Indian National Congress and advance the “two-nation” principle.

22. ________________: Predominantly Hindu political party that worked for Indian independence under the leadership of Gandhi and Nehru.

TRY THESE MULTIPLE-CHOICE QUESTIONS

1. _____ The president of China who later declared himself emperor was (1) Yuan Shih-kai; (2) Sun Yat-sen; (3) Chiang Kai-shek; (4) Mao Tse-tung.

2. _____ As leader of the Guomintang, Chiang Kai-shek got most of his support from (1) bankers, merchants, and professionals; (2) Communists; (3) regional warlords; (4) peasants.

3. _____ The Washington Conference (1) acknowledged Japan’s domination of China; (2) formed an agreement to respect the independence and territorial integrity of China; (3) divided China between the West and Japan; (4) agreed to eliminate naval armaments.

4. _____ Mao Zedong’s main contribution to Chinese Communist ideology in the early period was that (1) the Japanese were the main enemy among imperialist powers; (2) peasants could be the basis of Communist revolution; (3) the Soviet Union’s ideology had to be carefully copied in China; (4) urban workers had to be the foundation for any Communist revolution.

5. _____ Which of the following occurred FIRST? (1) End of the Manchu dynasty; (2) Long March; (3) New Culture Movement; (4) Formation of the Guomintang.

6. _____ The combination of nationalism and communism as part of a native opposition to colonial rule can probably be seen best in (1) China; (2) Indochina; (3) Indonesia; (4) Philippines.

7. _____ Conflicting trends in the U.S.-Philippine relationship can be seen in (1) the failure of the islands to develop any nationalist sentiment while the U.S. was encouraging the idea of national independence; (2) growing political autonomy in the Philippines coupled with increasing economic dependence on the U.S.; (3) efforts of Filipino rebels to join forces with groups seeking reunion with Spain; (4) all of the above.

8. _____ The Amritsar incident marked an episode in (1) the efforts of blacks in South Africa to end segregation; (2) Gandhi’s long fight for independence for India; (3) Muslim efforts to create a unified Muslim state in India; (4) Arab efforts to expel the French from Morocco.
9. ________ In his fight against British rule in India, Gandhi urged his followers to practice (1) peaceful civil disobedience; (2) assassination of selected British officials; (3) revolution; (4) all of the above.

10. ________ Which of the following countries did not witness the development of a strong nationalist movement after World War I? (1) Burma; (2) Malaya; (3) Indochina; (4) Indonesia.

**DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?**

*Each of the following terms represents important historical tendencies for global history. In the space provided, give an identification statement for each and evaluate the historical significance.*

Sun Yat-sen

New Culture Movement

Lu Xun

Chiang Kai-shek

Mao Zedong

yangban

Tonghak

Sin’ganhoe

Ho Chi Minh

Siam

Young Men’ s Buddhist Association

Mohandas Gandhi

salt marches
Muslim League

“Quit India”

**THE PLACE**

*On the map of the Far East below, locate the following places.*

<table>
<thead>
<tr>
<th>Pacific Ocean</th>
<th>Peking</th>
<th>Japan</th>
<th>Burma</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Canton</td>
<td>Philippines</td>
<td>Malaya</td>
<td>Vietnam</td>
</tr>
</tbody>
</table>

Vietnam is part of a larger bloc called _______________________. What European power ruled this area in the period after World War I?

What European power ruled over Burma and Malaya? What power ruled over the Philippines?
RELATIONSHIPS IN TIME

In the blank to the left of each statement write the appropriate period from the four choices listed. The first question is done as an example.

1900-1910
1910-1919
1920s
1930s

1. 1930s The Muslim League begins to push for two nations because of Hindu-Muslim antagonism.
2. _____ Sun Yat-sen dies leaving behind a Guomintang party movement.
3. _____ Chiang Kai-shek “unites” China.
4. _____ Japan hands China the Twenty-one Demands.
5. _____ The Manchus are dethroned.
6. _____ The Rowlatt Act strengthens police powers in India.
7. _____ The Philippines becomes a commonwealth with a new constitution.
8. _____ Gandhi proclaims a strike that ends in rioting.
9. _____ The Long March leads the Communists into Northwest China.
10. _____ The Washington Conference stabilizes great power competition in China.
MAKING CONNECTIONS

Put an “X” beside the items that represent nationalist reactions to colonialism.

1. _____ The Government of India Act fails because local princes refuse to enter the central government.
2. _____ Gandhi is jailed.
3. _____ The First World War ends.
4. _____ Burma is split from India.
5. _____ Ho Chi Minh establishes the Viet Minh.
6. _____ Gandhi transforms the Indian National Congress.
7. _____ The Manchus rule China.
8. _____ Nehru shares Gandhi’s leadership in the movement for Indian independence.

ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with aspects of this period of history. Answer the accompanying questions briefly, and be prepared to defend your answers.

1. “Marxism was not unknown in China, but it held little appeal prior to the Russian Revolution . . . . The writings of Marx and Engels offered the vision of a perfect society, but their thesis that socialism could only be achieved after capitalism had run its course suggested that Marxism was inappropriate for a society only just entering the ‘capitalist stage of development.’

“The success of the Russian Revolution (1917) altered the picture considerably. Faced with a similar problem in applying Marxism to Russia, Lenin amended Marxist theory to fit the needs of his own country, and thereby also made it more relevant to the Chinese. His theory that imperialism was the last stage of capitalism gave new historical importance to countries such as China, which were the objects of imperialist expansion. It also suggested that the imperialist nations were themselves on the verge of the transition to socialist states. Most significant for the Chinese situation, perhaps, was Lenin’s concept of the Communist party as the vanguard of revolution, which showed a way in which party intellectuals could help make history even in a precapitalist state, and thus justified their efforts.

“Furthermore, Marxism was modern and claimed ‘scientific’ validity for its doctrines. It shared the prestige accorded by Chinese intellectuals to what was Western and ‘advanced,’ even as it opposed the dominant forms of social, economic, and political organization in the West. A Western heresy, which could be used against the West, it promised to undo China’s humiliation and to place China once again in the forefront of world history. Most important of all, it worked. The Russian Revolution demonstrated its effectiveness. To many, and not only in China, it seemed the wave of the future.” (Conrad Shirokauer, Modern China and Japan: A Brief History [New York: Harcourt Brace Jovanovich, 1982], p. 185.)
What aspects of Marxist doctrine before Lenin would have been unattractive to intellectuals in an unindustrialized country? Why would it have been unlikely that Marxism would be attractive before the 1920s? What aspects of Marxism finally boosted its popularity among Chinese intellectuals?

**QUESTIONS TO THINK ABOUT**

1. What were the most important factors in the decline of Western dominance in the non-Western world after World War I? How is it possible that Western influence continues to dominate much of the non-Western world despite the decline of colonial empires? By what mechanisms do Western Europe and the U.S. influence the so-called underdeveloped areas?

2. Is there something in Chinese history that demands a strong leader like Chiang Kai-shek or Mao Tse-tung in order to achieve any political success?

3. From what you know of Hinduism, why would Gandhian techniques such as passive resistance and the hunger strike appeal to Hindus as political weapons? Why would such techniques be effective against the British in particular?

4. As new nations formed in Asia following World War II, consider which of those nations turned towards democracy as a form of government and which did not? Why?
CHAPTER 30

Emerging National Movements in the Middle East and Africa from the 1920s to 1950s

Barbara Tuchman has called World War I a “burnt path across history.” By that she means that this event was so wide-ranging and compelling that it affected a broad cross section of the world’s people. In so doing it linked together the destinies of many diverse peoples in a way never seen before. Neither the Mongol invasions of the thirteenth century nor the great plague epidemic of the fourteenth century had tied together the fate of so many. European imperial nations hung on, through mandates, to former colonies and extended them by dismembering the old Ottoman holdings. European hypocrisy only lent righteous indignation to African and Asian nationalist feeling.

World War II completed the process of laying the groundwork for de-colonization. Too many peoples, all at once, were ready to try their wings as free nations, drawing confidence in part from the colonial infrastructures built during the past hundred years. They drew together the negative impulse of anti-imperialism and the positive optimism that the new countries they would create could better serve their people. The catalog of exploitations gave them a handy list of what they did not want for the future. The Western imperialists, exhausted from the war, could not militarily or morally stand up to the wave of de-colonization that ensued.

Nationalist movements in the Middle East and Africa became perhaps the best examples of how the seeds of imperialism would develop into independent states fashioned on European model but states which would, for the most part, be plagued with challenges and controversies that came about as a direct result of their colonial heritage.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Middle East Divided.

The Challenge to Colonial Rule in Africa.

Pan-Africanism.

World War II and Its Aftermath.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Middle East Divided

1. _________________: Term applied to territories conquered by the Allies in World War I and placed by the League of Nations under the supervision of various Allied powers.

2. _________________: Romantic British leader who helped organize the Arab revolt against the Turks in World War I.

3. _________________: Statement made by a British official in 1917 promising support for a Jewish national home in Palestine.

4. _________________: Persian dictator who established a tyrannical rule while making efforts to Westernize Iran.

5. _________________: Arab leader ejected from Damascus by the French but later enthroned in Iraq by the British.

6. _________________: Army officer who established an efficient dictatorship in Turkey after World War I.

7. _________________: Secret agreement dividing up the Ottoman Empire among European powers.

8. _________________: The 1937 commission that provided that the mandate of Palestine be divided into an Arab state and a Jewish state.

The Challenge to Colonial Rule in Africa

9. _________________: Organization founded in 1920 to give more influence to educated Africans.

10. _________________: Leader of the East African Association whose arrest in 1922 sparked a major demonstration in Kenya and resulted in outlawing the organization.

11. _________________: First African elected to the Chamber of Deputies in Paris.

Pan-Africanism

12. _________________: Term used to refer to Africans scattered throughout the world.

13. _________________: Black American pan-Africanist who wanted “Africa for the Africans.”

**World War II and Its Aftermath**

15. Which ________: Statement by the Allies in 1941 that supported the ideals of democracy and encouraged Africans who hoped for freedom and independence worldwide.

16. Which ________: Political organization in South Africa that worked to promote equal rights for blacks and became increasingly influential as the twentieth century developed.

**TRY THESE MULTIPLE-CHOICE QUESTIONS**

1. _____ Which of the following probably saw the most progress in native participation in colonial government after World War I? (1) Southwest Africa; (2) Union of South Africa; (3) Nigeria; (4) Congo.

2. _____ The “Palestine Question” of the 1930s involved (1) Zionist claims to the Holy Land; (2) an insistence by Jews that the Balfour Declaration and action by the League of Nations gave them title to Palestine; (3) Arab opposition to continued Jewish immigration into Palestine; (4) all of the above.

3. _____ Which of the following occurred FIRST? (1) San Remo Conference; (2) Creation of the kingdom of Saudi Arabia; (3) Balfour Declaration; (4) End of the Ottoman empire.

4. _____ Which of the following had the greatest influence in helping the mandate system at the end of World War I? (1) Arab Congress; (2) Muslim League (3) London round-table conference; (4) Pan-African Congress.

5. _____ The fundamental dilemma of British policy in the Middle East after World War I involved (1) efforts to placate both Arabs and Jews and still maintain British influence in the area; (2) a desire to relinquish control of the Suez Canal to an international control commission; (3) efforts to reduce French influence on Syria and yet keep French friendship in Europe; (4) opposition to the Westernization of Turkey coupled with a desire to help Turkey’s traditional enemy, Russia.

6. _____ After World War I, race relations in the Union of South Africa were marked by (1) apathy and indifference on the part of the white community; (2) major efforts to promote integration and racial harmony; (3) increasingly severe social, economic, and political segregation of the colored and black population; (4) none of the above.

7. _____ All the following factors helped encourage African nationalism between the world wars except (1) advanced education was available for a few Africans; (2) the carnage of World War I weakened white prestige; (3) missionary paternalism disillusioned some Africans from following European churches; (4) U.S. President Wilson advocated a tightening of colonial administration.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Each of the following terms represents important historical tendencies for global history. In the space provided, give an identification statement for each and evaluate the historical significance.

Zionists

Sykes-Picot Agreement

Balfour Declaration

Memorandum of the General Syrian Congress

Treaty of Lausanne

Mustafa Kemal

Reza Shah

Abd al-Aziz ibn Sa’ud

Waf’d

Kibbutzim

National Congress of British West Africa

Haile Selassie

“Pan-Africanism”

W.E.B. DuBois

Mau Mau
THE PLACE

Without drawing specific boundary lines, label the following places on the following map, using maps in the in–the-text chapter.

<table>
<thead>
<tr>
<th>Mediterranean Sea</th>
<th>Lebanon</th>
<th>Saudi Arabia</th>
<th>Algeria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turkey</td>
<td>Iraq</td>
<td>Egypt</td>
<td>Morocco</td>
</tr>
<tr>
<td>Syria</td>
<td>Iran</td>
<td>Libya</td>
<td></td>
</tr>
</tbody>
</table>

What is the name of the empire that centered on Turkey before World War I?

The name Palestine dates back to classical times. Using the reference map in the text as a guide, label it on the map below. What is the modern name of the Jewish state there?
RELATIONSHIPS IN TIME

In the blank to the left of each statement write the appropriate period from the four choices listed. The first question is done as an example.

1900-1910
1910-1919
1920s
1930s

1. 1930s The Muslim League begins to push for two nations because of Hindu-Muslim antagonism

2. _____ Vast oil fields are discovered in Saudi Arabia

3. _____ The Arabs revolt against the Ottoman Turks

4. _____ A republic is proclaimed in Turkey under Mustafa Kemal

5. _____ France rules Syria and Lebanon by mandate amid hostility

6. _____ The Balfour Declaration is made

7. _____ The name of Persia is changed to Iran under Reza Shah Pahlevi

8. _____ Moroccans riot several times under the French

9. _____ South African Boer republics join in the formation of the Union of South Africa
MAKING CONNECTIONS

Put a number next to the statement to indicate the order in which the following events took place as independence movements swept across the Middle East and Africa.

1. _____ Enormous influx of Jews from Europe alarmed the Muslim population in Palestine.
2. _____ Lawrence of Arabia joins the Arabs in their revolt against the Turks.
3. _____ The Union of South Africa is the most explosive area on that continent because of widespread detribalization and the increasing numerical gap between the whites and the natives.
4. _____ The Pan-African movement urges independence, not mandate status for African nations.
5. _____ The First World War ends.
6. _____ The Arabs revolt against Ottoman rule.
7. _____ North African countries are named mandates of France.
8. _____ Dr. Chaim Weizmann heads the Zionist movement.
9. _____ Allies recognize Turkish sovereignty.
10. _____ Kwame Nkrumah became president of Ghana.

ARRIVING AT CONCLUSIONS

Here are some quotations from scholars dealing with aspects of this period of history. Answer the accompanying questions briefly, and be prepared to defend your answers.

1. “The First World War . . . marked an important turning-point in the history of the tropical African territories. Before the war these colonies had been backwaters, each connected with the mainstream of world events only through the single channel linking it to one or the other of the colonial powers. There had been little overall policy. Each colony had been thought of as a separate problem, and mainly as a problem of economic self-support. After the war, things moved faster. Most African colonies were by now sufficiently established to be able to think of more than mere survival. Their revenues were beginning to show modest surpluses over the bare cost of law and order. Colonial governments were able for the first time to contemplate expenditures on education, health, agriculture and veterinary services, and on economic development of various kinds. After the war, too, colonial powers started to take their colonial responsibilities more seriously. They tried to work out consistent policies for the African colonies. They developed within their colonial ministries important specialist departments and advisory services designed to assist all the colonial governments under their control. This increasing centralization did much to break down the previous isolation of individual territories.” (Roland Oliver and Anthony Atmore, Africa Since 1800 [Cambridge: Cambridge University Press, 1967], p. 160.)
To what extent should the changes described by Oliver and Atmore be attributed to the war? How might the mandate system have influenced this process? How might the process described here influence nationalistic feelings in African colonies?

**QUESTIONS TO THINK ABOUT**

1. What were the most important factors in the decline of Western dominance in the non-Western world after World War I? How is it possible that Western influence continues to dominate much of the non-Western world despite the decline of colonial empires? By what mechanisms do Western Europe and the U.S. influence the so-called underdeveloped areas?

2. Why was Turkey able to achieve national unity and make such great strides in social and political affairs after World War I, whereas China seemed unable to do so?

3. Based on your interpretation of the Balfour Declaration, consider how it would affect events in the Middle East in the decades that followed. Do you think it has been interpreted correctly by Israel and the Arab states?

4. Considering the manner in which the imperial powers divided Africa, how would nationalist movements and political systems on that continent be influenced?

5. In the wake of World War II, why would nationalist movements virtually “explode” across the Middle East and Africa and why were the former colonial powers unable to prevent the Independence movements?
CHAPTER 31

World War II: Origins and Consequences, 1919-1946

Dramatic changes occurred in the period covered by this chapter. Having suffered defeat in World War I, Germany first sought equality with the other major powers and then overturned the Treaty of Versailles. Hitler managed to expand Germany without fighting, until he precipitated World War II by invading Poland. Then his crucial weakness emerged. He lacked a good sense of limits. Disregarding the disastrous experiences of two previous invaders of Russia (Charles XII of Sweden and Napoleon), Hitler proceeded to squander most of his military resources on his eastern front. Germany went on to complete defeat, which resulted not only in territorial losses but also in a partition of the country that lasted until October 1990.

The Soviet Union, which was not even present at the Munich Conference of major powers in 1938, emerged during the war with enough military power to control eastern Europe and to pose a serious threat to its neighbors to the west. The United States, meanwhile, emerged from its interwar isolationism as the leading power in the West, a role that continued in the postwar years.

In the Far East, Japan’s attempt to establish a vast empire by military force achieved initial success but eventually failed. Just as Germany’s invasion of Russia in 1941 led to overextension, Japan’s attack on Pearl Harbor precipitated war on a scale that Japan could not handle. One result was that Japan turned away from militarism and concentrated on developing economic power in the postwar years. (That led to a different and far more successful form of Japanese domination.)

The cost of the Allies’ victory was very high, and the defeated powers suffered even more. The Holocaust added millions to the horrible death toll of the war years. Moreover, the terrifying implications of modern technology reached a qualitatively new level. This was dramatically symbolized by the advent of the atomic bomb, but even so-called conventional weapons reached a level of destructiveness that made the cost of war between major powers seem unacceptably high to any rational observer. Air raids on Dresden and Tokyo resulted in higher death tolls than did the dropping of atomic bombs on Hiroshima and Nagasaki.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Troubled Calm: The West in the 1920s.

The Epoch of the Aggressors.

World War II.

Postwar Settlements.
HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

The Troubled Calm: The West in the 1920s

1. ______________________: International organization that administered the Saar Basin and the Free City of Danzig.

2. ______________________: Major Western power that refused to join the League of Nations.

3. ______________________: Pact, signed in 1925, which papered over the Franco-German antagonism; Germany agreed to guarantee its western boundaries and to maintain the demilitarized zone along the Rhine.

4. ______________________: Treaty that ostensibly outlawed war; first signed in 1928, it was subsequently endorsed by many nations; although it symbolized a desire to strengthen peace, it lacked provisions for enforcement.

5. ______________________: Shortened name of the Third Communist International; this body, organized in 1919, was dedicated to the overthrow of capitalism.

The Epoch of the Aggressors

6. ______________________: Area invaded by Japan in 1931; in response to this move, China appealed to the League of Nations for help.

7. ______________________: African country seized by Mussolini’s forces in the mid-1930s.

8. ______________________: Emperor who appealed to the League when Italy invaded his country.

9. ______________________: Part of Germany remilitarized by Hitler in 1936.

10. ______________________: Signed by the three major Axis powers in 1936 and 1937, this pact reflected anti-Communist rhetoric directed against the Soviet Union.

11. ______________________: Right-wing leader of troops who revolted against the Spanish republic and precipitated civil war in 1936.

12. ______________________: British prime minister who agreed to the dismemberment of Czechoslovakia at the Munich Conference; his name came to symbolize appeasement.

13. ______________________: French premier who joined with his British counterpart in forcing the Czechs to yield to Nazi demands.

14. ______________________: Hitler brought about Germany’s union with this country in March 1938.
15. ____________________: Area along the western border of Czechoslovakia that became the focus of a crisis precipitated by Hitler in 1938; at the Munich Conference, the British and French governments forced Czechoslovakia to give it up in an attempt to appease the German dictator.

16. ____________________: To avoid having to fight a two-front war against major powers, Germany signed a nonaggression pact with this nation in August 1939, on the eve of World War II.

**World War II**

17. ____________________: System of defensive fortifications built by the French along their border with Germany; it proved to be an anachronism when confronted by the German Blitzkrieg tactics.

18. ____________________: Term used to describe the lull in fighting during 1939-40, before Hitler launched his invasion of the Low Countries and France.

19. ____________________: British Prime Minister during most of World War II.

20. ____________________: French general who refused to yield to the Germans; he fled to London and organized the Free French government.

21. ____________________: Site of the withdrawal of British forces from the European Continent after their defeat by Germany in 1940.

22. ____________________: Hitler’s attack on this country absorbed the bulk of his forces and resources; it was the decisive front.

23. ____________________: Region in France where a massive invasion against Hitler began during June 1944.

24. ____________________: Attack on the American bases at this site brought the United States into World War II as a full-fledged belligerent.

25. ____________________: Strategic Russian city on the Volga River, from which Hitler, rejecting the advice of his generals, refused to withdraw; the German Sixth Army was lost there.

26. ____________________: Site of the conference in February 1945 at which Roosevelt, Stalin, and Churchill outlined peace arrangements.

27. ____________________: Chief of the Gestapo, who played a leading role in the massacre of millions of European Jews and others whom the Nazis regarded as Untermenschen.

28. ____________________: Great naval battle in October 1944; it ended the threat of the Japanese navy.

29. ____________________: First city hit by an atomic bomb.

30. ____________________: Second city hit by an atomic bomb.
TRY THESE MULTIPLE-CHOICE QUESTIONS

1. ______ While the peacekeeping efforts of the League of Nations sometimes resulted in great disappointment, the new organization did succeed in (1) making great progress in the field of disarmament; (2) providing health and humanitarian services on an international scale; (3) getting the United States to join; (4) fostering feelings of mutual trust among all of the major powers.

2. ______ The famous meeting of “outsiders” at Rapallo, Italy, in 1922 led to cooperation in various areas between (1) Italy and Turkey; (2) Switzerland and the Netherlands; (3) Germany and the Soviet Union; (4) Bulgaria and Hungary.

3. ______ An ominous gap in the Locarno Pact of 1925 (one easily seen in retrospect) is that Germany (1) insisted on formally renouncing all the important clauses in the Treaty of Versailles; (2) did not guarantee its eastern frontiers; (3) was denied further loans to ease its reparations burden; (4) could not persuade Britain to endorse it.

4. ______ Franco’s insurgents in Spain received strong backing from Germany and (1) Italy; (2) France; (3) the Soviet Union; (4) the League of Nations.

5. ______ Spain’s republican government received most of its military assistance during the civil war from (1) Great Britain; (2) Italy; (3) the Soviet Union; (4) the United States.

6. ______ The purpose of President Roosevelt’s 1937 “quarantine speech” was to (1) arouse Americans to the dangers of the world situation; (2) renew the fight against the depression; (3) appease Hitler and Mussolini; (4) appease Japan.

7. ______ The League of Nations did succeed in resolving a dispute between (1) Italy and Ethiopia; (2) Japan and China; (3) Sweden and Finland; (4) Czechoslovakia and Germany.

8. ______ After invading Manchuria in 1931, the Japanese put further pressure on China during 1932 by attacking (1) Shanghai; (2) Chungking; (3) Vietnam; (4) Hainan.

9. ______ Chinese Communists agreed to cooperate with the Nationalists during the 1930s because of (1) a change in party theory urged by Chiang Kai-shek; (2) a desire to present a united front against Japanese aggression; (3) the work of American secret agents; (4) their hope to get military assistance from Vichy France.

10. ______ Objectives of Japan’s “New Order” in Asia included (1) the destruction of Chiang Kai-shek’s regime; (2) the expulsion of Western interests in East Asia; (3) the establishment of a self-sufficient economic bloc in Asia; (4) all of the above.

11. ______ The Rome-Berlin Axis (1) was a newly created border running between the two cities; (2) formalized the growing friendship between Italy and Germany; (3) proclaimed the withdrawal of Italy and Germany from the League of Nations; (4) made Italy and Germany allies against Japan.

12. ______ The Munich Conference of 1938 reflected (1) efforts of France and Britain to forge an alliance with the Soviet Union; (2) the policy of appeasement practiced by the Western democracies toward Germany; (3) efforts to halt Italian aggression in Africa; (4) none of the above.
13. The act that turned Britain away from its policy of appeasement was (1) Italy’s conquest of Ethiopia; (2) Japan’s attack on Shanghai; (3) Hitler’s conquest of Czechoslovakia in March 1939; (4) President Roosevelt’s “quarantine speech.”

14. Among the “concrete advantages” that Stalin gained from Germany in negotiations during 1939 were secret agreements that the Soviets could (1) absorb several chunks of territory such as Finland, Estonia, Latvia, and Bessarabia; (2) impose communism on the government in Warsaw; (3) invade Hungary; (4) none of the above.

15. According to the text, the key to Germany’s initial military successes during 1939 and 1940 was (1) superior numbers of fighting forces; (2) the invention of radar; (3) mobility; (4) improved defensive weapons.

16. The government of Vichy France was headed by (1) General de Gaulle; (2) Marshal Pétain; (3) Léon Blum; (4) Edouard Daladier.

17. To stiffen resistance to the German invasion of his country, Stalin stressed (1) patriotism; (2) pure Communist doctrine; (3) anti-Americanism; (4) political purges.

18. Belsen, Buchenwald, Dachau, and Auschwitz are names that are most closely associated with (1) battles during World War II; (2) the Holocaust; (3) breakthroughs in nuclear physics; (4) the troubled interwar diplomacy of Europe.

19. At the high tide of his conquest, Hitler controlled all of the following EXCEPT (1) Greece; (2) Poland; (3) Turkey; (4) Austria.

20. During World War II, Japan won control of all of the following EXCEPT (1) Midway; (2) the Philippines; (3) Indochina; (4) Malaya.

RELATIONSHIPS IN TIME

Number the items in each group in chronological order.

Japanese Expansion, 1931-1940

1. Japanese forces move up the Yangtze River, brutally occupy Nanking, capture Peking and proclaim the “New Order” in eastern Asia

2. Japanese take the island of Hainan and establish naval and air bases in Indochina

3. Japan invades Manchuria

4. China appeals to the League of Nations

Events Leading Up to the Outbreak of War in Europe

1. Hitler seizes control of Czechoslovakia

2. Munich conference meets to resolve the Sudetenland problem
3. _____ Britain and France declare war on Germany
4. _____ Hitler brings about the union of Austria and Germany
5. _____ Germany sends troops into the demilitarized Rhineland
6. _____ German invasion of Poland
7. _____ The Soviet Union and Germany sign a nonaggression pact
8. _____ The British send an ultimatum to Germany demanding that Germany stop invading Poland

World War II

1. _____ Battle of Britain
2. _____ Pearl Harbor attacked
3. _____ Atomic bombs dropped on Hiroshima and Nagasaki
4. _____ Allies win victories in North Africa and Sicily
5. _____ France falls
6. _____ Germany invades Russia
7. _____ Allies invade Normandy
8. _____ Germany marches into Poland

EVENTS OF THE SAME YEARS

Fill in the blanks in the following sentences.

Mussolini launched a wholesale invasion of (1)_______________________ in 1935, the same year that Hitler renounced the disarmament clauses of the Versailles treaty and began arming openly. During 1936, the same year that Germany sent troops into the (2)________________________ in defiance of the Treaty of Versailles, the (3)________________________ began in Spain. That was also the year that Japan joined Germany in the Anti-Comintern Pact. In 1940, the same year that France fell, (4)_______________________ built naval and air bases in Indochina. During the following year, both Germany and Japan “bit off more than they could chew.” Hitler invaded Russia in June 1941, and near the end of that year, Japan launched a surprise attack on (5)________________________, a move that precipitated the entry of the United States into the war. Of course, Roosevelt was already trying to help Britain. His effort to stand with Britain was symbolized only a few months earlier, when Roosevelt and Churchill signed the (6)_____________________________.

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DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

The following terms are representative of important trends and themes during the period. Please identify and give the historical importance for each of them.

Kellogg-Briand Pact

Neville Chamberlain

“Anschluss”

Nazi-Soviet Pact

Blitzkrieg

Winston Churchill

Operation Barbarossa

Gen. Hideki Tojo

Battles of Coral Sea and Midway

Stalingrad

Yalta

The Holocaust

Untermenschen

atomic bomb

Nuremberg Trials
THE PLACE

The following maps are a map of Europe and a map of the Far East. Fill them out according to the instructions below.

A. Indicate with a heavy black line the farthest expansion of Axis power during World War II.

B. Indicate thus <<<<<<< the areas of Asia and Europe seized by the Axis powers before the beginning of World War II in September 1939.

C. On the map of Europe indicate thus \|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\|\| the nations that remained neutral during World War II.

D. Using the maps in chapter 31 as sources of information, mark and label the location of each of the following places:

Prague  Moscow  Chunking
Albania  Leningrad  Pearl Harbor
Danzig  Stalingrad (Volgograd)  Coral Sea
Warsaw  Berlin  Midway
Sicily  London  Tokyo

E. Using the narrative and maps in chapter 31 as sources of information, mark and label the location of each of the places listed below. Also, in the space provided briefly mention the significance of each site along the road to war in the 1930s.

Manchuria

Nanking

Munich and the Sudetenland
ARRIVING AT CONCLUSIONS

Below are some quotations related to topics covered in chapter 31. Answer the accompanying questions briefly and be prepared to defend your position.

1. “The uneasy European calm was decisively broken on 15 March [1939] by the destruction of Czechoslovakia. Unrest in Slovakia and Ruthenia led President Hacha to make an ill-fated visit to Hitler in a search for help. Instead Hitler bullied him into accepting the partition of his country. German troops occupied Bohemia and Moravia, which were formed into a protectorate; Hungary was given Ruthenia; Slovakia was allowed to retain a nominal independence. As if this were not enough Germany within a few days forced Lithuania to return Memel. Angry at being upstaged by Hitler, Mussolini decided to press on with his own plans for seizing Albania. The country was occupied and annexed in April . . . . The partition of Czechoslovakia was the most significant of these sudden developments. Germany had gained considerable economic resources and had weakened Poland’s strategic position. Even more important was the fact that for the first time Hitler had annexed non-German territory. It was now clear that his ambitions were not
limited to uniting German minorities with the fatherland. What was to stop him from dominating eastern and south-east Europe?” (Graham Ross, The Great Powers and the Decline of the European States System, 1914-1945 [London: Longman, 1983], p. 105.)

When Hitler sought control of Austria and the Sudetenland in 1938, he could justify his demands as legitimate because they could be presented as generally consistent with the principle of national self-determination. After Hitler seized control of non-German populations in Czechoslovakia during 1939, the British and French began to abandon their appeasement policies. Do you think that it would have been possible to mobilize British and French opinion behind a policy of stopping German expansion before March 1939? Did Hitler overturn the balance of power by small steps before the British and French peoples realized what he was doing?

2. “It is not true that no one in Europe besides Adolf Hitler wanted war, or at any rate, the gains of war. Obviously, he found enough residual war spirit to inflame, and others found his vision of an expanded Germany attractive. It does seem true, however, that after 1918 Hitler was the only person left in Europe who combined the requisite supreme political skills with a willingness to risk major conflagration to quest after his vision. Not only did he manufacture a reason for war, but against great internal and external opposition, he crafted a military strategy that promised to achieve these gains without repeating World War I; and for a decade he experienced an amazing record of success against his timorous opponents. . . .

His policy was for rapid rearmament and for a series of separate isolated wars, avoiding the multifront war that overextended and ultimately doomed Germany in World War I. The mobility of airpower and tanks would be stressed in these wars, and upon the success of each, more geography would be added to the empire. Should total war eventually evolve out of this process (which Hitler may have expected and certainly was planning to be ready for), Germany would be in a good position to win, given its vast new territorial base.” (John Mueller, Retreat from Doomsday: The Obsolescence of Major War [New York: Basic Books, 1988], pp. 64, 67.)

Mueller seems to be suggesting that Hitler sought to obtain the fruits of military victory at an acceptable cost by using blitzkrieg tactics and by avoiding a multifront war against major powers. Observers in the spring of 1940, after the fall of France, may have concluded that Hitler’s methods had been amazingly successful. Why then, did he ultimately fail? Was Hitler’s invasion of Russia a decisive error?

3. “In the matter of Czechoslovakia and the Munich Conference, American diplomats displayed no more insight or foresight than anyone else. They did not see that the stake was more than commitment to a nation’s life; it was the entire system of French, if not European security and the opening of eastern Europe to German economic and political domination . . . A. J. P. Taylor is correct: Americans, whatever misgivings they might have had at the time, only later condemned the British and French for doing what they would have done in their place . . . .

“It is impossible to know precisely in what way bolder policy might have caused Hitler to revise his distorted assessment of the United States or to alter his foreign policy . . . . Bolder American policy might not only have encouraged others to greater daring and resistance, but could have changed, in a way highly advantageous to the democracies, the critical political circumstances in which German, and European, policy developed.
“Underlying their failures is the inescapable conclusion that . . . in all walks of life, with too few exceptions, there persisted a belief that Europe’s problems were Europe’s, that an ocean three thousand miles wide separated the New World from the Old . . . .” (Arnold A. Offner, *United States Foreign Policy and Germany, 1933-1938* [New York: W.W. Norton, 1976], pp. 278-80)

How did isolationist sentiment in the United States reinforce the appeasement policies of Britain and France? Could Franklin D. Roosevelt have done more during the 1930s to persuade the American public that the United States had a stake in stopping Hitler? How did World War II help convince the American people that the United States should play an active role in maintaining the peace of Europe? What other factors fostered this change of attitude?

4. “What, if anything, was done and could be done by others as this horrifying [Nazi] program of mass murder went forward during 1943? By this time all Allied and European neutral governments and most of the people in those countries had heard, at least in general terms, what was going on. Hitler himself repeatedly boasted about the extermination of the Jews in public speeches broadcast over the radio and printed in all German newspapers . . .

“The Soviet government had never recognized the special character of National Socialist racial ideology as a driving force for anti-Semitism and never changed its line of complete disinterest in the subject. The governments of Britain and the United States expressed repeated concern in public but would take few or no practical steps to help. This was due in part to a continued inability to believe that what they knew was happening was indeed taking place . . . but probably most of all by the driving exigencies of a terrible war which was just beginning to turn in favor of the Allies. Two other factors operated to restrain any impulses to help. Both Britain and the United States did not want to give any semblance of truth to the major propaganda theme of the Germans, namely that the war was being waged for the benefit of and at the instigation of the Jews—a line which might well resonate with substantial anti-Semitic sentiments among their public. The British were also concerned about repercussions in the Muslim world over any further substantial Jewish immigration into Palestine.” (Gerhard L. Weinberg, *Germany, Hitler, and World War II: Essays in Modern German and World History* [Cambridge: Cambridge University Press, 1995], p. 242.)

Did the massive evidence of the “Final Solution,” which was vividly illustrated by newsreels at the end of the war, have the general effect of reducing anti-Semitism in the West? What was the impact of the Holocaust on support in the West for the Zionist movement to establish a Jewish state? In what ways did the Holocaust strengthen the willingness of states to punish crimes against humanity? Since the end of World War II, have governments in the West generally decided not to take vigorous action to punish crimes against humanity?
5. “Since its appearance in early 1996, Goldhagen’s book [Hitler’s Willing Executioners] has been the subject of much controversy. Judgment has varied from the highest accolades for originality, from laymen, to condemnation as a historiographical disaster, from scholars. . . .

“Goldhagen’s killers are uniformly “ordinary Germans” imbued with sui generis German anti-Semitism. This [interpretation] . . . raises problems . . . . What of the numerous helpers and auxiliaries whom the Germans recruited readily in Poland, the Baltic states, France, Croatia, Romania, Ukraine, and elsewhere? The spur of anti-Semitism and the lure of spoils were irresistible. To Goldhagen, however, comparative analysis of anti-Semitism outside Germany (he hardly distinguishes German from Austrian anti-Semitism) is “not at issue here,” and “not essential.” This deliberate omission is inexcusable and inexplicable. There is no escaping the conclusion of historians of anti-Semitism that it was as evil elsewhere in Europe as it was in Germany.” (Frederick M. Schweitzer, “New Perspectives on the Holocaust?” The Historian, vol. 59 [Spring 1997], pp. 636 & 639.)

Before World War II, what notorious events manifested anti-Semitism in France and Russia? During World War II, what ethnic groups other than Jews were targets of Nazi genocidal policies? In addition to virulent anti-Semitism and other fanatical racist beliefs in the Nazi regime, what additional factors help account for the enormous death toll?

**QUESTIONS TO THINK ABOUT**

1. Did the fear of war between the leading powers become so strong during World War II that armed conflict between major states thereafter has remained only a remote possibility? In short, has aversion to war between the great powers been a key factor helping to sustain a long peace?

2. Many Americans criticized British and French appeasement of Germany. Was American policy toward Japan essentially different?

3. Do you think France should have carried on the struggle against Hitler from North Africa in 1940?

4. Would Japan have been wiser, do you think, to declare war in 1941 only on Britain and Holland, the chief colonial powers in Southeast Asia?

5. Would Hitler have been wiser to refrain from declaring war on the United States after the United States (following the attack on Pearl Harbor) went to war against Japan? How might the United States have been drawn into the war against Germany if Hitler had not declared war? Would the outcome of the war probably have been worse if the United States had not entered the conflict?

6. Could Europe have been liberated if Hitler had not invaded the Soviet Union, where he used up most of his resources?

7. What, if any, positive results can be attributed to the dropping of atomic bombs on Hiroshima and Nagasaki? Were there any negative consequences for the United States?
CHAPTER 32

The Bipolar World: Cold War and Decolonization, 1945-1991

Historians often hesitate to draw conclusions about the recent past. They assume that the significance of events becomes more discernible with the passage of time. It is, however, interesting to speculate about what historians in the middle of the next century will say about the period from the end of World War II to the end of the so-called Cold War. Perhaps the dominant view will highlight decades of relative stability and economic growth. No world wars have erupted since 1945, and many nations attained unprecedented affluence.

The Soviet Union and its satellites, of course, did not achieve as much affluence as their counterparts in the West. The USSR achieved superpower status through an impressive arms buildup, but in the long run the shortcomings of its centrally planned economy were aggravated by the diversion of resources from consumer industries to military purposes. Apparently Soviet communism had within it the seeds of its own destruction. The satellite nations, which have long had an historic tendency to lag behind Western Europe economically, suffered serious handicaps under Soviet domination.

With the collapse of Communist regimes in the late 1980s and early 1990s, the reunification of Germany in 1990, and continued German membership in the North Atlantic Treaty Organization (while the Warsaw Pact disintegrated), the allies could plausibly claim that they won the Cold War. The aftermath of this victory has, however, been characterized by so many problems of economic hardship, political instability, the proliferation of weapons of mass destruction, and ethnic strife that many people have felt nostalgia for the Cold War years.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Competing Economic Models.


Vietnam and Afghanistan.

Gorbachev and the End of the Cold War.

Decolonization.
HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

**Competing Economic Models**

1. _____________________: Meeting of western nations in 1944 with the purpose of establishing post-war economic stability, out of which came the International Monetary Fund.

2. _____________________: Economic bloc created by the Soviet Union as an alternative to Western efforts of economic development.

**The Cold War: 1945-1991**

3. _____________________: Policy of the United States to support any country threatened by Communist aggression; President Truman announced it during 1947 while calling for immediate aid to the governments of Greece and Turkey.

4. _____________________: Popular name for the European Recovery Program, which was sponsored by the United States.

5. _____________________: American diplomat who recommended a policy of containment in an influential article that appeared in the July 1947 issue of *Foreign Affairs*.

6. _____________________: European power that suffered defeat in Viet Nam prior to the Vietminh victory over the United States.

7. _____________________: Mutual defense pact that bound Canada, Iceland, and the United States to nations in Western Europe during 1949; Greece, Turkey, and West Germany joined during the 1950s.

8. _____________________: Alliance that formalized the existing unified Communist military command in Soviet-dominated Eastern Europe during 1955; it was dissolved in 1991.

9. _____________________: The leader who rose to the top of the Soviet power structure within three years of Stalin’s death; he launched a de-Stalinization campaign in 1956 at the Twentieth Party Congress.

10. _____________________: Leninist doctrine repudiating the view that war between socialist and capitalist worlds was inevitable; it was revived in the mid-1950s.

11. _____________________: First artificial satellite to orbit the earth.

12. _____________________: Site of the summit conference that broke up angrily after the shooting down of an American U-2 reconnaissance plane over the Soviet Union in 1960.

13. _____________________: Structure that was used to stop the exodus of refugees from East Germany between 1961 and 1989.

Vietnam and Afghanistan

15. ____________________: Location in Indochina where, in 1954, the forces of Ho Chi Minh achieved a dramatic military victory over the French.

16. ____________________: The first televised war, resulting in a major defeat for containment.

17. ____________________: Site of alleged attack on American destroyers by North Vietnamese torpedo boats in international waters in 1964; it became the occasion for a Congressional resolution authorizing the president to take whatever measures seemed necessary “to prevent further aggression.”

18. ____________________: Viet Cong offensive during 1968 that increased American doubts about U.S. involvement despite heavy losses by communist forces.

19. ____________________: Leader of the ruthless Khmer Rouge regime in Cambodia that murdered thousands of its people during the latter half of the 1970s.

20. ____________________: Central Asian country invaded by the Soviet Union in 1979; the war that ensued there came to be regarded as the Soviet Union’s Viet Nam.

21. ____________________: Muslim guerilla fighters in Afghanistan who led the resistance movement against the Soviets.

Gorbachev and the End of the Cold War

22. ____________________: Relatively young Soviet leader who rose to power in the mid-1980s and who promoted a reform program featuring glasnost and perestroika.

23. ____________________: Acronym for the treaty (signed in July 1991) that stipulated cuts in the large stockpiles of nuclear warheads.

Decolonization

24. ____________________: The division of this area in 1954 set the stage for further conflict during the Cold War and eventual independence for several nations in Southeast Asia.

25. ____________________: This country’s move to independence in 1957 provided a model for other African nations to follow.

26. ____________________: Egyptian leader who rose to power in 1953 and served as a model for other national liberation leaders around the world.

27. ____________________: UN body established to advance the interest of colonial peoples.
TRY THESE MULTIPLE CHOICE QUESTIONS

1. ______ After World War II, which of the following organizations was formed to avoid protectionism and autarky of the kind that had followed World War I? : (1) COMECON; (2) GATT; (3) IMF; (4) none of the above.

2. ______ Which of the following was NOT among the Big Five that obtained permanent seats in the UN Security Council in 1945? (1) Japan; (2) United States; (3) Great Britain; (4) USSR.

3. ______ In 1948 the allies resorted to an airlift when the Soviets blocked all land and water transport from the West to (1) Vienna; (2) West Berlin; (3) Bonn; (4) Rome.

4. ______ After three years of fighting in Korea during the early 1950s, (1) the Korean peninsula was politically unified; (2) North Korea won the war; (3) the Chinese forced the United States to withdraw; (4) the independence of South Korea was maintained.

5. ______ Which of the following ruled the Soviet Union during the Cuban missile crisis, an episode in which the world seemed to be on the brink of a nuclear war? (1) Nikita Khrushchev; (1) Iuri Andropov; (3) Leonid Brezhnev; (4) Konstantin Chernenko.

6. ______ Following the defeat of the U.S. in Indochina, many refugees (1) went to China; (2) fled to Thailand; (3) became “boat people”; (4) all of the above.

7. ______ In Indochina during the early 1990s, the UN was massively involved in stabilizing (1) Cambodia; (2) Vietnam; (3) Laos; (4) none of the above.

8. ______ In addition to Leonid Brezhnev, who died in 1982, which of the following served during the 1980s as General Secretary in the Soviet Communist party and as president? (1) Iuri Andropov; (2) Konstantin Chernenko; (3) Mikhail Gorbachev; (4) all of the above.

9. ______ Within a year following the Cuban Missile Crisis, the United States and the Soviet Union signed (1) SALT I; (2) a nuclear test ban treaty; (3) a nuclear non-proliferation treaty; (4) the Intermediate Nuclear Forces agreement.

10. ______ The Bay of Pigs incident involved (1) a protest in Poland over high pork prices; (2) another Berlin blockade by East Germany; (3) a botched attempt by the United States to use Cuban exiles to overthrow Fidel Castro; (4) a violent antiwar demonstration in Washington.

11. ______ Gorbachev helped open the way for the revolutionary events of 1989 in Eastern Europe when he (1) renounced the Brezhnev Doctrine; (2) denounced Lenin; (3) abandoned the Communist party; (4) all of the above.

12. ______ Arms limitation treaty in 1991, which was a major step towards reducing nuclear stockpiles that threatened global annihilation: (1) SALT I (2) START: (3) SALT; (4) Nuclear Test Ban Treaty.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Identify and state the historical significance of each of the following terms with regard to their importance for world history.

Soviet Bloc

Containment

Truman Doctrine

Marshall Plan

Marshal Josef Tito

Nikita Khrushchev

“Iron Curtain”

Warsaw Pact

Abdel Gamal Nasser

Sekou Toure

Dienbienphu

Cuban Missile Crisis

glastnost and perestroika

mujahideen

Southeast Asia Treaty Organization
THE PLACE

Using the narrative and the maps in chapter 32, fill out the map on the next page according to the following instructions:

Indicate with a heavy line the border that divided East and West Germany. Label both of those states. Also mark the location of Berlin. During what year did East Germany cease to exist as an independent state?

Mark with an X all of the countries on the map that joined NATO in 1949, 1952 and 1955.

Mark with an O the eastern European countries that were members of the Warsaw Pact when it was formed in 1955.

Shade what remained of Yugoslavia in 1998. (Using the map on page as a guide, be sure to include the Vojvodina region, as well as Serbia, Montenegro and Kosovo.) Mark and label the location of Belgrade.

On top of the shading, indicate thus ///////// in heavy marks the location of Kosovo.
ARRIVING AT CONCLUSIONS

Below are some quotations related to topics covered in chapter 32. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Those who place the major responsibility for the Cold War on the Soviet Union argue that Stalin, as dictator and leader of a totalitarian system, easily could have moderated the nation’s interests to meet U.S. objections and ensure peace. According to this view, if the generalissimo was not an expansionist wanting to overrun central and Western Europe, he should have articulated the defensive and limited nature of his goals to the Truman administration and the American public. Instead, the Russians would not accept the U.S. vision for a stable and prosperous world or trust that Washington accepted the legitimacy of the Soviet Union and recognized its need for some degree of influence over regions along its borders. Moscow needed ‘a hostile international environment’ to maintain control and the integrity of the Soviet state. Thus, Stalin was either an expansionist or unwilling to communicate his aims, and the United States, supported by Britain, had no other option than to react aggressively. . . .

“Other analysts place a large amount of the blame on the United States and its unwillingness to accept expressed Soviet needs and to articulate to the Russians and Stalin that Washington trusted them and recognized the legitimacy of their system and state. Some explain U.S. behavior as an outgrowth of the American Open Door ideology, which sought to ensure for the nation’s businesses access to world markets. Still others credit U.S. actions to a general arrogance of power that translated the country’s tremendous economic and military strength and accomplishments into a moral, ideological superiority. According to this theory, many Soviets feared that the West still hoped to destroy their state.” (James L. Gormly, From Potsdam to the Cold War: Big Three Diplomacy, 1945-1947 [Wilmington: Scholarly Resources, 1990], pp. 220-221.)

What fundamental differences did the Soviet Union and the United States have when the Cold War developed in the latter half of the 1940s? Was Washington likely to accept as legitimate the Soviet imposition of Communist regimes on the majority of Poles or Hungarians, who did not want them? Was Stalin likely to allow free elections in Eastern European countries where Communists were likely to lose? If Truman had tried to be accommodating and conciliatory to the Soviets, would he have been subjected to costly accusations that he was soft on Communism?

2. The passage below was written when the antagonistic relationship known as the Cold War seemed to be a prevailing reality. That antagonism between the superpowers was marked by ideological competition between contrasting systems of government and political values. Yet, the relationship could also be analyzed in terms of the balance of power. Louis Halle provided an excellent example.

“Both Russia and the United States . . . may be regarded as European nations on the outer edge of Europe. If we think of this expanded Europe, stretching all around the northern hemisphere, we can see what has happened. What has happened is that the preponderant power has shifted away from the center of Europe, on the old European continent, to the outer edge in both directions.

“But the center of the balance is still the old European continent. It is in the heart of Europe that the confrontation of Russian power and American power is staged. Russia and the United States have a common boundary in Bering Straits, while on the European
side they are four thousand miles apart. Yet it is not in Bering Straits that the two colossi confront each other. In the Bering Straits, where they touch each other, they have their backs to each other, and it is, rather, across the heart of Europe that they confront each other face to face.” (Louis J. Halle, *The Cold War as History* [New York: Harper Colophon Books, 1971], p. 5.)

Was U.S. participation in the Cold War essentially an effort to establish a balance of power, thus preventing the Soviets from dominating all of Europe? Would the United States have been likely to confront the Soviet Union vigorously if the latter had been a non-Communist power? Why does Europe seem so important strategically? Is its importance likely to diminish or increase in the next century? Has the end of the Cold War, which was precipitated by the economic collapse of Communism and the turmoil in the Soviet Union, resulted in a shift from a bipolar to a unipolar power configuration in which the U.S. is the preeminent player? Will the American people support an active U.S. role in world affairs in the absence of an international Communist threat?

3. By the mid-1980s various commentators noticed the remarkable fact that the Cold War rivalry, despite numerous crises and some limited wars, had not resulted in a major war for a relatively long period. Thus was born the notion of the Cold War as a “long peace.” John Lewis Gaddis began his seminal essay on this topic with a fable.

“... Once upon a time, there was a great war that involved the slaughter of millions upon millions of people. When, after years of fighting ... the war finally ended, everyone said that it must go down in history as the last great war ever fought. To that end, the victorious nations sent all of their wisest men to a great peace conference, where they were given the task of drawing up a settlement that would be so carefully designed ... that it would eliminate war ... Unfortunately, that settlement lasted only twenty years.

“There followed yet another great war involving the slaughter of millions ... of people. When ... one side finally prevailed over the other and the war ended, everyone said that it must go down in history as the last great war ever fought. To everyone’s horror, though, the victors in that conflict immediately fell to quarreling among themselves, with the result that no peace conference ever took place. Within a few years each of the major victors had come to regard each other ... as the principal threat to their survival; each sought to ensure that survival by developing weapons capable, at least in theory, of ending the survival of everyone on earth. Paradoxically, that arrangement lasted twice as long as the first one, ...” (John Lewis Gaddis, *The Long Peace: Inquiries into the History of the Cold War* [New York: Oxford University Press, 1987], pp. 215-216.)

Why did the long peace of the Cold War last longer than the settlement negotiated at the Paris Peace Conference of 1919? Were there aspects of the Cold War that helped keep the peace between the major powers? Could the end of the Cold War destabilize international relations?

4. "Whatever else may be said about Boris Yeltsin, he is without doubt a major historical figure with serious achievements to his credit. Among the accomplishments, he completed Gorbachev’s [unwitting] job in destroying the Soviet Union. Then, without equivocation, he put an end to Communist domination and enthusiastically embraced the concept of private enterprise. Turning to the Russian people for political legitimacy, Yeltsin relied on popular elections both to stay in power and to introduce breathtaking—and highly controversial-reforms. Despite strong centrifugal trends, he kept Russia’s diverse regions together during a painful transition period ( ... with the notable exception of Chechnya). And finally, he won almost unprecedented international status for Russia as “a good citizen” through his relatively benign foreign policy. And despite
his country’s weakness, Yeltsin did gain at least symbolic status for Russia as a major
democratic power that was entitled to treatment as an equal by far more developed,
genuinely free nations.

“Nevertheless, Yeltsin has proven incapable of one crucial step—becoming a democrat.
Worse, the man who claimed to be leading Russia to freedom was revealed to have
significant despotic tendencies. (Dimitri K. Simes, After the Collapse: Russia Seeks Its
Place as a Great Power [New York: Simon & Schuster, 1999], pp. 119-120.)

Was Yeltsin (unlike Gorbachev, who had not intended to destroy the Soviet Union) willing to dissolve the
USSR primarily because it would give him supreme power in an independent Russia? Once the Soviet
government had lost its will and ability to force compliance with its decisions, was it likely that the
breakup of the USSR could have been prevented? How could Yeltsin’s status in history be affected by
developments after he leaves office? On the one hand, would a return to more autocracy in Russia tend to
highlight his despotic tendencies when historians analyze his career? On the other hand, would the
development of more democracy in Russia highlight his contributions to the establishment of successful
democratic institutions?

QUESTIONS TO THINK ABOUT

1. Was the Cold War inevitable? Is it possible to prove that any event was inevitable?

2. Did ideological conflict play a decisive role in Soviet-American rivalry after 1945? Would the
Cold War have developed even if both superpowers had similar domestic institutions and
attitudes?

3. Was the division of Germany primarily a cause or a consequence of Soviet-American antagonism?
Could it have been both a cause and a consequence?

4. What benefits could the British, Soviets, and Americans have seen in the division of Germany
after World War II? In short, did those powers tacitly perceive a common interest in a divided
Germany?

5. The collapse of Communism was understandably greeted with widespread euphoria, but great
changes usually have drawbacks as well as benefits. What dangers are inherent in this historic
transformation?

6. Do you think that a post-Communist Russia can reasonably be expected to once again play a
dominating role in the affairs of Eastern European countries in your lifetime?

7. In your opinion, what were the most important factors leading to the end of the Cold War?
CHAPTER 33

The United States and Europe Since 1945: Politics in an Age of Conflict and Change

While nationalism has continued to be a divisive force—with ethnic warfare often dominating headlines—countervailing trend toward integration has emerged in the last half century. Consider the economic integration in Europe. The six states that formed the European Coal and Steel Community and the European Economic Community in the 1950s consolidated impressive achievements by forming the European Community (EC) by 1967. The EC doubled its membership by the late 1980s and by the beginning of 1993 established a thoroughly integrated “single market.” Reconstituted as the European Union, it was poised for further expansion of its membership to fifteen by 1995, and most of its members went on to launch a common currency (the Euro) in 1998. Meanwhile, partly in response to Europe’s long-term success with economic integration, Canada, Mexico, and the United States began in 1994 to implement the North American Free Trade Agreement (NAFTA), and the so-called Pacific Rim states agreed to establish an Asia-Pacific Economic Cooperation area (APEC).

Since the end of World War II, the United States has generally promoted economic integration in Europe and Asia while trying energetically to ensure that regional trade zones do not become protectionist blocs. By promoting the World Bank, the International Monetary Fund, and the General Agreement on Tariffs and Trade, the U.S. has had noteworthy success in lowering barriers and expanding world trade. Boosted by substantial American economic aid, West Germany and Japan rapidly recovered from wartime devastation and generated formidable economic competition for major U.S. industries. Meanwhile, financial strength and economic productivity have gained greater prestige in world affairs while the significance of military forces has seemed to diminish. The collapse of the Soviet Union, a military superpower with a relatively backward economy, seemed to accentuate the focus on economic clout.

Industrialization has spread to virtually all parts of the earth. While this holds out possibilities of generating greater wealth, it has also aroused increasing concerns about global pollution, which has been a byproduct of economic development. Indeed, ecological damage has emerged as one of the major factors fostering a growing sense of international interdependence.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

Technological and Social Changes.
Developments in the United States.
Developments in Western Europe.
Developments in Eastern Europe.
The Soviet Union and the Russian Republic.
Interdependence in a Changing World.

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HAVE YOU MASTERED THE BASIC FACTS?

Fill in each of the following blanks with the correct identification.

Technological and Social Changes

1. ____________________ : British scientist who, in collaboration with the American James D. Watson, figured out the molecular structure of a fundamental genetic material called deoxyribonucleic acid (DNA) in 1953.

2. ____________________ : Complex miniature electric circuit etched onto a tiny crystal wafer.

3. ____________________ : Basic food source threatened by vast improvements in efficiency of a related industry as well as the destructive effects of pollution.

4. ____________________ : Limitation on salaries of women, performing the same duties as men.

5. ____________________ : The most dramatic postwar social change in the West.

6. ____________________ : The postwar program that played a role in Japanese recovery, which resembled the role played by the Marshall Plan in Western Europe.

Developments in the United States

7. ____________________ : President from 1945 to 1953 who crusaded against “fat cats” and extended the New Deal.

8. ____________________ : The former supreme commander of Allied forces in Europe who, as president, oversaw the growth of the federal government with less enthusiasm than his immediate predecessor.

9. ____________________ : U.S. president who implemented an impressive series of domestic reforms such as Medicare and the Civil Rights Act of 1964 but whose administration was plagued by an increasingly unpopular war in Vietnam.

10. ____________________ : Civil Rights leaders who was assassinated in 1968.

11. ____________________ : U.S. president who could claim foreign policy successes such as the opening to China but who was forced out of office by revelations regarding his involvement in the Watergate scandal.

12. ____________________ : U.S. president who promised to reverse a half-century of increasing federal involvement in American life, but the tax cuts that he secured were not matched by reduced federal spending; the federal deficit soared to unprecedented heights during his presidency.

13. ____________________ : U.S. president whose popularity gained by effective leadership in obtaining a military victory in the Persian Gulf War was eroded by domestic economic problems.

14. ____________________ : Two-term Democratic president of the U.S. who worked to reposition his party in the political center and who enjoyed the political benefits of being an incumbent during a
time of economic prosperity; his involvement in scandal did not alienate most of the public despite the fact that he was impeached by the House of Representatives and tried in the Senate.

15. ______________________: Organization responsible for launching the massive terrorist attack on the United States on September 11, 2001.

16. ______________________: Highly controversial measure passed by Congress in 2001 that gave unprecedented powers to the government to investigate private lives of U.S. citizens.

17. ______________________: Ostensibly the main reason the United States invaded Iraq as a preemptive measure.

18. ______________________: U.S. President elected in 2004 who planned to use “political capital” from the election to embark on an ambitious, if controversial, program.

Developments in Western Europe

19. ______________________: Free trade union established in 1957, which has developed into a dominant economic force in Europe.

20. ______________________: Leader of the British Labour Party who succeeded Churchill as prime minister in 1945; he carried out a major program of nationalization although private enterprise still dominated the economy.


22. ______________________: Pragmatic leader of the British Labour party who won the 1997 election; neutralizing radicals in his party, he has implemented centrist policies.

23. ______________________: French leader who became a symbol of the French Resistance during the war and who served as president of the Fifth Republic from 1958 to 1969.

24. ______________________: French Socialist who was elected president in 1981, ending a long period of right-of-center government in the country.

25. ______________________: Postwar chancellor who led West Germany during its economic recovery and committed it to the Western Alliance.

26. ______________________: Leader of the Social Democratic party who became West German chancellor in 1969 and who pursued a policy known as Ostpolitik to improve relations with Eastern Europe and the Soviet Union.

27. ______________________: Leader of the Christian Democrats who became West German chancellor in 1982; in 1989 he championed the cause of German reunification and subsequently won another election in 1994.

28. ______________________: German Prime Minister who took the lead in integrating the German Democratic Republic into a unified Germany following the end of the Cold War.

29. ______________________: Leading party in Italy that emerged after World War II.
30. ____________________: Victorious in the Italian elections of 1994, this charismatic businessman and right-winger formed a coalition that included fascist politicians; in 1998 he was convicted of political corruption and sentenced to a two-year prison term.


32. ____________________: Authoritarian leader of Portugal for several decades before 1968.

33. ____________________: Spanish prince whom Franco named as his successor; he was crowned king in 1975.

34. ____________________: Leader of the Spanish Socialist party, which won the national elections of 1982.

35. ____________________: Leader of Greek Socialists who gained power in 1981 and held it until 1989; although he ran for election on pledges to move Greek foreign policy away from its Western orientation, Greece retained its membership in NATO and the European Common Market.

36. ____________________: European city that hosted the 2004 Olympic Games.

37. ____________________: Currency used by the European Union.

Developments in Eastern Europe

38. ____________________: Trade organization set up by the USSR in 1949.

39. ____________________: Leader of the Solidarity trade union movement; this unemployed electrician showed a genius for dealing with every element of the Polish political spectrum; he received the Nobel Peace Prize in 1983 and was eventually elected president of Poland in 1990.

40. ____________________: Pope who supported Solidarity during the years that it suffered under a communist Polish government.

41. ____________________: Communist country that tried to adapt Marxism to its own conditions under Alexander Dubcek; this effort was crushed in 1968 by the intervention of its Communist neighbors.

42. ____________________: Dissident writer who became president after the “Velvet Revolution” in Czechoslovakia.

43. ____________________: Soviet satellite state that erupted in revolution during 1956; Soviet troops crushed the rebellion, killing many and causing 200,000 people to flee from this country.

44. ____________________: The Romanian dictator who was overthrown and executed in 1989.

45. ____________________: Communist state that switched its allegiance from Moscow to Peking after Khrushchev denounced Stalin in 1956; after 1978 this poorest of European countries went its own way for over decade; by the early 1990s it was entering the post-Cold War world.

46. ____________________: Communist country in the Balkans that made a successful political break with Soviet policy in 1948.
47. ____________________ : Leader of the country referred to in the previous question; after his death in 1980, the nation disintegrated in separatism.

48. ____________________ : Ethnic group that seized 70 percent of Bosnia-Herzegovina after independence was declared in December 1991; armed by the old Yugoslav military forces, this group perpetuated acts of “ethnic cleansing” directed primarily against Bosnian Muslims.

49. ____________________ : Site of agreement in 1995 that resulted in the reestablishment of order in Bosnia; an international peacekeeping force helps enforce the terms of the agreement.

50. ____________________ : Serbian leader who was elected president of what remains of Yugoslavia during July 1997; by playing the nationalities card he exacerbated problems between ethnic groups in Kosovo and other places.

51. ____________________ : Site of trial of former leader, mentioned in the previous question, who has been charged with crimes against humanity.

The Soviet Union and the Russian Republic

52. ____________________ : Campaign initiated by Nikita Khrushchev in 1956 that sent shock waves through the Communist world.

53. ____________________ : Russian writer whose works, such as One Day in the Life of Ivan Denisovich (1962), represented de-Stalinization in cultural affairs.

54. ____________________ : Term which means “openness,” it was an important part of the reform program Mikhail Gorbachev sought to bring to the Soviet Union in the 1980s.

55. ____________________ : President of the Russian Republic who led the movement of change in Russia after the Cold War.

56. ____________________ : Elected in 2000, this former KGB figure has pushed through major changes in Russia, often criticized for using heavy-handed methods.

Interdependence in a Changing World

57. ____________________ : Site of the UN Conference on the Human Environment, which was held during 1972; although it produced no serious negotiations, it proclaimed the realization that environmental problems are international.

58. ____________________ : Acronym for the cartel that instituted its first effective oil embargo in October 1973.

59. ____________________ : Important international trade organization that works to bring down trade barriers.

TRY THESE MULTIPLE CHOICE QUESTIONS

1. _____ Agriculture and diet have been transformed by technological improvements that include (1) refrigeration for perishable foods; (2) plant genetics; (3) large-scale agribusinesses; (4) all of the above.
2. ______ Which U.S. president ended the policy of the dollar’s convertibility into gold at a fixed price, a step that resulted in “floating rates” of exchange? (1) Eisenhower in 1957; (2) Kennedy in 1962; (3) Nixon in 1971; (4) Clinton in 1994.

3. ______ During the debt crisis of the 1980s, various countries were forced to sacrifice national sovereignty in order to secure loans; this group of debtor countries included (1) Brazil; (2) Hungary; (3) Poland; (4) all of the above.

4. ______ Which U.S. president captured the nation’s idealism and promised a “New Frontier” but was unable to deal effectively with Congress? (1) Dwight Eisenhower; (2) John F. Kennedy; (3) Lyndon Johnson; (4) George Bush.

5. ______ The inflation problem in the U.S. economy during the 1970s resulted to a significant extent from (1) the social programs launched by the Johnson administration during the 1960s; (2) American involvement in the Vietnam war; (3) the OPEC oil embargo; (4) all of the above.

6. ______ During his first term as president, Richard Nixon attempted to fight inflation by (1) imposing a wage-price freeze followed by wage-price controls; (2) sticking consistently to a free market policy despite strong public demands for government action; (3) raising interest rates to double-digit levels; (4) none of the above.

7. ______ President Nixon’s chief foreign policy advisor was (1) Dean Rusk; (2) Henry Kissinger; (3) Cyrus Vance; (4) John Foster Dulles.

8. ______ Which U.S. president won widespread recognition for bringing the leaders of Egypt and Israel together at Camp David and for increasing the influence of human rights considerations in the conduct of American foreign policy? (1) Richard Nixon; (2) John Kennedy; (3) Jimmy Carter; (4) Ronald Reagan.

9. ______ The prolonged confinement of American hostages by Iranian militants contributed to the presidential election victory of (1) Gerald Ford; (2) Jimmy Carter; (3) Ronald Reagan; (4) George Bush.

10. ______ Which of the following statements about Japan is TRUE? (1) As a result of its defeat in World War II, Japan lost territory outside the four main islands; (2) the Soviet Union joined the U.S. in negotiating the peace treaty that restored Japanese sovereignty in 1951; (3) The Japanese emperor was allowed to maintain his divinity after the war; (4) all of the above.

11. ______ In postwar Japan, (1) rapid urbanization posed great challenges; (2) Tokyo became the world’s strongest financial center; (3) women gained property rights and greater educational opportunities; (4) all of the above.

12. ______ Which of the following was a visionary statesman who, with Robert Schumann, promoted the European Coal and Steel Community, a forerunner of the European Economic Community? (1) Willy Brandt; (2) D. H. Lawrence; (3) Jean Monnet; (4) Werner Heisenberg.

13. ______ Which of the following was not a founding member of the European Economic Community? (1) Italy; (2) West Germany; (3) France; (4) Britain.

14. ______ The text suggests that the so-called Common Market worked to achieve by 1992 a single market similar to that created by (1) the 1707 Act of Union between England and Scotland; (2) the Constitution of the United States; (3) the north German zollverein of the first part of the nineteenth century; (4) all of the above.
15. ______ Which of the following was not a Conservative prime minister of Britain? (1) Winston Churchill; (2) Harold Wilson; (3) Anthony Eden; (4) Harold Macmillan.

16. ______ Which of the following statements about postwar Britain is TRUE? (1) The southeastern part of the country is more prosperous than the Midlands, Scotland, and Wales; (2) Racial problems related to “coloured” immigration have generally been avoided; (3) The country has enjoyed relatively rapid growth in comparison to such continental trading partners as West Germany and Italy; (4) The export of manufactured goods enabled the country to avoid going into the red in its balance of payments during the 1960s and 1970s.

17. ______ Which of the following prime ministers gained British entry into the Common Market in 1973? (1) Margaret Thatcher; (2) Clement Attlee; (3) Edward Heath; (4) Winston Churchill.

18. ______ The collapse of the French Fourth Republic was precipitated by problems in (1) Algeria; (2) Senegal; (3) Cambodia; (4) West Germany.

19. ______ Which of the following was denied membership in the Common Market by the veto of De Gaulle during the 1960s? (1) West Germany; (2) Great Britain; (3) Italy; (4) Belgium.

20. ______ In 1966 De Gaulle withdrew French (1) membership in the European Common Market; (2) recognition of Communist China; (3) troops from South Vietnam; (4) military forces from active participation in NATO.

21. ______ Which of the following statements about Konrad Adenauer is true? (1) His domestic leadership was economically very successful; (2) West Germany gained full sovereignty during the years he served as chancellor; (3) He made the decision to align closely with the West and cultivate strong ties with the United States; (4) all of the above.

22. ______ During the late 1940s and early 1950s the leader of the Christian Democrats in Italy was (1) Camillo di Cavour; (2) Nobile Galeazzo Ciano; (3) Alcide De Gasperi; (4) Vittorio Orlando.

23. ______ The Greek military junta’s downfall was precipitated in 1974 when it connived in the (1) Cyprus crisis; (2) Algerian revolt; (3) Arab oil embargo; (4) Portuguese revolution.

24. Which of the following countries did not enter into the euro system that launched a single currency among various members of the European Union in January 1999? (1) Italy; (2) France; (3) Britain; (4) Ireland.

25. Which of the following heads of government in the late 1990s led their socialist parties along a more centrist path featuring capitalist elements? (1) Britain’s Tony Blair; (2) France’s Lionel Jospin; (3) Germany’s Gerhard Schroeder; (4) all of the above.
MAKING CONNECTIONS

On the line to the left of each item in the first column, write the letter of the appropriate matching term from the second column.

1. ______ The Common Market in 1992
2. ______ Microprocessor
3. ______ Breakdown of the German Democratic Republic
4. ______ Asian economic crisis in the late 1990s
5. ______ Marshall Plan
6. ______ Understanding the structure of DNA
7. ______ Urbanization in Japan
8. ______ OPEC
9. ______ Dodge Plan
10. ______ “Lessons” of the protectionist and autarchic 1930s

THE PLACE

Using the narrative of chapter 33 and the map in the chapter, fill out the map on the next page according to the following instructions:

Mark with an asterisk (*) the nations that are members states in NATO.

Mark with an X the nations that are members of the European Union.

Mark with an O the nations that are using the EURO.
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

Write the identification of each of the following items and give your assessment of their importance for world history.

glass ceiling

Civil Rights Act of 1964

OPEC

North American Free Trade Agreement

Weapons of mass destruction

National Organization for Women

“Father Knows Best”

Watergate Affair

Euro

Ostpolitik

Margaret Thatcher

German reunification

Lech Walesa

Marshal Tito

World Trade Organization
ARRIVING AT CONCLUSIONS

Below are some quotations related to topics covered in chapter 33. Answer the accompanying questions briefly and be prepared to defend your position.

1. “Kennedy’s answer [to Japanese demands for a larger share of the U.S. market] was a new round of negotiations, with the purpose of finding some sort of agreement. That agreement was reached on 1 February 1963, establishing a scaled-down . . . tariff structure that, from the American point of view, benefited Japan. . . .

“For Kennedy, removing barriers to Japanese economic penetration into the American market had remained essential to continued Japanese support for American anti-communist goals. Trade became ‘the right key’ to ‘maneuver’ Tokyo. The alternative was a left-leaning Japan, and resulting Far East embarrassments to American Cold War leadership. Kennedy probably went to his grave convinced that his Japan policy had been successful.


Is there evidence that, aside from Cold-War strategy, other considerations of self-interest led American leaders to steadily promote the opening of markets? Has the effort continued after the end of the Cold War? The author of the passage quoted above refers elsewhere in his article to a wry suggestion that Japan won the Cold War. During the 1970s and 1980s, did Japan, one of America’s closest allies, do more damage to the U.S. than did the Soviet Union, America’s principal antagonist? This calls to mind Japan’s impact in those decades upon American producers of automobiles and televisions. Yet, by the 1990s it had become clear that competition with Japanese manufacturers and other foreign producers had helped foster improvements in American productivity. In the long run, has the U.S. generally benefited from allowing Japan and other countries to have relatively free access to the U.S. market?

2. “Margaret Thatcher’s successful challenge for the leadership [of the Conservative Party] in 1975 did not . . . seem ideologically clear-cut at the time. What attracted comment was naturally her sex, her modest social background, her energy, and her determination. Some observers even thought it worthwhile to mention that she was the first Prime Minister with a science degree (chemistry). She was an outsider, but of course a Conservative outsider. In electing her [to lead the party], the MPs were taking a more than usually large gamble. She had no large personal following and was conspicuously ‘on trial’, at least until she won a general election. She had no fully articulated doctrine to offer, but she did have instincts that mattered profoundly. . . . Foreign and defence policy apart, she was well-versed in public business and impressed by her capacity to master a vast range of subjects.

“. . . She was proud of the role of women in public life but was not a strident feminist. The fact that she had got where she had showed that there was no insuperable barrier to advancement, at least not if you were fortunate enough to marry a wealthy man who accepted the primacy of his wife’s activities. These personal aspects were the focus of much attention as the press, the media and politicians generally tried to come to terms with this new phenomenon.” (Keith Robbins, The Eclipse of a Great Power: Modern Britain, 1870-1992, 2nd edition [New York: Longman, 1994], p. 353.)
Margaret Thatcher not only won the 1979 election but also elections in 1983 and 1987. Does her success reflect extraordinary abilities? If it is true (as Robbins suggests) that she had no “fully articulated doctrine to offer” when she became Conservative party leader, how can her subsequent reputation as a “conviction politician” be explained? When she later articulated a strong ideology in favor of rolling back the state and promoting individualism, was she perhaps responding in part to a conservative shift in public attitudes. What other countries manifested a strong conservative trend in public opinion during the Thatcher era?

3. “A... dangerous crisis erupted in August 1990 when Saddam Hussein’s Iraqi troops conquered the oil-producing kingdom of Kuwait. The two nations had fought for decades over borders and oil wells. Bush hesitated, then decided to block any Iraqi move toward Saudi Arabia, the most important and oil-rich friend of the United States among Arab nations, to liberate Kuwait, and to destroy Saddam Hussein’s capacity to produce nuclear and chemical weapons. Dispatching 550,000 US troops, and masterfully creating and maintaining UN support, Bush destroyed much of the Iraqi army and liberated Kuwait in a 100-hour war in February 1991. His popularity leaped to all-time highs for twentieth-century presidents. But the honeymoon was short-lived. Investigations discovered that Bush’s own misjudgments about Saddam Hussein had led the United States during the late 1980s to help build the Iraqi war machine as a counterforce to Iran. The president, moreover, had stopped the war before US and UN forces destroyed Saddam Hussein’s nuclear capacity or the dictator himself.” (Walter LaFeber, “From détente to the Gulf,” in American Foreign Relations Reconsidered, 1890-1993, ed. Gordon Martel [New York: Routledge, 1994], p. 162.)

Did Bush fear destroying Iraq because the destruction of that regional power would remove an obstacle to the expansion of Iranian influence. Aside from the considerations mentioned in the passage quoted above, what other factors contributed to the decline of Bush’s popularity? Do domestic concerns generally have more influence on voting patterns than foreign policy issues?

4. “The failure of American strategy [in Vietnam] flowed less from any basic defects in conception or execution than from the public’s withdrawal of support. Since the amount of force exerted against the North Vietnamese and the Viet Cong was limited, the material equation was, by definition, balanced. Because attrition is a matter of physical staying power combined with will, the strategy’s chief shortcoming was that it assured the multiplication of American casualties over the years to a point that the American public was no longer willing to accept. But the public’s disaffection involved more than an unwillingness to accept the frustrations of limited war. Unlike in Korea, there was also much disagreement with the ends for which the intervention was undertaken.” (Frank Ninkovich, The Wilsonian Century: U.S. Foreign Policy Since 1900 [Chicago: The University of Chicago Press, 1999], p. 220.)

What impact did the Vietnam War have on the conduct of American military operations in the Persian Gulf War or in the Kosovo Crisis of 1999? In what circumstances would U.S. leaders be willing to risk the loss of thousands of American soldiers? Do those circumstances seem unlikely to materialize? If so, why?
QUESTIONS TO THINK ABOUT

1. Are changes in the status of women an essential aspect of the modernization of societies? Will the liberation of women generally continue for the foreseeable future? What economic factors generate pressures on women to enter the workforce and to pursue higher education?

2. Ronald Reagan, a president who enjoyed substantial success in getting Congress to approve of the legislation he proposed, failed to deliver on his promise to reverse the growth of the federal government. What factors sustain the growth of government even during periods when politicians can win popularity by denouncing it?

3. What pressures might encourage Japan to build up its military forces in the post-Cold War era? In what ways could rearmament actually weaken Japanese security?

4. Will a reunited Germany in the post-Cold War era be likely to dominate Europe in any meaningful way? What international institutions or restraints could help prevent Germany from becoming a military threat to her neighbors?

5. While increasing awareness of environmental degradation has generated pressure for international cooperation to deal with ecological problems, what persistent factors will make progress difficult?

6. If the new single currency in Europe (the Euro) proves to be successful and the European Union continues to extend its economic integration, will European statesmen gain greater influence in world affairs? Could the European Union develop into a mighty European empire?
CHAPTER 34

The Middle East, Africa, and Latin America Since 1945: The Struggle for Survival

The Middle East and Africa in the period after World War II emerged out of colonialism to join already long-established Latin American nations to encounter the challenges and opportunities of autonomy. During much of the late twentieth century, these poorer countries were caught up in the international Cold War and considered whether they should embrace capitalism or communism. In some nations, free enterprise and free trade capitalism, with the stigma of imperialism and colonialism, led them to reject capitalism. Socialism promised a more purposeful and scientific program that could balance the needs of a poor population with the needs to industrialize rapidly to catch up with the rest of the world. And in the Middle East in particular, fundamentalist Islam quickly became a strong political current.

In looking at the Middle East, Africa and Latin America, it is important to remember that the rise of rich and powerful European states had taken centuries to develop. Expecting tribal societies to transform themselves into modern nations within a generation was clearly unrealistic. Moreover, many Third World societies are experiencing population explosions that are creating enormous stresses. Any country that doubles its population in twenty-five years will have to provide enormous increases in food supply, education budgets, job creation, medical care, etc., just to maintain existing living standards.

The post-World War II history of developing nations involved not just the choice of economic systems, but a Cold War in which the U.S. and U.S.S.R. for almost fifty years tried to extend their respective influences politically and militarily. This rivalry influenced virtually every diplomatic and political decision. No developing country could avoid being deeply affected by this bipolar conflict. Following the collapse of the Soviet Union, the major powers are no longer so quick to intervene in the developing areas, leaving them freer to indulge their own quarrels, often at the expense of both world order and the innocent civilians caught in these wars. Major-power arms exports have given a decidedly military character to the Third World. Religious and ethnic confrontations became more and more ugly as the struggle for survival continued.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The Middle East: Religion and Politics.

Africa: The Search for National Identities.

Latin America: Reform, Repression, or Revolt.

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HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

**The Middle East: Religion and Politics**

1. ______________________: American commitment to this nation antagonized the Arab nations.

2. ______________________: Organization that fought for an independent Palestinian state.

3. ______________________: President of Egypt who initiated a dramatic shift in the Middle East when he flew to Jerusalem to conduct peace talks with Jewish leaders.

4. ______________________: Capital of Lebanon, it was the scene of bitter fighting between religious factions, Palestinian refugees, and Israel.

5. ______________________: Ruler who tried to modernize Iran rapidly but was forced to flee in 1979.

6. ______________________: Shi’ite holy man who returned from exile to lead various fundamentalist factions in Iran.

7. ______________________: Palestinian political leader who signed an agreement with Israel, granting peace guarantees in return for land.

**Africa: The Search for National Identities**

8. ______________________: Prime minister of Ghana, he was the idol of the nationalists until he muzzled the press, imprisoned the opposition, and pursued ruinous economic policies.

9. ______________________: Mercurial leader of Libya.

10. _______________________: Angola, Mozambique, and Guinea-Bissau were formerly colonies of this European nation.

11. ______________________: Emperor of Ethiopia who was deposed and replaced by a radical council in 1974.

12. ______________________: New name of the former British colony of Rhodesia.

13. ______________________: The gravest challenge confronting many nations in Africa and the world, which has adversely affected virtually every aspect of African life.

14. ______________________: As prime minister of South Africa, he eased apartheid but did not dismantle it, and his government struggled with protests at home and widespread condemnation abroad.

15. ______________________: Black President of South Africa.
Latin America: Reform, Repression, or Revolt

16. ______________________: U.S.-dominated body aligning Latin American countries with an anti-Communist stance.
17. ______________________: Leader of Cuba since 1959.
18. ______________________: President Kennedy’s program for Latin American cooperation.
19. ______________________: President of Panama “arrested” by U.S. military invasion.
20. ______________________: Catholic priest elected President of Haiti.
21. ______________________: Election of this president in Mexico in 2000 marked the end of PRI party dominance in Mexican politics.

TRY THESE MULTIPLE CHOICE QUESTIONS

1. _____ Which of the following states was one not of the founders of OPEC? (1) Iraq; (2) Iran; (3) Jordan; (4) Saudi Arabia.
2. _____ In which of the following was the campaign for independence from France accompanied by the most violence? (1) Tunisia; (2) Algeria; (3) Morocco; (4) Guinea.
3. _____ Newly independent nations of the Third World have been confronted with which of the following problems? (1) the heavy costs of creating a diplomatic service and military establishment; (2) the urgent need for economic development; (3) the task of building and maintaining national unity among disparate religious, cultural, and ethnic groups; (4) all of the above.
4. _____ Formerly called Southwest Africa, this is now known as (1) Namibia; (2) Zimbabwe; (3) Transkei; (4) Mozambique.
5. _____ Which of the following overthrew Ali Bhutto? (1) Mohammed Ayub Khan; (2) Mohammad Zia al Haq; (3) Ibn Dravidian; (4) Indira Ghandi.
6. _____ Lebanon has been described as the “fuse to the Middle East powder keg” because of (1) the superpowers’ conflicting interests in the Middle East; (2) Palestinian attacks from Lebanon on Israel; (3) Israel’s massive retaliations against the Palestinians; (4) all of the above.
7. _____ The white South African politician who dismantled apartheid and became Vice-President was (1) Christian Smuts; (2) Robert Mugabe; (3) P.W. Botha; (4) F.W. DeKlerk.
8. _____ Which of these statements about apartheid is TRUE? (1) it refers to the segregationist policies in South Africa; (2) it has been censured by the world community; (3) relaxation of it has occurred in jobs, legalization of black unions, and racial mixing in public places; (4) all of the above.
9. ______ N.A.F.T.A is (1) a military alliance; (2) a political agreement aimed at Castro; (3) a free trade agreement; (4) a United Nations agency.

RELATIONSHIPS IN TIME

Within each group number the items in chronological order.

The Middle East

1. _____ Camp David meeting
2. _____ Egypt and Syria launch an attack to regain lost territory
3. _____ Anwar Sadat assassinated
4. _____ Israel occupies the Sinai Peninsula, Jerusalem, and areas inside Syria
5. _____ The Shah gains the throne of Iran
6. _____ U.S. troops intervene in Somalia
7. _____ The Shah flees to the United States
8. _____ American hostages seized in Teheran

Africa

1. _____ White minority government of Rhodesia declares independence from Britain
2. _____ Haile Selassie deposed in Ethiopia
3. _____ Belgium grants independence to the Congo
4. _____ Mozambique and Angola gain independence

Latin America

1. _____ Fidel Castro seizes power in Cuba
2. _____ Organization of American States formed
3. _____ Military invasion of Panama to capture Manuel Noriega
4. _____ Alliance for Progress initiated
MAKING CONNECTIONS

Since World War II, observers in the West have been disappointed by the widespread failure of Third World nations to follow Western models of democratic government. The general pattern has been a familiar one. Usually beginning with parliamentary systems, the governments of new nations gave way to military dictators or authoritarian one-party systems. Charismatic leaders have often dominated affairs, and coups have occurred in many Third World states. Explain how this pattern fits or does not fit each of the following.

Ghana

Pakistan

Chile

Haiti

Iran

Iraq

Mexico

South Africa

Israel
DO YOU KNOW THE SIGNIFICANCE OF THESE ITEMS?

Identify and state the historical significance for each of the following items in terms of their importance for world history.

Palestinian Liberation Organization

Yom Kippur War

Ayatollah Khomeini

Iran-Iraq War

intifada

Ariel Sharon

Organization of African Unity

Structural Adjustment Programs

Charumbira

Front for National Liberation

apartheid

Juan Peron

Partido Revolucionaro Institucional

Fidel Castro

Sandinistas
THE PLACE

Using the maps in the text as sources of information, fill in the following map according to these instructions.

Africa

Label the Nile, Congo, and Niger rivers.

In central and western Africa indicate Zaire, Congo, Nigeria, and Ghana.

In the south label Mozambique, Zimbabwe, Namibia, and South Africa.

In the eastern section locate Sudan, Ethiopia, Somalia, Kenya, and Tanzania.

In North Africa label Morocco, Algeria, Tunisia, Libya and Egypt.

The Middle East

Locate the Red Sea, the Persian Gulf, and the Gulf of Aden.

Label the Suez Canal

Mark the location of Israel, Lebanon, Syria, Jordan, Sinai, Saudi Arabia, Iran, and Iraq.

Latin America

Label the Panama Canal

Locate El Salvador, Nicaragua

Mark the location of Grenada

Label the Andes, the Brazilian Highlands and Patagonia

Locate the Falkland Islands
ARRIVING AT CONCLUSIONS

Here are some quotations that are related to topics covered in chapter 34. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “. . . Our world today is dominated by a complex and tragic division. One part of mankind has undergone the revolutions of modernization and has emerged on the other side to a pattern of great and increasing wealth. But most of the rest of mankind has yet to achieve any of the revolutions; they are caught off balance before the great movement of economic and social momentum can be launched. Their old traditional world is dying. The new radical world is not yet born. This being so, the gap between the rich and the poor has become inevitably the most tragic and urgent problem of our day.” (Barbara Ward, The Rich Nations and the Poor Nations [New York: W.W. Norton, 1962], p. 36.)

What evidence can you cite from the history of Africa and Asia since 1945 to support Ward’s position? Is her statement as valid today as it was in the early 1960s? Do you agree or disagree with her identification of the “most tragic and urgent problem of our day”? Explain.

2. “. . . There must be recognition that the United States has crucial interests in Arab countries as well as in Israel, and that the pursuit of these interests in the years ahead requires it to endeavor to cultivate good relations with the one as well as the other and to seek to accommodate their principal respective concerns. It has a vital strategic-economic-political interest in ensuring the uninterrupted flow of Arabian oil to itself and its NATO allies. And it has a crucial interest in securing the cooperation of Saudi Arabia in restraining the rise of oil prices, and a very important financial interest in exporting goods and services to oil-rich Arab countries . . . . It is . . . necessary here to point out that the successes that the United States has encountered in advancing its interests in the Arab countries have rested decisively on its especially close relationship with Israel . . . . Preserving that relationship is important both in itself and in order to make it desirable for the Arab countries to continue to seek the goodwill of the United States. It is also useful as a safeguard against possible future unfavorable winds that may well sweep the Middle East area. Doing this while cultivating the American interests in Arab countries can be realized only in the context of striving to achieve a settlement of the Arab-Israeli conflict.” (Nadav Safran, Israel: The Embattled Ally [Cambridge, MA: The Belknap Press, 1978], pp. 597-98.)

Is the involvement of major powers in the Middle East one of the continuities of history? Apart from securing the supply of Arab oil to its allies and itself, what interests make it desirable for the U.S. to enjoy good relations with several Arab states? Is Safran correct in suggesting that the close relationship between the U.S. and Israel encourages Arab leaders to show good will toward Washington? Do leaders of the U.S. have enough influence in Israel to bring about a solution of the Palestinian question?
QUESTIONS TO THINK ABOUT

1. What are the chances that Third World nations will successfully adopt Western-style democracy in the near future? In the long run? Are there other systems that appear more attractive?

2. What common elements can you find in the expressions of nationalism in Africa, the Middle East, the Far East, and Latin America since 1945?

3. Has the world moved beyond colonialism or might it again emerge?

4. Does the United States have a role to play in the developing world? Is it to promote free trade? To be a world policeman? Or to give selected financial aid?

5. Will the dismantling of the apartheid system in South Africa bring black South Africans better economic opportunities? How about their political opportunities? Will it bring white South Africans political peace?

6. How would you explain the tendency for some Latin American countries to move more in the direction of democracy at the same time they are struggling to deal with overwhelming financial problems?
In Asia in the late twentieth and early twenty-first centuries, the combined effects of the Cold War, nationalism, new technology, and grinding poverty led the nations of the region into fluctuations of growth and turmoil, resulting in dramatic change. In the Far East, the confrontation to decide the future of China resulted in the establishment of a communist government, which was among the most active communist systems to confront the Asian-style capitalism just taking root in occupation-managed Japan. This form of capitalism, which put business and government in partnership, was to become the paradigm for the new fast-growth economies that spread from Japan to South Korea, Hong Kong, Taiwan and Singapore—the “Four Tigers” of the Pacific Rim.

It is breathtaking to think that, following World War II, the kinds of revolutions that were being fought in China to transform the largest nation in the world into a communist state were contemplated enthusiastically by dozens of nations throughout Africa, the Middle East, South Asia, Southeast Asia, and Latin America. Their optimism, however, soon proved unrealistic. A disappointing pattern of internal ethnic or tribal division, failed economic plans and military coups became widespread. Gradually, the shortcomings of ideological panaceas became apparent. Observers have come to appreciate the magnitude of the problems facing most of the so-called Third World.

YOU SHOULD HAVE A BASIC UNDERSTANDING OF:

The People’s Republic of China and Other Chinese Countries.

Japan: From Defeat to Dominance to Doubt

Korea: A Nation Divided.

Southeast Asia.

The Subcontinent.

HAVE YOU MASTERED THE BASIC FACTS?

*Fill in each of the following blanks with the correct identification.*

The People’s Republic of China and Other Chinese Countries

1. ____________________ : U.S. army chief of staff sent to mediate in the Chinese civil war.

2. ____________________ : Island to which Chinese Nationalists fled after their defeat in 1949.

4. ________________: Senator who led a witch hunt for Communists after the Nationalists’ debacle in China.

5. ________________: Popular name for the Second Five-Year Plan that was launched in China in 1958.

6. ________________: Series of pragmatic reforms introduced in China by Deng Xiaoping.

7. ________________: Long-time associate of Mao, he steered China through periods of radical excesses and oversaw the initial contacts with the United States.

8. ________________: Maoist movement designed to destroy bourgeois influences in China.

9. ________________: Pragmatic reformer and guiding force behind the post-Mao economic modernization of China.

10. ________________: Site of dramatic confrontation between Chinese forces and prodemocracy students in 1989.

**Japan: From Defeat to Dominance to Doubt**

11. ________________: Military leader who conducted the American occupation of Japan after World War II.

12. ________________: Japanese wartime premier who was put on trial and executed following Japan’s surrender.

13. ________________: Spending by American forces in this conflict gave Japan an initial boost in its postwar recovery.


15. ________________: Price increases following an embargo of this commodity, which Japan must import, caused inflation and a slippage of the booming Japanese economic growth in the 1970s.

16. ________________: During most of the postwar years, Japan has been protected under a military security treaty with this nation, which has troops stationed on Japanese soil.

17. ________________: Famous Japanese writer who represents new cultural trends having a great appeal to the youth of postmodern culture.

**Korea: A Nation Divided**

18. ________________: Korean general who came to head the Korean government in the north in the days following World War II.

19. ________________: Program that involved South Korean investment in North Korea and encouragement of visits between family members, north and south.

**Southeast Asia**

20. ________________: Southeast Asian state which has the fourth largest population in the world has an 87% Muslim population.

21. ________________: Indonesian military ruler who invaded East Timor and conducted political repression at home.
22. _____________________: South Vietnamese ruler, backed by the United States, whose assassination in 1963 symbolized the growing instability in that country.

23. _____________________: The richest and smallest state in Southeast Asia.

24. _____________________: Flamboyant and authoritarian leader who dominated the Indonesian government from its independence until 1967.

25. _____________________: The efficient but autocratic leader of Singapore.

26. _____________________: Charismatic Philippine politician who took office in 1986 after “People Power” removed President Marcos.

The Subcontinent

27. _____________________: Last British viceroy of India who speeded up the process of partition.

28. _____________________: Muslim country that was carved out of northern India in 1948.

29. _____________________: Formerly part of the country indicated in question 20, this overcrowded and poor country established a new state in 1972.

30. _____________________: Prime minister of India from 1966 to 1977 and again from 1980, she was assassinated by Sikh bodyguards in 1984.

31. _____________________: Following the 1979 Soviet invasion of this nation, refugees flooded Pakistan, bringing major challenges to economic and political stability.

32. _____________________: The young Saudi millionaire who joined the U.S. and Pakistani efforts in Afghanistan to resist the Soviet Union’s involvement there.

TRY THESE MULTIPLE CHOICE QUESTIONS

1. _____ At the end of World War II, the Goumintang government in China (1) retained its dynamism and a powerful sense of mission; (2) had been sapped of its strength and sense of mission; (3) saw to it that land was distributed equally among peasant families; (4) had a broad base of popular support.

2. _____ Which of the following statements about China’s “Great Leap Forward” is NOT true? (1) Thousands of backyard furnaces were built as part of the effort to increase the production of steel; (2) A new system of agricultural production was launched, made up of People’s Communes; (3) It proved to be successful and set the pattern for subsequent policy; (4) Many areas of social life were run by communes.

3. _____ Which of the following statements about the Cultural Revolution in China is TRUE? (1) It was inspired by opponents of Mao Zedong; (2) Political purification was given a higher priority than economic developments by those who organized the Red Guards; (3) The Red Guards kept the education system open; (4) All of the above.

4. _____ In the immediate aftermath of the Cultural Revolution, the premier of China was (1) Zhou Enlai; (2) Mao Zedong; (3) Chiang Kai-shek; (4) Yuan Shih-kai.
5. Under the leadership of Deng Xiaoping, China has (1) taken over Taiwan; (2) become more hostile to the United States; (3) sought Western technology and introduced the profit motive to encourage economic growth; (4) re-affirmed Maoist policies of promoting rural communes.

6. The Chinese Communists have accomplished (1) improvement in standards of living; (2) better social services; (3) broader public education; (4) all of the above.

7. The area of contention between India and Pakistan is (1) Nepal; (2) Bangladesh; (3) Sri Lanka; (4) Kashmir.

RELATIONSHIPS IN TIME

China
1. Communists seize control of the mainland
2. George C. Marshall attempts to mediate between the Nationalists and Communists
3. Cultural Revolution
4. Death of Mao Zedong
5. Great Leap Forward

Southeast Asia
1. The Dutch East Indies becomes Indonesia
2. General Suharto becomes President of Indonesia
3. Federation of Malaysia becomes independent of the British Commonwealth
4. Goh Chuk Tong succeeds Lee Kuan Yew as President of Singapore
5. Singapore withdraws from the Federation of Malaysia

Indian Subcontinent
1. Independence granted to India and Pakistan
2. Indira Gandhi returned to power
3. Bangladesh becomes an independent state
4. Riots between Hindus and Muslims result in thousands dead
5. Mohammed Ayub Khan comes to power in Pakistan
DO YOU KNOW THE SIGNIFICANCE OF THESE TERMS?

In the space provided, identify and assess the historical significance for each of the following.

“Great Leap Forward”

Quotations From Chairman Mao

Deng Xiaping

Article IX

Japanese economy

“Four Tigers”

“Korean-style democracy”

Achmed Sukarno

Ferdinand Marcos

Indochina

Muslim League

Kashmir

Indira Gandhi

Zenazir Bhutto

Taliban
ARRIVING AT CONCLUSIONS

Here are some quotations that are related to topics covered in chapter 35. Answer the accompanying questions briefly, and be prepared to defend your position.

1. “Like the emperors of the past, Mao was a patriarch, Helmsman, and even god-hero, who could do no wrong. He acted with total impunity in ‘designating’ his successor and sponsoring the rise of his wife far beyond her worth . . . .

“How could the party allow all this to happen? The Chinese themselves . . . finally came up with two interpretations. The first states that in China, as in other communist countries, the leader of the revolutionary party was empowered with great discretionary authority and freedom of action during the seizure of power. Once success was achieved, the concentration of power had a tendency to become a tradition; and due to the obviously great contributions of the leader, his followers readily accepted his exalted status. His status eventually became institutionalized, and he received lifelong tenure as the Leader . . . .

“The broader official explanation concerns the profound impact of China’s feudal past on the thought and action of all. The vestiges of the distinction between high and low, of the rank and grade system, and the role of the family head can be seen everywhere. Farmers and small producers were unaccustomed to controlling their own fates, relying instead on the graces of the emperor as ‘savior,’ giving in return their loyalty and gratitude. Thus, there was a powerful social precedent for the high concentration of authority in one man . . . .

“In conclusion, historians still agree that Mao was supremely successful as a revolutionary but extremely erratic as a nation builder. His great achievements before 1957 may serve as an inspiration to others, but his major mistakes thereafter must serve as a lesson to all.” (Immanuel C.Y. Hsu, The Rise of Modern China, 5th ed. [New York: Oxford University Press, 1995], pp. 830-31.)

What are some examples of Mao’s major mistakes? In referring to the second interpretation, construct an argument that Mao was the “indispensable man” and that his exalted position in Chinese history was inevitable based on Chinese historical conditions.

2. “Crises will continue to test whether Americans and Japanese have learned from their history. The historian Yamamoto Mitsuru notes that ‘A basic and deep process of adjustment’ was forced on the relationship after the Cold War’s end; but both nations continue ‘to use old words for new problems.’ For Americans, the test will be whether they can accept an Asia for and by Asians in which the United States will have a relatively declining role both economically and, despite strong Pentagon objections, militarily. The probable answer is that Americans will not accept such a situation. Two hundred years of history and especially the sense of being the post-1989 global superpower make such an acceptance most unlikely. Asian markets offer too many profits; a growing defense budget for an already all-powerful U.S. military is too tempting.” (Walter LaFeber, The Clash: U.S.-Japanese Relations Throughout History [New York: W.W. Norton & Company, 1997], p. 404.

What factors in Asia might help sustain a large U.S. role in the Far East? Is Japan likely to want to continue its close military ties to the U.S. in order to help offset growing Chinese power in the region? Should the U.S. fear an alliance between Japan and China? How can China use its market to play off the Japanese against the Americans?
3. “According to Indian tradition...only males could inherit their parents’ property. In an agrarian society, where land is the primary form of wealth, having at least one surviving son is the only sure way of keeping it in the family. Tradition also holds sons responsible for providing their parents, particularly their mothers, with a secure future; widowed or divorced women without adult male sons to support them invariably face destitution. Moreover, sons accrue another form of economic wealth when they marry. Daughters-in-law move into the homes of their husbands’ parents, bringing with them not only dowries but also a form of income in their ability to perform work and produce grandchildren. Daughters, by contrast, are viewed as a drain on household income. Not only is the work they do in their parents’ homes not valued by society, but when they marry they take with them a dowry that their parents may be forced into debt to provide. Although laws governing inheritance and other property rights have been formally changed, government enforcement and judicial support for carrying them out remains weak, posing no match for the strength of cultural practice in denying women access to productive resources such as land and credit.” (Jodi L. Jacobson, “India’s Misconceived Family Plan,” World Watch, November/December 1991, p. 140.)

Does the persistence of traditions, such as male preference, in the developing world hamper their economic progress? Do such traditions help a society maintain stability? Which of the two—stability or progress—is preferable for political leaders?

**QUESTIONS TO THINK ABOUT**

1. In what ways does the Communist revolution in China represent a change in the tradition of Chinese government and in what ways does it represent the continuation of government according to the “Mandate of Heaven”?

2. Do you believe that the policies of Deng Xiaopeng will result in Communist China evolving into a capitalist economy?

3. To what extent has nationalism changed the face of Southeast Asia in the past fifty years?

4. In what ways has religion played a major role in shaping events and historical tendencies in relations between India, Pakistan, and Afghanistan and how those nations have related to the rest of the world?
# Answer Section

## Chapter 12

### Basic Facts

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### Multiple-Choice

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### Focusing on Major Topics

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## Chapter 13

### Basic Facts

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CHAPTER 14

BASIC FACTS

1. Petrarch
2. Black Death
3. Lorenzo
4. Boccaccio
5. humanism
6. Quattrocento
7. Plato, Aristotle
8. Ghiberti
9. Cellini
10. Donatello
11. Botticelli
12. Josquin des Prés
13. Michelangelo
14. Leonardo da Vinci
15. Titian
16. Mannerism
17. Erasmus
18. Utopia
19. Montaigne
20. Shakespeare
21. Rabelais
22. Von Hutten
23. Dürer
24. Cervantes
25. Commedia dell’arte
26. Van Eyck
27. Gutenberg
28. Boniface VIII
29. John Hus
30. Great Schism
31. Holy Roman Empire
32. John Tetzel
33. justification by faith
34. Leo X
35. Charles V
36. Worms
37. John Wyclif
38. indulgences
39. Ninety-five Theses
38. Augsburg
41. Henry VIII
42. Ulrich Zwingli
43. John Calvin
44. Anabaptists
45. Mary
46. Huguenots
47. Trent
48. Ignatius Loyola
49. Savanarola
50. St. Teresa
51. Paul III

MULTIPLE-CHOICE

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FOCUSING ON MAJOR TOPICS

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RELATIONSHIPS IN TIME

Italian Renaissance

1300
- Petrarch
- Giotto
- Boccaccio

1400
- Ghiberti
- Donatello
- Medici family ruled Florence
- Brunelleschi

1500
- Botticelli
- Bramante
- Leonardo da Vinci
- Raphael
- Michelangelo
- Giorgione
- Titian
- Josquin des Prés

1400
- Gutenberg’s Bible
- Jan van Eyck

1500
- Erasmus
- Sir Thomas More
- Ulrich von Hutten
- Montaigne
- Dürer
- Holbein the Younger
- Brueghel the Elder

1600
- Cervantes
- Shakespeare

The Protestant Reformation in Germany
1. 2
2. 4
3. 3
4. 1

The Protestant Revolt in England
1. 4
2. 1
3. 2
4. 3

The Catholic Counter-Reformation
1. 3
2. 5
3. 1
4. 2
5. 4

1517
CHAPTER 15

BASIC FACTS

1. Granada  
2. Habsburg  
3. “Catholic Majesties”  
4. Inquisition  
5. Golden Bull  
6. condotierri  
7. Philip II  
8. Wars of Roses  
9. Gustavas Adolphus  
10. Joan of Arc  
11. long bow  
12. William of Orange  
13. Edict of Nantes  
14. Mary  
15. John Knox  
16. armada  
17. Ivan the Terrible  
18. devshirme  
19. defenestration of Prague  
20. Treaty of Westphalia

MULTIPLE CHOICE

1. (4)  
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7. (2)  
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9. (1)  
10. (2)

FOCUSING ON MAJOR TOPICS

1. Habsburgs  
2. Ferdinand  
3. Philip II  
4. Lepanto  
5. William  
6. independence  
7. Elizabeth I  
8. Spanish Armada  
9. 1588

CHAPTER 16

BASIC FACTS

1. Treaty of Tordesillas  
2. Prince Henry  
3. Columbus  
4. Vasco da Gama  
5. Dias  
6. Balboa  
7. Magellan  
8. Cartier  
9. Cabot  
10. Cortés  
11. Goa  
12. Pizarro  
13. Macaon  
14. Albuquerque  
15. slaves, gold  
16. Quetzalcoatl  
17. encomienda  
18. silver  
19. Montezuma  
20. Dutch East India Co.  
21. Patroons  
22. Verazzano  
23. Coen  
24. Champlain  
25. Captain John Smith  
26. Anne Hutchinson  
27. Fuggers  
28. Antwerp

MULTIPLE-CHOICE

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14. (1)  
15. (4)

THE PLACE

1. (8) Strait of Magellan  
2. (2) American West  
3. (7) Brazil  
4. (1) Panama  
5. (3) Quebec  
6. (10) Philippines  
7. (9) Peru  
8. (4) Mexico  
9. (6) Cape of Good Hope  
10. (4) Mexico
RELATIONSHIPS IN TIME

1400
Prince Henry the Navigator
Vasco da Gama
Columbus
Cabot

1500
Balboa
Magellan
de Soto and Coronado
Cartier

1600
Henry Hudson

FOCUSING ON MAJOR TOPICS

1. T  2.  3. T  4. T  5.

CHAPTER 17

BASIC FACTS

1. mercantilism  2. joint-stock company  3. bullionism
16. Leopold I  17. Ivan IV  18. Netherlands
25. Seven Years' War  26. Taille  27. Old Regime
28. bourgeois

MULTIPLE-CHOICE

1. (1)  2. (4)  3. (4)  4. (1)  5. (1)
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RELATIONSHIPS IN TIME

1. 3  2.  6  3.  5  4.  2  5.  9
6. 4  7.  10  8.  7  9.  1  10.  8

THE PLACE

1. Austria  2. Sardinia  3. Moscow
7. Sweden  8. Poland  9. The Netherlands

MAKING CONNECTIONS


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CHAPTER 18

BASIC FACTS

1. Enlightenment
4. geocentrism
7. Boyle
10. Bacon
13. Encyclopédie
16. Kant
19. Deism
22. Methodism
25. John Locke
28. Frederick II
31. Louis XVI
34. Bastille
37. Etta Palm d’Aelders
40. September Massacres
43. Charlotte Corday
46. Maximilian Robespierre
49. emperor
52. Battle of Trafalgar
55. Duke of Wellington

2. Law of Conservation
5. Newton
8. Harvey
11. pietsm
14. Mary Wollstonecraft
17. Berkeley
20. Philosophes
23. Baron d’Holbach
26. Physiocrats
29. Catherine II
32. Estates General
35. peasants
38. Legislative Assembly
41. National Convention
44. Olympe de Gouges
47. Directory
50. Consulate
53. Code of Napoleon
56. Louisiana Purchase

3. Kepler
6. Lavoisier
9. Laplace
12. Wilberforce
15. Condorcet
18. Spinoza
21. Great Awakening
24. Montesquieu
27. Adam Smith
30. Joseph II
33. National Constituent Assembly
36. Declaration of the Rights of Man and Citizen
39. Girondins
42. Marie Antoinette
45. levée en masse
48. Francois Noel Babeuf
51. Concordat of 1801
54. Continental System

MULTIPLE-CHOICE

1. (2) 2. (4) 3. (2) 4. (4) 5. (2)
6. (4) 7. (3) 8. (2) 9. (1) 10. (4)
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21. (2) 22. (2) 23. (2) 24. (3) 25. (3)
26. (3) 27. (4) 28. (1) 29. (4) 30. (2)
31. (2) 32. (3) 33. (4) 34. (1) 35. (4)

RELATIONSHIPS IN TIME: SCIENTIFIC REVOLUTION AND ENLIGHTENMENT

Scientific Discoveries

1500
Copernicus
Tycho Brahe
Boccaccio

1600
Johannes Kepler
Galileo
Isaac Newton
Christian Huygens

1700
Pierre Laplace
1800

**Medicine, Biology, and Chemistry**

1500

1600
Antonie van Leeuwenhoek
William Harvey
Robert Boyle

1700
Antoine Lavoisier
Joseph Priestly
Henry Cavendish

1800

**RELATIONSHIPS IN TIME: FRENCH REVOLUTION AND NAPOLEON**

The French Revolution

1. tribe
4. slaves
7. baracoon
10. Queen Anna Nzinga
13. Fulani
16. mafisa
19. Moshoeshoe
22. Swahili

2. 1
3. 2
8. prazos
11. Swahili
14. jihad
17. Mfecane
20. voortrekkers
23. Ethiopia

3. 4
5. 4
9. 5
12. Sultan Mulay Ismail
15. Khoikhoi
18. Shaka
21. Dombo

CHAPTER 19

**BASIC FACTS**

1. tribe
4. Boers
7. baracoon
10. Queen Anna Nzinga
13. Fulani
16. mafisa
19. Moshoeshoe
22. Swahili

2. slaves
5. John Newton
8. prazos
11. Swahili
14. jihad
17. Mfecane
20. voortrekkers
23. Ethiopia

3. manumission
6. Queen Aguina
9. Emperor Fusilidas
12. Khoikhoi
15. Shaka
18. Dombo
CHAPTER 20

BASIC FACTS

16. seppuku  17. Edo  18. Yoshimune
19. haiku  20. Practical Learning

MULTIPLE-CHOICE

1. (4)  2. (2)  3. (1)  4. (4)  5. (1)
6. (1)  7. (3)  8. (2)  9. (3)  10. (4)
11. (2)  12. (3)  13. (1)  14. (2)  15. (3)
16. (1)  17. (2)  18. (2)

CHAPTER 21

BASIC FACTS

1. peninsulares  2. mestizos  3. haciendas

MULTIPLE-CHOICE

1. (3)  2. (2)  3. (1)  4. (1)  5. (1)
6. (1)  7. (2)  8. (4)  9. (2)  10. (1)
CHAPTER 22

BASIC FACTS

16. Factory system 17. Social Democrats 18. Fabian Society
34. Alexander Pushkin 35. Eugene Delacroix 36. Ludwig van Beethoven
37. Honore de Balzac 38. Gustave Flaubert 39. Leo Tolstoy
40. Henrik Ibsen

MULTIPLE-CHOICE

1. (2) 2. (2) 3. (3) 4. (3) 5. (4)
6. (1) 7. (2) 8. (1) 9. (3) 10. (2)
11. (1) 12. (2) 13. (4) 14. (3) 15. (2)
16. (4)

RELATIONSHIPS IN TIME

1. 2 2. 5 3. 1 4. 3 5. 4

CHAPTER 23

BASIC FACTS

10. Samori Toure 11. Muhammad Ahmad 12. rifles, machine guns
16. direct rule 17. Congo 18. Frederick Lugard
28. “Eastern Question” 29. tobacco 27. Young Turks

MULTIPLE-CHOICE

1. (4) 2. (1) 3. (2) 4. (3) 5. (2)
6. (3) 7. (3) 8. (1) 9. (4) 10. (3)
11. (4) 12. (3) 13. (1) 14. (4) 15. (1)
16. (1) 17. (3) 18. (3) 19. (2) 20. (1)
21. (3) 22. (3)
CHAPTER 24

BASIC FACTS

1. Plassey  2. viceroy  3. caste
4. thuggee  5. sepoys  6. British East India Company
10. culture system  11. United States  12. Qing
13. ti yong  14. opium  15. Hong Kong
16. extraterritoriality  17. Taiping Rebellion  18. Cixi
28. Germany

MULTIPLE-CHOICE

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RELATIONSHIPS IN TIME

Indian Subcontinent

1. 1  2. 4  3. 5  4. 3  5. 2

China, 1800-1864

1. 2  2. 3  3. 5  4. 1  5. 4

Southeast Asia

1. 2  2. 1  3. 3

China, 1894-1912

1. 4  2. 5  3. 4  4. 1  5. 2

Japan, 1800-1868

1. 2  2. 5  3. 4  4. 1  5. 3
CHAPTER 25

BASIC FACTS

1. caudillos 2. enlightened despotism 3. Britain
4. Santa Anna 5. Reforma 6. Francisco Madero
19. Platt Amendment

MULTIPLE-CHOICE

1. (3) 2. (2) 3. (4) 4. (3) 5. (2)
6. (1) 7. (3)

CHAPTER 26

BASIC FACTS

1. Prince Klemens von Metternich 2. Louis XVIII 3. German Confederation
41. Corn Laws 41. Peterloo Massacre 42. William Gladstone
43. Benjamin Disraeli 44. Labour 45. Liberal Party
46. Emmeline Pankhurst 47. Andrew Jackson 48. 1840s
49. Monroe Doctrine 50. Reconstruction 51. Progressivism
52. Interstate Commerce Commission 53. Decembrist Revolt 54. Nicholas I
58. Japan 59. Nicholas II 60. Peter Stolypin
61. Ottoman Empire 62. Treaty of San Stefano 63. Triple Entente

MULTIPLE-CHOICE

1. (4) 2. (1) 3. (2) 4. (1) 5. (4)
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MAKING CONNECTIONS
1. France
2. Russia
3. Austria
4. Emperors' League
5. Reinsurance
6. William II
7. Russia
8. France
9. Boer
10. France
11. Russia

CHAPTER 27

BASIC FACTS
1. Russia
2. Bulgaria
3. Bulgaria
4. Albania
5. Francis Ferdinand
6. Serbia
7. Italy
8. Verdun
9. battle of the Somme
10. battle of Jutland
11. battle of Caporetto
12. Lusitania
13. Woodrow Wilson
14. Treaty of Brest Litovsk
15. Fourteen Points
16. David Lloyd George
17. Georges Clemenceau
18. Article 10
19. Polish corridor
20. Mandate System
21. Article 231
22. reparations
23. Austria
24. Fiume
25. Ruhr
26. Germany
27. autarky
28. stock market crash
29. Ramsay MacDonald
30. Conservative Party
31. Léon Blum
32. Czechoslovakia
33. Josef Pilsudski
34. Oliveira Salazar
35. Herbert Hoover
36. New Deal
37. Mexico
38. Good Neighbor Policy
39. Ireland
40. Max Planck
41. Albert Einstein
42. Ivan Pavlov
43. Sigmund Freud
44. Auguste Rodin
45. Louis Sullivan
46. Bauhaus
47. Charlie Chaplin

MULTIPLE-CHOICE
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MAKING CONNECTIONS
1. Versailles
2. Austria-Hungary
3. Schlieffen
4. Russia
5. Serbia
6. Russia
7. Belgium
8. Sir Edward Grey
9. Marne
10. British
11. western

CHAPTER 28

BASIC FACTS
1. Rasputin
2. Nicholas II
3. Mensheviks
4. Alexander Kerensky
5. Whites
6. Cheka
7. New Economic Policy
8. Leon Trotsky
9. General Secretary
10. Kulaks
11. First Five-Year Plan
12. social realism
13. Fasci di combattimento
14. Gabriele D'Annunzio
15. Fascist Grand Council
16. Lateran Treaty
17. Social Democrats
18. Rosa Luxemburg
19. Weimar
20. Vienna
21. Munich
22. Mein Kampf
23. Joseph Goebbels
24. Reichstag
25. Enabling Act
26. Third Reich
27. Nuremberg Laws
28. Rice Riots
29. Manchuria

MULTIPLE-CHOICE
1. (3) 2. (2) 3. (1) 4. (1) 5. (4)
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RELATIONSHIPS IN TIME

Russian Revolution
1. 2 2. 1 3. 5 4. 3 5. 4
6. 3 7. 4 8. 5 9. 1 10. 2

Mussolini
1. 3 2. 1 3. 4 4. 2 5. 5

Hitler
1. 4 2. 1 3. 5 4. 2 5. 3

FOCUSBING ON MAJOR TOPICS

CHAPTER 29

BASIC FACTS
22. Indian National Congress

MULTIPLE-CHOICE
1. (1) 2. (1) 3. (2) 4. (2) 5. (4)
6. (2) 7. (2) 8. (2) 9. (1) 10. (2)
RELATIONSHIPS IN TIME
1. 1930s  
6. 1910-19  
2. 1920s  
7. 1930s  
3. 1920s  
8. 1910-19  
4. 1910-19  
9. 1930s  
5. 1920s  
10. 1920s

MAKING CONNECTIONS
1. X  
5. X  
2. X  
6. X  
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8. X

CHAPTER 30

BASIC FACTS
1. mandate  
4. Riza Shah Palevi  
7. Sykes-Picot Agreement  
10. Harry Thuku  
13. Marcus Garvey  
2. Lawrence of Arabia  
5. Faisal  
8. Peel Commission  
11. Blaise Diagne  
14. National Association for the Advancement of Colored People (NAACP)  
15. Atlantic Charter  
3. Balfour Declaration  
6. Mustafa Kemal  
9. National Congress of British West Africa  
12. African diaspora

MULTIPLE-CHOICE
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RELATIONSHIPS IN TIME
1. 1930s  
6. 1910-19  
2. 1930s  
7. 1920s  
3. 1920s  
8. 1920s  
4. 1910-19  
9. 1910-19  
5. 1920s

MAKING CONNECTIONS
1. 7  
6. 3  
2. 4  
7. 6  
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CHAPTER 31

BASIC FACTS

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RELATIONSHIPS IN TIME

Japanese Expansion, 1931-1940

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Events Leading Up to World War II

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World War II

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Events of the Same Years

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<td>Ethiopia</td>
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CHAPTER 32

BASIC FACTS

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<td>START</td>
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11. (2)  12. (3)  

CHAPTER 33

BASIC FACTS

1. Francis H. C. Crick  2. silicon chip  3. fish
4. glass ceiling  5. status of women  6. Dodge Plan
16. Patriot Act  17. weapons of mass destruction
18. George W. Bush
19. European Economic Community
20. Clement Attlee  21. Margaret Thatcher
31. Madrid  32. Antonio de Oliveira Salazar
33. Felipe Gonzales  34. Andreas Papandreou  35. Athens
36. Francois Mitterand  37. Euro  38. COMECON  39. Lech Walesa
40. John Paul II  41. Czechoslovakia  42. Vaclav Havel
43. Hungary  44. Nicolae Ceausescu  45. Albania
49. Dayton, Ohio  50. Slobodan Milosevich  51. The Hague
52. de-Stalinization  53. Alexander Solzhenitsyn  54. glastnost
55. Vladimir Putin  56. Stockholm  57. Boris Yeltsin
58. OPEC
59. General Agreement on Tariff and Trade (GATT)

MULTIPLE-CHOICE

1. (4)  2. (3)  3. (4)  4. (2)  5. (4)
6. (1)  7. (2)  8. (3)  9. (3)  10. (1)
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16. (1)  17. (3)  18. (1)  19. (2)  20. (4)
21. (4)  22. (3)  23. (1)  24. (3)  25. (4)

MAKING CONNECTIONS


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CHAPTER 34

BASIC FACTS

1. Israel
4. Beirut
7. Arafat
10. Portugal
13. AIDS
16. Organization of American States (OAS)
19. Manuel Noriega

2. P.L.O.
5. Riza Shah Pahlevi
8. Kame Nkruma
11. Haile Selassie
14. P.W. Botha
17. Fidel Castro
20. Jean-Bertrand Aristide

3. Anwar Sadat
6. Ayatollah Khomeni
9. Qadhaffi
12. Zimbabwe
15. Nelson Mandela
18. Alliance for Progress
21. Vicente Fox

MULTIPLE-CHOICE

1. (3)
4. (1)
7. (4)
10. (1)
13. (4)
16. (2)
19. (3)
22. (2)
25. (2)

2. (2)
5. (2)
8. (4)
11. (3)
14. (3)
17. (3)
20. (3)
23. (3)
26. (3)
29. (3)

3. (4)
6. (4)
9. (4)
12. (4)
15. (4)
18. (4)
21. (4)
24. (4)
27. (4)
30. (4)

RELATIONSHIPS IN TIME

The Middle East

1. 4
2. 2
3. 3
4. 7
5. 2
6. 8
7. 5
8. 6

Africa

1. 2
2. 3
3. 4
4. 1

Latin America

1. 1
2. 2
3. 4
4. 3

CHAPTER 35

BASIC FACTS

1. General Marshall
4. Joseph McCarthy
7. Zhou Enlai
10. Tiananmen Square
13. Korean War
16. United States
19. Sunshine Policy
22. Ngo Dinh Diem
25. Lee Kwan Yew
28. Pakistan
31. Afghanistan
2. Taiwan
5. Great Leap Forward
8. Cultural Revolution
11. Douglas MacArthur
14. Liberal Democratic Party
17. Yoshimoto Banana
20. Indonesia
23. Singapore
26. Corazon Aquino
29. Bangladesh
32. Osama Bin Laden
3. Chiang Kai-shek
6. Four Modernizations
9. Deng Xiaoping
12. Tojo Hideki
15. oil
18. Yo Un-hyong
21. Mohamad Mahathir
24. Achmed Sukarno
27. Lord Mountbatten
30. Indira Gandhi

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MULTIPLE-CHOICE
1. (2) 2. (3) 3. (2) 4. (1) 5. (3)
6. (4) 7. (4)

RELATIONSHIPS IN TIME

China
1. 2 2. 1 3. 4 4. 5 5. 3

Southeast Asia
1. 1 2. 4 3. 2 4. 5 5. 3

Indian Subcontinent
1. 1 2. 5 3. 4 4. 2 5. 3