

**Foundations 14% of the AP Exam**

Climate

Climate has been a major factor in determining where people settled. People settled in areas that have climates that would accommodate agriculture and livestock.

Time Periods

- The Paleolithic Age refers to about 12,000 BC. During this time people were nomadic.
- The Neolithic Age refers to the age from about 12,000 BC to about 8000 BC. It is during this time that people settled in communities and civilization began to emerge.
- River Valley Civilizations refers to about 3500 to 1500 BC. The major River Valleys are described below.
- Classical Civilizations refers to about 1000 BC to 600 CE. The major civilizations to emerge were Zhou and Han China, Greece and Rome, and the Gupta Empire.

**THE RIVER-VALLEY CIVILIZATIONS**

Each early civilization developed its own unique ways of life, but they all shared some common characteristics

- **Complex irrigation systems**
- **legal codes**
- **money**
- **art and written literature**
- More formal scientific knowledge, numbering systems, and calendars
- Intensification of **social inequality**

**COMPARISONS OF EARLY RIVER VALLEY CIVILIZATIONS**

|  | <b>CULTURE</b>   | <b>POLITICAL ORGANIZATION</b>   | <b>SOCIAL STRUCTURE</b>  |
|--|--|---|--|
| MESOPOTAMIA<br>(developed by 3500 BCE) | Cuneiform;<br>Extensive trade with Egypt and the Indus Valley<br>Epic of Gilgamesh<br>Early use of bronze tools, chariots<br>Advanced astronomy; math based on 60<br>Pessimistic view of world, perhaps due to irregular, unpredictable flooding of the rivers<br>Polytheism - gods powerful and often cruel<br>Kings powerful, but not divine | City-states and warrior kings<br><br>Hammurabi's Code<br><br>Competition among city states as well as frequent invasions led to less political stability than in Egypt  | Job specialization - farmers, metallurgist, merchants, craftsmen, political administrators, priests;<br>Social classes;<br><br>Marriage contracts, veils for women; women of upper classes less equal than lower class counterparts  |
| EGYPT(developed by 3000 BCE)           | Concerned with decorative arts, shipbuilding, some medical knowledge<br>Less advanced in math and astronomy than Mesopotamians<br>Less extensive trade, especially in earlier eras<br>Polytheism, with pharaoh as a god<br>Optimistic view of life   | Divine kingship - the pharaoh; highly centralized, authoritarian government<br><br>Generally stable government throughout the 3 kingdoms<br><br>Extensive bureaucracy; pharaoh's power channeled through regional governors | Smaller nobility than Mesopotamia; fewer merchants<br>Some social mobility through the bureaucracy<br>Priests have high status (only ones who understand the complex hieroglyphic written language)<br>Women - probably higher status than in Mesopotamia; love poetry indicates some importance placed on male/female relationships |

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|   | (regular, controllable flooding of the river)<br>Strong belief in the afterlife;<br>Book of the Dead<br>Hieroglyphics - complex, pictorial language  |   | One female pharaoh - Hatshepsut<br>Influential wife of pharaoh - Nefertiti   |
| INDUS VALLEY<br>(developed by 2500 BCE)           | Writing system only recently decipherable<br>Soapstone seals that indicate trade with both Mesopotamians and China<br>pottery making with bulls and long-horned cattle a frequent motif<br>Small figurines of women<br>Cruder weapons than Mesopotamians - stone arrowheads, no swords<br>Polytheism - naked man with horns the primary god; fertility goddesses<br>Two cities: Harappa and Mohenjo-Dara                                   | Assumed to be complex and thought to be centralized<br>Limited information, but large granaries near the cities indicate centralized control  | Priests have highest status, based on position as intermediaries between gods and people<br><br>Differences in house sizes indicate strong class distinctions<br><br>Statues reflects reverence for female reproductive function |
| SHANG CHINA<br>(developed by 1700 BCE)            | Oracles bones used to communicate with ancestors<br>Pattern on bones formed basis for writing system; writing highly valued, complex pictorial language with 3000 characters by end of dynasty<br>Uniform written language became bond among people who spoke many different languages<br>Bronze weapons and tools, horse-drawn chariots<br>Geographical separation from other civilizations, though probably traded with the Indus Valley | Centralized government, power in the hands of the emperor<br><br>Government preoccupied with flood control of the rivers<br>Job specialization - bureaucrats, farmers, slaves                         | Social classes - warrior aristocrats, bureaucrats, farmers, slaves<br><br>Patriarchal society; women as wives and concubines; women were sometimes shamans   |
| MESO AND SOUTH AMERICA<br>(developed by 1200 BCE) | Olmecs in Mesoamerica:<br>Highly developed astronomy; used to predict agricultural cycles and please the gods<br>Polytheism; religious rituals important, shamans as healers<br>Ritual ballgames<br>Irrigation and drainage canals<br>Giant carved stone heads; probably with religious significance   | Olmecs: apparently not united politically; unusual for ancient civilizations<br><br>Chavin: probably political unification; public works operated by reciprocal labor obligations; had a capital city | Olmec: craft specializations; priests have highest status; most people were farmers<br><br>Chavin: Priests have highest status; capital city dominated the hinterlands; most people were farmers                                 |

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|  | Jaguar symbol important<br>Chavin in Andean region:<br>Polytheism; statues of jaguar men<br>Square stone architecture, no mortar<br>Well-developed agriculture based on maize<br>Unique geography: lived on coast, in mountains, and in jungle |  |  |
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### Economic Systems

| Type of System   | Types of technology developed rate of technological development                              | Main geographic locations   |
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| Agricultural societies – cultivate crops<br>8,000 BCE    | domestication of plants and animals<br>iron tools<br>writing systems<br>constant development | river valleys in Mesopotamia, Nile River valley, India, China, MesoAmerica, Andes                   |
| Pastoral societies – domesticated animals<br>8,000 BCE   | domestication of horses and camels   | steppes, grasslands, deserts, mountain ranges   |
| Foraging societies – hunting and gathering<br>35,000 BCE | baskets for gathering and storing and hunting tools  | everywhere until sedentary agricultural societies and then empires took over the most fertile areas |

### Classical Civilizations

#### COMMON FEATURES OF CLASSICAL CIVILIZATIONS

The three areas of classical civilizations developed their own beliefs, lifestyles, political institutions, and social structures. However, there were important similarities among them:

- Patriarchal family structures - Like the river valley civilizations that preceded them, the classical civilization valued male authority within families, as well as in most other areas of life.
- Agricultural-based economies - Despite more sophisticated and complex job specialization, the most common occupation in all areas was farming.
- Complex governments - Because they were so large, these three civilizations had to invent new ways to keep their lands together politically. Their governments were large and complex, although they each had unique ways of governing
- Expanding trade base - Their economic systems were complex. Although they generally operated independently, trade routes connected them by both land and sea.

#### CLASSICAL CIVILIZATIONS

|                            | Culture  | Political Organization   | Social Structure   |
|----------------------------|--|--|--|
| Greece (about 800-300 BCE) | Most enduring influences come from Athens:<br>Valued education, placed emphasis on importance of human effort, human ability to shape future events<br>Interest in political theory: which form of government is best?<br>Celebration of human individual achievement and the ideal human form | No centralized government; concept of polis, or a fortified site that formed the centers of many city states<br>Governing styles varied (Sparta a military state, Athens eventually a democracy for adult males)<br>Athens government first dominated by tyrants, or strong rulers who gained power from military prowess; later | Slavery widely practiced<br>Men separated from women in military barracks until age 30; women had relative freedom; women in Sparta encouraged to be physically fit so as to have healthy babies; generally better treated and more equal to men |

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|   | <p>Philosophy and science emphasized the use of logic</p> <p>Highly developed form of sculpture, literature, math, written language, and record keeping</p> <p>Polytheism, with gods having very human characteristics</p> <p>Cities relatively small</p> <p>Great seafaring skills, centered around Aegean, but traveling around entire Mediterranean area</p>  | <p>came to be ruled by an assembly of free men who made political decisions.</p> <p>Both Athens and Sparta developed strong military organizations and established colonies around the Mediterranean. Sparta theoretically equal; wealth accumulation not allowed</p>   | <p>than women in Athens</p> <p>Athens encouraged equality for free males, but women and slaves had little freedom. Neither group allowed to participate in polis affairs.</p> <p>Social status dependent on land holdings and cultural sophistication</p>   |
| <p>Rome (about 500 BCE to 476 CE, although eastern half continued for another thousand years)</p> | <p>Perfection of military techniques: conquer but don't oppress; division of army into legions, emphasizing organization and rewarding military talent</p> <p>Art, literature, philosophy, science derivative from Greece</p> <p>Superb engineering and architecture techniques; extensive road, sanitation systems; monumental architecture - buildings, aqueducts, bridges</p> <p>Polytheism, derivative from Greeks, but religion not particularly important to the average Roman; Christianity developed during Empire period, but not dominant until very late</p> <p>Great city of Rome - buildings, arenas, design copied in smaller cities</p>   | <p>Two eras:</p> <p>Republic - rule by aristocrats, with some power shared with assemblies; Senate most powerful, with two consuls chosen to rule, generally selected from the military</p> <p>Empire - non-hereditary emperor; technically chosen by Senate, but generally chosen by predecessor</p> <p>Extensive colonization and military conquest during both eras</p> <p>Development of an overarching set of laws, restrictions that all had to obey; Roman law sets in place principle of rule of law, not rule by whim of the political leader</p>  | <p>Basic division between patricians (aristocrats) and plebeians (free farmers), although a middle class of merchants grew during the empire; wealth based on land ownership; gap between rich and poor grew with time</p> <p>Paterfamilias - male dominated family structure</p> <p>Patron-client system with rich supervising elaborate webs of people that owe favors to them</p> <p>Inequality increased during the empire, with great dependence on slavery during the late empire; slaves used in households, mines, large estates, all kinds of manual labor</p> |
| <p>China (about 500 BCE to 600 CE)</p>  | <p>Confucianism developed during late Zhou; by Han times, it dominated the political and social structure.</p> <p>Legalism and Daoism develop during same era.</p> <p>Buddhism appears, but not influential yet</p> <p>Threats from nomads from the south and west spark the first construction of the Great Wall; clay soldiers, lavish tomb for first emperor Shi Huangdi</p> <p>Chinese identity cemented during Han era: the "Han" Chinese</p> <p>Han - a "golden age" with prosperity from trade along the Silk Road; inventions include water mills, paper, compasses, and pottery and silk-making; calendar with 365.5 days</p> <p>Capital of Xi'an possibly the most sophisticated, diverse city in the world at the time; many other large cities</p> | <p>Zhou - emperor rules by mandate of heaven, or belief that dynasties rise and fall according to the will of heaven, or the ancestors. Emperor was the "son of heaven."</p> <p>Emperor housed in the forbidden city, separate from all others</p> <p>Political authority controlled by Confucian values, with emperor in full control but bound by duty</p> <p>Political power centralized under Shi Huangdi - often seen as the first real emperor</p> <p>Han - strong centralized government, supported by the educated shi (scholar bureaucrats who obtained positions through civil service exams)</p> | <p>Family basic unit of society, with loyalty and obedience stressed</p> <p>Wealth generally based on land ownership; emergence of scholar gentry</p> <p>Growth of a large merchant class, but merchants generally lower status than scholar-bureaucrats</p> <p>Big social divide between rural and urban, with most wealth concentrated in cities</p> <p>Some slavery, but not as much as in Rome</p> <p>Patriarchal society reinforced by Confucian values that emphasized obedience of wife to husband</p>   |
| <p>India</p>  | <p>Aryan religious stories written down into Vedas, and Hinduism became the dominant religion, although Buddhism began in India during this era;</p>   | <p>Lack of political unity - geographic barriers and diversity of people; tended to fragment into small kingdoms; political authority less important than</p>   | <p>Complex social hierarchy based on caste membership (birth groups called jati); occupations strictly dictated by caste</p>  |

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| <p>Mauryans Buddhist, Guptas Hindu</p> <p>Great epic literature such as the Ramayana and Mahabharata</p> <p>Extensive trade routes within subcontinent and with others; connections to Silk Road, and heart of Indian Ocean trade; coined money for trade</p> <p>So-called Arabic numerals developed in India, employing a 10-based system</p> | <p>caste membership and group allegiances</p> <p>Mauryan and Gupta Empires formed based on military conquest; Mauryan Emperor Ashoka seen as greatest; converted to Buddhism, kept the religion alive</p> <p>"theater state" techniques used during</p> <p>Gupta - grand palace and court to impress all visitors, conceal political weakness</p> | <p>Earlier part of time period - women had property rights</p> <p>Decline in the status of women during Gupta, corresponding to increased emphasis on acquisition and inheritance of property; ritual of sati for wealthy women ( widow cremates herself in her husband's funeral pyre)</p> |
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- **The Silk Road** - This overland route extended from western China, across Central Asia, and finally to the Mediterranean area. Chinese silk was the most desired commodity, but the Chinese were willing to trade it for other goods, particularly for horses from Central Asia. There was no single route, but it consisted of a series of passages with common stops along the way. Major trade towns appeared along the way where goods were exchanged. No single merchant traveled the entire length of the road, but some products (particularly silk) did make it from one end to the other.
- **The Indian Ocean Trade** - This important set of water routes became even more important in later eras, but the Indian Ocean Trade was actively in place during the classical era. The trade had three legs: one connected eastern Africa and the Middle East with India; another connected India to Southeast Asia; and the final one linked Southeast Asia to the Chinese port of Canton.
- **Saharan Trade** - This route connected people that lived south of the Sahara to the Mediterranean and the Middle East. The Berbers, nomads who traversed the desert, were the most important agents of trade. They carried goods in camel caravans, with Cairo at the mouth of the Nile River as the most important destination. There they connected to other trade routes, so that Cairo became a major trade center that linked many civilizations together.
- **Sub-Saharan Trade** - This trade was probably inspired by the Bantu migration, and by the end of the classical era people south of the Sahara were connect to people in the eastern and southern parts of Africa. This trade connected to the Indian Ocean trade along the eastern coast of Africa, which in turn connected the people of sub-Saharan Africa to trade centers in Cairo and India.

### Fall of Civilizations

Recall that all of the river-valley civilization areas experienced significant decline and/or conquest in the time period around 1200 BCE. A similar thing happened to the classical civilizations between about 200 and 600 CE, and because the empires were larger and more connected, their fall had an even more significant impact on the course of world history. Han China was the first to fall (around 220 CE), then the Western Roman Empire (476 CE), and finally the Gupta in 550 CE.

### SIMILARITIES

Several common factors caused all three empires to fall:

- Attacks from the Huns - The Huns were a nomadic people of Asia that began to migrate south and west during this time period. Their migration was probably caused by drought and lack of pasture, and the invention and use of the stirrup facilitated their attacks on all three established civilizations.
- Deterioration of political institutions - All three empires were riddled by political corruption during their latter days, and all three suffered under weak-willed rulers. Moral decay also characterized the years prior to their respective falls.
- Protection/maintenance of borders - All empires found that their borders had grown so large that their military had trouble guarding them. A primary example is the failure of the Great Wall to keep the Huns out of China. The Huns generally just went around it.
- Diseases that followed the trade routes - Plagues and epidemics may have killed off as much as half of the population of each empire.

### DIFFERENCES

Even though the empires shared common reasons for their declines, some significant differences also may be seen.

- The Gupta's dependence on alliances with regional princes broke down, exhibiting the tendency toward political fragmentation on the Indian subcontinent.
- Rome's empire lasted much longer than did either of the other two. The Roman Empire also split in two, and the eastern half endured for another 1000 years after the west fell.
- The fall of empire affected the three areas in different ways. The fall of the Gupta probably had the least impact, partly because political unity wasn't the rule anyway, and partly because the traditions of Hinduism and the caste system (the glue that held the area together) continued on after the empire fell. The fall of the Han Dynasty was problematic for China because strong centralized government was in place, and social disorder resulted from the loss of authority. However, dynastic cycles that followed the dictates of the Mandate of Heaven were well defined in China, and the

Confucian traditions continued to give coherence to Chinese society. The most devastating fall of all occurred in Rome. Roman civilization depended almost exclusively on the ability of the government and the military to control territory. Even though Christianity emerged as a major religion, it appeared so late in the life of the empire that it provided little to unify people as Romans after the empire fell. Instead, the areas of the empire fragmented into small parts and developed unique characteristics, and the Western Roman Empire never united again.

**COMMON CONSEQUENCES**

The fall of the three empires had some important consequences that represent major turning points in world history:

- Trade was disrupted but survived, keeping intact the trend toward increased long-distance contact. Trade on the Indian Ocean even increased as conflict and decline of political authority affected overland trade.
- The importance of religion increased as political authority decreased. In the west religion, particularly Christianity, was left to slowly develop authority in many areas of people's lives. Buddhism also spread quickly into China, presenting itself as competition to Confucian traditions.
- Political disunity in the Middle East forged the way for the appearance of a new religion in the 7th century. By 600 CE Islam was in the wings waiting to make its entrance onto the world stage.

| Compare causes for collapse of empires including role of nomads   | Results of collapse   |
|---|---|
| Han Dynasty, 300 BCE - 300 CE<br>imperial expansion beyond military control, especially pressure of Xiung Nu nomadic groups | period of disunity; rise of Buddhism; continuation of Confucian bureaucratic model; Sui and then Tang dynasty |
| Roman Empire, 100 BCE - 471 CE<br>imperial expansion beyond military control, especially pressure of Hun nomadic groups     | rise of Christianity; creation of Byzantine empire; feudalism in Latin West; rise of Arab caliphates          |

**MAJOR MIGRATIONS**

- Phoenicians - By about 2000 BCE this small group of seafaring people from a coastal area of the eastern Mediterranean Sea had set up colonies in North Africa and southern Europe. Pressured by both lack of space in their homeland and desire for prosperity from trade, the Phoenicians traveled widely over the entire Mediterranean area. To facilitate their trading, they simplified the cuneiform system, producing an alphabet with 22 characters that was far easier to learn and use. Not only did the Phoenicians spread their maritime skills, but their alphabet became the basis fo alphabets in Greece, Rome, and eventually for many modern languages.
- Israelites - According to Judaism, the Israelites actually originated about 2000 BCE in the Mesopotamian city of Ur with the founder of the religion, Abraham. Abraham and his family migrated to the eastern Mediterranean, where they settled in a land they called Canaan. The Jews were distinctly different from other people of the area because they were monotheistic, believing in only one god. They later migrated to Egypt to escape a spreading drought. There they became slaves, and under their leader Moses, they returned to Canaan where they eventually formed the kingdom of Israel. The Jewish religion greatly influenced the people that they contacted, although it did not actively encourage conversion of non-Jews. Jewish beliefs and traditional stories were written down and later became basic to Christianity and Islam. The religion stressed the importance of prayer, worship, and good behavior &ndash; tenets that have become characteristic of many other monotheistic religions.
- Aryans - These herding peoples originated in the Caucasus area, but they began migrating in many directions about the mid 2nd millennium BCE. Waves of Aryan migrants invaded the Indian subcontinent, decimating the cities of the Indus Valley. The Aryans remained a nomadic people for many years, but eventually pushed eastward, settling in the fertile Ganges River area as agriculturalists. The Aryans imposed their caste system on the natives, a complex social structure with strict social status differences and virtually no social mobility. Their stories also became the basis for Hinduism.
- Huns – 300-400s C.E.; originated in the Gobi Desert (China) and moved to what we now call Hungary; Pushed the natives out and the natives (Goths) started to move into Roman Empire. Attila the Hun invaded Gaul (France) in 451, but they were pushed back. They then invaded Rome in 453, but Attila died and the Hun Empire quickly collapsed.
- Germanic Peoples – found from the Black Sea to the Rhine. In 476, Odoacer, a Visigoth, officially became the leader of Rome.

**Basic features of major world belief systems**

| <b>BELIEF SYSTEMS</b> | <b>BASIC FEATURES, INCLUDING GENDER ROLES</b>   | <b>MAJOR AREAS</b>  |
|-----------------------|---|---|
| Polytheism            | belief in a number of deities that can be anthropomorphic or related to the non-human world   | everywhere  |
| Confucianism          | Five Relationships<br>Mandate of Heaven   | East Asia   |
| Daoism                | Yin-Yang, Dualism in Nature, People part of the balance in Nature   | East Asia   |
| Hellenism             | Greek philosophy; trade and common culture throughout Mediterranean<br>science and technology developments at Alexandria -- Library | Mediterranean   |
| Hinduism              | caste system<br>multiple expressions of deities<br>emphasis on ritual prayer<br>sacred texts  | South and Southeast Asia  |
| Buddhism              | Four Noble Truths<br>Eight-Fold Path  | South Asia, Central Asia, East Asia, Southeast Asia   |
| Judaism               | monotheistic, emphasis on daily prayer,<br>sacred text -- Torah   | Mediterranean world   |
| Christianity          | monotheistic<br>Jesus Christ as savior<br>Gospels, emphasis on saints   | Mediterranean world and then expansion into Latin West, areas controlled by Byzantines, Ethiopia, India               |
| Islam                 | monotheistic<br>Mohammad as prophet<br>Qu'ran, Sufi emphasis on saints<br>Sunni, Sh'ia split  | Arabian peninsula, Mediterranean world then expansion into Islamic Spain, Persia, India, North Africa, Sudanic Africa |

**Class/Social Systems:**

| <b>social structures a</b>              | <b>Social stratification</b>  | <b>Family structure</b>   | <b>Roles of women</b>   |
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| The caste system in Indian subcontinent | Major castes:<br>brahmin -- priests<br>merchants<br>farmers<br>untouchables   | patriarchal and patrilineal   | ideal: wife and mother<br>but their labor was needed for agricultural work and domestic industries<br>Rare cases of women rulers.   |
| Major slave systems                     | Slaves could not be citizens in ancient Greece or Rome.<br>Slaves under Islam could become free if they converted.<br>In all agricultural societies, slavery or serfdom was a common last resort for farmers in debt or in need of military protection. | Under Islam, the mother's status determined if the child was free or slave. | Female slaves were usually for domestic work, but in large empires female slaves might be brought in the household of the elite to bear children. Under Islam, the mother's status determined if the child was free or slave. |
| Confucian social hierarchy              | Rulers -- hereditary unless overthrown and challenger gains "mandate of heaven"<br>Civil servants selected by examination (this system is begun during the Han dynasty)<br>Farmers<br>Craftspeople  | patriarchal and patrilineal   | ideal: wife and mother but their labor was needed for agricultural work and domestic industries.<br>Rare cases of women rulers. (e.g. Empress Wu during the Tang dynasty)   |

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|  | Merchants   |   |   |
| Patriarchal family structures and trends in Latin West and Byzantium | Roman Catholic Church for Latin West (remember -- power of sacrament)<br>Rulers (lords/kings) knights<br>serfs<br>merchants in cities<br>Byzantine emperors and Orthodox patriarch<br>merchants<br>peasants<br>slave soldiers (Mamluks) | patriarchal and patrilineal   | ideal: wife and mother but their labor was needed for agricultural work and domestic industries.<br>Rare cases of women rulers. |
| Pastoral groups and other non-urban societies (some Bantu)           | head of clan, tribe, lineage<br>shepherds, horse, yak, llama, and camel breeders and trainers<br>craftspeople<br>slaves   | combination of matriarchal and patriarchal<br>matrileneal and patrilineal | Women included in political decision-making and major economic activities, including war sometimes                              |

Diverse interpretations

**What are the issues involved in using “civilization” as an organizing principle in world history?**

This is a very “politically correct” topic. Civilization is a “western word” that is defined as having: 1) a food producing based that generated surpluses, 2) an increase in population, 3) specialization of labor, 4) a social hierarchy, 5) growth of trade, 6) centralization of political and religious authority, 7) monumental building, and 8) the development of writing and written records. Many historians would suggest that a better way of organizing world history is through studying human creativity. Civilization often implies superiority. Not all settled agricultural societies had monumental architecture or writing systems, so they appear to be "lesser" than those that did.

**What is the most common source of change: connection or diffusion versus independent invention?**

Major question: do civilizations develop major ideas on their own (pyramids in Egypt, ziggurats in Mesopotamia, and temples in Mayan Empire) or do they get their ideas because they had been exposed to them elsewhere. Once trading networks and missionaries travel, there's almost constant connections that lead to diffusion. Independent inventions often happened before 1000 C.E. when humans were isolated geographically from each other.

Major comparison and snapshots:

| Compare development of political systems, trade systems, and migrations in major early civilizations | Major similarities  | Major differences   |
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|  | Compare Indian compared with Chinese political traditions and institutions  | Indian king linked to Braham religious traditions that say the ruler is a god-king<br>Chinese rulers, "son of heaven", dependent on gaining and keeping the mandate of heaven   |
| Compare The role of nomadic groups in Central Asia with The impact of Bantu migrations in Africa     | environmental causes for migration or attacks:<br>population density made Bantu move south and east<br>drought or cold made Xiungnu/Huns move south or west | the Bantu migration displaced foraging groups and continued creating new, small density of agricultural settlements.<br>Central Asia nomads caused Chinese ruling elites and Roman ruling elites to lose political power. |
| Compare trans-Saharan trading system with the Silk Road  | dependent on the role of trading cities<br>land-based   | trans-Saharan: periphery of Afro-Eurasian trade networks  |

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| trading system   | luxury, non-perishable trade goods:<br>porcelain, silk, gold, salt<br>slaves commonly traded<br>dependent on camel and horse transportation<br>Muslim merchants prominent  | Silk Road: heart of Afro-Eurasian trade networks, therefore more goods and people involved  |
| Compare Indian Ocean with East European trading system | dependent on the role of trading cities<br>both centered around major bodies of water:<br>Indian Ocean and Black Sea<br>slaves commonly traded<br>syncretism:<br>Indian Ocean -- Swahili as trading language, mix of religions in port cities<br>East European -- Vikings used Byzantine coins and Orthodox Christianity adopted by Russians | Indian Ocean: more extensive sea routes, more technological developments with shipbuilding, use of compass from Sung China, more extensive exchange of goods and ideas, not dominated by any one political or religious group<br><br>East European -- dominated by Byzantine Christians though others were allowed to participate by paying tribute |

**600–1450 Time Period – 22% of the Exam  
Cram Packet**

***Nature and causes of changes in the world history framework leading up to 600–1450 as a period:***

**Major events which caused change:**

- Islam emerges; Islamic empire emerges
- Industrial Revolution in China (Sung dynasty)
- Spread of Neo-Confucianism (in China) – mixture of Confucianism with some Buddhism
- Schism in Christianity (when the east and the west churches divided into Roman Catholicism and Eastern Orthodox Christianity; they divided over the issue of icons)
- Camels in Sahara – increased trade
- Black Death – decimated Europe’s population, political, and economic systems
- Italian Renaissance – began the dominance of Europe in culture

***Emergence of new empires and political systems***

- Tang Dynasty (618 – 906) A merit-based bureaucracy -This system was well developed during the Han Dynasty, but the Tang made good use of it by recruiting government officials who were well educated, loyal, and efficient. Although powerful families used their resources to place relatives in government positions, most bureaucrats won their posts because of intellectual ability.
- Mongols
- Caliphate System – religious leader and the political leader one in the same
- Feudalism – King; Lords; Knights; Peasants

***Continuities and breaks within the period (e.g. the impact of the Mongols on international contacts and on specific societies):***

Why do historians think the following events created a new historical period?

- The Byzantine Empire remained a major factor. It held numerous different groups of peoples. Bureaucracy key to success – SIMILAR TO TANG
- The impact of the Viking raids – challenged Europeans to get better protection – begins European feudalism; invaded rural areas rather than large towns and cities
- The Crusades – Europeans travel to Holy Land – creating a desire to Eastern goods – leads to exploration
- Mongolian empires – new group of “invaders” – from Mongolia; under the leadership of Genghis Khan
- Mamluk rule in Egypt (non-Arab slaves in Egypt who overthrew the Egyptians)

**2. *The Islamic World***

***The rise and role of Dar al-Islam as a unifying cultural and economic force in Eurasia and Africa***

- Islam was a unifying force in culture aspects of Eurasia and Africa – similar religion (Islam), similar language (Arabic), similar art (forbids art of humans so has a lot of geometric designs. COMPARE TO EUROPEAN CATHOLICISM)

***Islamic political structures, notably the caliphate***

- Caliphate was a theocracy with the political and religious leader the same. It included Sharia (Islamic Law).
- Sultanate – monarch

***Islamic Arts, sciences, and technologies***

Art: Arabesque design – geometric designs; no human figures in art  
Miniature painting in Persia  
Poetry  
Mosques with domes, pillars, and minarets

Science: Knowledge of earth rotating on its axis and revolving around the sun  
More accurate calendar than Europe’s  
Improved astrolabe  
Medical treatises  
Use of steel for swords

Math: Contact with Chinese brought paper and printing to the Arab world  
Algebra, Arabic numerals, decimal system, and concept of zero

### ***Interregional networks and contacts***

#### ***Development and shifts in interregional trade, technology, and cultural exchange:***

##### ***Trans-Saharan trade***

- Gold, ivory, slaves and spices from below the Sahara with salt, cloth, and metalware from the Sahara
- Across the Sahara between North Africa and Europe beyond to West Africa
- Aided the rise of African empires and kingdoms in West Africa and spread Islam through West Africa

##### ***Indian Ocean trade***

- Slaves, ivory, gold, and iron from Africa; porcelain from China; pottery from Burma; cloth from India
- Major route between East Africa and Asia; made possible by the monsoons; traded with China through Arabs, Indians, Malaysians, and Indonesians; lasted until 1400s when direct trade began
- Brought prosperity to East Africa through the development of trading networks into the interior of the continent; set stage for the rise of African trading cities such as Sofala and Kilwa; Swahili, mix of Arabic and Bantu languages; brought Islam to coastal Bantu speakers

##### ***Silk routes***

- Silks and porcelain from China; woolen and linen cloth, glass, horses, ivory from other trading partners
- Silk Road from China across Asia to Middle East
- Spread Buddhism and Christianity; spurred European interest in finding a water route to China

##### ***Missionary outreach of major religions***

Islam, Christianity, and Buddhism all had missionaries traveling through Asia

##### ***Contacts between major religions, e.g. Islam and Buddhism, Christianity and Islam***

- Islam and Buddhism – trade; peace
- Islam and Christianity – Crusades; war

##### ***Impact of Mongol empires***

- Created the largest land empire in the world
- Spread other cultures
- Improved trade throughout Asia and eastern Europe
- Paper money, banking, and letters of credit
- Once areas were conquered a period of extended peace normally resulted

### **THE IMPORTANCE OF THE MONGOLS**

The Mongol invasions and conquests of the 13th century are arguably among the most influential set of events in world history. This nomadic group from Central Asia swept south and east, just as the Huns had done several centuries before. They conquered China, India, the Middle East, and the budding kingdom of Russia. As it is, the Mongols established and ruled the largest empire ever assembled in all of world history. Although their attacks at first disrupted the major trade routes, their rule eventually brought the Pax Mongolica, or a peace often compared to the Pax Romana established in ancient times across the Roman Empire.

### **THE RISE OF THE MONGOLS**

The Mongols originated in the Central Asian steppes, or dry grasslands. They were pastoralists, organized loosely into kinship groups called clans. Their movement almost certainly began as they sought new pastures for their herds, as had so many of their predecessors. Many historians believe that a severe drought caused the initial movement, and that the Mongols' superior ability as horsemen sustained their successes.

Around 1200 CE, a Mongol khan (clan leader) named Temujin unified the clans under his leadership. His acceptance of the title Genghis Khan, or "universal leader" tells us something of his ambitions for his empire. Over the next 21 years, he led the Mongols in conquering much of Asia. Although he didn't conquer China in his lifetime, he cleared the way for its eventual defeat by Mongol forces. His sons and grandsons continued the conquests until the empire eventually reached its impressive size. Genghis Khan is

usually seen as one of the most talented military leaders in world history. He organized his warriors by the Chinese model into armies of 10,000, which were grouped into 1,000 man brigades, 100-man companies, and 10-man platoons. He ensured that all generals were either kinsmen or trusted friends, and they remained amazingly loyal to him. He used surprise tactics, like fake retreats and false leads, and developed sophisticated catapults and gunpowder charges.

The Mongols were finally stopped in Eurasia by the death of Ogodai, the son of Genghis Khan, who had become the Great Khan centered in Mongolia when his father died. At his death, all leaders from the empire went to the Mongol capital to select a replacement, and by the time this was accomplished, the invasion of Europe had lost its momentum. The Mongols were also contained in Islamic lands by the Mamluk armies of Egypt, who had been enslaved by the Abbasid Caliphate. These forces matched the Mongols in horsemanship and military skills, and defeated them in battle in 1260 before the Mongols could reach the Dardanelle strait. The Mongol leader Hulegu decided not to press for further expansion.

### **THE MONGOL ORGANIZATION**

The Mongol invasions disrupted all major trade routes, but Genghis Khan's sons and grandsons organized the vast empire in such a way that the routes soon recovered. They formed four Khanates, or political organizations each ruled by a different relative, with the ruler of the original empire in Central Asia designated as the "Great Khan," or the one that followed in the steps of Genghis. Once the Mongols defeated an area, generally by brutal tactics, they were generally content to extract tribute (payments) from them, and often allowed conquered people to keep many of their customs. The Mongol khans were spread great distances apart, and they soon lost contact with one another. Most of them adopted many customs, even the religions, of the people they ruled. For example, the Il-khan that conquered the last caliphate in the Middle East eventually converted to Islam and was a great admirer of the sophisticated culture and advanced technologies of his subjects. So the Mongol Empire eventually split apart, and the Mongols themselves became assimilated into the cultures that they had "conquered."

### ***China's internal and external expansion***

#### ***The importance of the Tang and Song economic revolutions and the initiatives of the early Ming dynasty:***

- Paper money
- Mass production of tea
- Porcelain
- Silk
- Champa rice
- Canton city in China becomes a major trading city
- Exploration and trade (Zheng He)

### **ECONOMIC REVOLUTIONS OF THE TANG AND SONG DYNASTIES**

Even though the Song military weakness eventually led to the dynasty's demise, it is notable for economic revolutions that led to Chinese hegemony during the era. China's economic growth in turn had implications for many other societies through the trade that it generated along the long-distance routes. The changes actually began during the Tang Dynasty and became even more significant during Song rule. Some characteristics of these economic revolutions are:

- Increasing agricultural production - Before this era, Chinese agriculture had been based on the production of wheat and barley raised in the north. The Tang conquest of southern China and Vietnam added a whole new capability for agriculture; the cultivation of rice. In Vietnam they made use of a new strain of fast-ripening rice that allowed the production of two crops per year. Agricultural techniques improved as well, with the use of the heavy iron plow in the north and water buffaloes in the south. The Tang also organized extensive irrigation systems, so that agricultural production was able to move outward from the rivers.
- Increasing population - China's population about 600 C.E. was about 45 million, but by 1200 (the Song Dynasty) it had risen to about 115 million. This growth occurred partly because of the

- agricultural revolution, but also because distribution of food improved with better transportation systems, such as the Grand Canal and the network of roads throughout the empire.
- Urbanization - The agricultural revolution also meant that established cities grew and new ones were created. With its population of perhaps 2,000,000, the Tang capital of Xi'an was probably the largest city in the world. The Song capital of Hangzhou was smaller, with about 1,000,000 residents, but it too was a cosmopolitan city with large markets, public theatres, restaurants, and craft shops. Many other Chinese cities had populations of more than 100,000. Because rice production was so successful and Silk Road and Indian Ocean trade was vigorous, other farmers could concentrate on specialty fruits and vegetables that were for sale in urban markets.
  - Technological innovations - During Tang times craftsmen discovered techniques for producing porcelain that was lighter, thinner, more useful, and much more beautiful. Chinese porcelain was highly valued and traded to many other areas of the world, and came to be known broadly as chinaware. The Chinese also developed superior methods for producing iron and steel, and between the 9th and 12th centuries, iron production increased tenfold. The Tang and Song are best known for the new technologies they invented, such as gunpowder, movable type printing, and seafaring aids, such as the magnetic compass. Gunpowder was first used in bamboo flame throwers, and by the 11th century inventors had constructed crude bombs.
  - Financial inventions - Because trade was so strong and copper became scarce, Chinese merchants developed paper money as an alternative to coins. Letters of credit called "flying cash" allowed merchants to deposit money in one location and have it available in another. The Chinese also used checks which allowed drawing funds deposited with bankers.

#### ***Chinese influence on surrounding areas and its limits***

- Japan: copied Tang government, architecture, Buddhism; but NO foot binding
- Conquered most of Asia
- Neoconfucianism
  - The conflict between Buddhism and Confucianism during the late Tang Dynasty eased under the Songs, partly because of the development of Neo-Confucianism. Classical Confucians were concerned with practical issues of politics and morality, and their main goal was an ordered social and political structure. Neo-Confucians also became familiar with Buddhist beliefs, such as the nature of the soul and the individual's spiritual relationships. They came to refer to li, a concept that defined a spiritual presence similar to the universal spirit of both Hinduism and Buddhism. This new form of Confucianism was an important development because it reconciled Confucianism with Buddhism, and because it influenced philosophical thought in China, Korea, Vietnam, and Japan in all subsequent eras.

#### ***Developments in Europe***

##### ***Restructuring of European economic, social, and political institutions***

- After the fall of the Roman Empire, the Church took control of all aspects of life
- European society was restructured with the Pope as the ultimate religious authority.
- Feudalism rises as the main form of defense and government.
- Kings and knights supported the Pope's call for Crusades.
- Crusades take many knights to the Middle East to fight
- Many kings start becoming powerful

##### ***The division of Christendom into eastern and western Christian cultures***

- The Church was divided in 1054 over the issue of icons. Two churches emerged: Eastern Orthodox and Roman Catholic.
- After the schism, the Pope continued to be head of the Roman Catholic Church and was selected only by the cardinals. The Byzantine emperor selected the patriarch.

***Social, cultural, economic, and political patterns in the Amerindian world***

| Amerindian civilizations | Economic  | Cultural Religious Architectural   | Gender Roles | Political Structure; Reason for Collapse   |
|--------------------------|---|--|--------------|--|
| Maya                     | agricultural trade<br>craftwork in jade   | mathematics<br>astronomy<br>medicine<br>pyramids<br>hieroglyphic writing | patriarchy   | city-states<br>diverse explanations for causes: environmental:<br>overuse of resources;<br>warfare   |
| Aztec                    | mercenaries<br>war provided slaves  | human sacrifice<br>capital - Tenochtitlan                                | patriarchy   | emperor<br>rigid class system<br>tributary states<br>lack of immunity to AfroEurasian diseases like smallpox<br>tributary states allied with Spanish |
| Inca                     | agricultural inherited<br>array of domesticated plants and animals, e.g. potatoes, quinoa, guinea pigs<br>trade<br>tribute<br>roads | quipu for record keeping<br>textiles important for religious ceremonies  | patriarchy   | dynastic emperor<br>rigid class system<br>lack of immunity to Afro Eurasian diseases like smallpox<br>tributary states allied with Spanish           |

***Demographic and environmental changes***

***Impact of nomadic migrations on Afro-Eurasia and the Americas (e.g. Aztecs, Mongols, Turks, Vikings, and Arabs)***

| Nomadic Peoples | Areas Conquered   | Impact  |
|-----------------|---|---|
| Arabs           | North Africa; Spain; West Africa; Central Asia; East Africa | Unified political unit<br>Spread of religion<br>Religious toleration<br>Preservation of Greek and Roman culture |
| Turks           | Central Asia; Middle East; Asia Minor                       | Islam<br>Defeated Byzantine Empire<br>Takes Jerusalem – Crusades  |
| Mongols         | Persia; China; Russia; Eastern Europe                       |   |
| Slavs           | Eastern and Central Europe                                  | Trading<br>Orthodox Christianity  |
| Aztecs          | Central Mexico  | Conquered large areas<br>Human sacrifices<br>Large trading network  |
| Vikings         | Raped and pillaged along European water routes              | Led to Europeans seeking better protection methods<br>Some women taken as slaves to Scandinavia                 |

***Migration of agricultural peoples (e.g. Bantu migrations, European peoples to east/central Europe)***

- Bantus were agricultural people who traveled throughout Africa; spread language; slave trade networks established
- Various Germanic and Slavs moved throughout Europe; caused political instability
- Increased agriculture and population puts strain on the environment

***Consequences of plague pandemics in the 14<sup>th</sup> century***

- Kills massive amounts of people – upward of 30% of population
- Major changes in economic systems
- Affects population centers
- lawlessness

***Growth and role of cities***

- Many cities became prominent due to trade (Canton, Samarkand, Timbuktu, Cairo, and Venice)
- Centers of education
- Cultural diffusion

***Diverse interpretations***

***What are the issues involved in using cultural areas rather than states as units of analysis?***

- Many areas, such as Europe, had large areas of boundaries, such as France. Studying states can be overwhelming because of the number of states involved. Cultural areas go over boundaries, but provide the ability to study a “culture” (such as Western Europe) rather than a state.

***What are the sources of change: nomadic migrations versus urban growth?***

- Many areas, such as Song China had large amounts of growth from urbanization as did some cities of Europe. Examples of nomadic inspired growth include Mongols, Turks, and Arabs.

***Was there a world economic network in this period?***

- There was a world economic network as far as the “known” world for different groups. Europeans had a world network in trade with Africa and Asia, but because of a lack of ability, there was not trade with the Americas or the South Pacific Islands. The Americans had a world trade system – their known world. In the next time period world exploration and trade allowed for true world trade.

***Were there common patterns in the new opportunities available to the constraints placed on elite women in this period?***

- Many women gained right to keep dowry
- Managed households
- Supervised education of children
- Cultural patrons
- Nuns

***Major Comparisons and Snapshots  
Japanese and European Feudalism***

|                           | Japanese   | European  |
|---------------------------|--|---|
| Date Established          | Mid 800s in opposition to the power of the Fujiwara                                  | By 800s after the division of Charlemagne’s Holy Roman Empire |
| Title of Main Ruler       | Emperor as puppet ruler or figurehead<br>Shogun as real power between 1100s and 1945 | King, queen, emperor  |
| Length of Office of Ruler | Emperor hereditary unless deposed<br>Shogun by force and intrigue                    | Hereditary unless deposed                                     |
| Ranks                     | Emperor<br>Provincial aristocrat as lord<br>Vassal as lord<br>Samurai                | Ruler<br>Vassal as lord<br>Knight who had no vassal under him |

|               |                               |  |
|---------------|-------------------------------|--|
| Economic Base | Small agricultural population | Large population engaged in agriculture<br>Change over time as trade and cities grew |
|---------------|-------------------------------|--|

***Developments in political and social institutions in both eastern and western Europe***

- In Western Europe the Catholic Church was a major unifying force, not so in the east.
- Feudalism in the West

***Compare the role and function of cities in major societies***

- Centers of religion, trade, government

**TWO TRAVELLERS**

Much of our knowledge of the world in the 13th and 14th century comes from two travelers, Ibn Battuta and Marco Polo, who widened knowledge of other cultures through their writings about their journeys.

- Marco Polo - In the late 13th century, Marco Polo left his home in Venice, and eventually traveled for many years in China. He was accompanied by his father and uncle, who were merchants anxious to stimulate trade between Venice along the trade routes east. Polo met the Chinese ruler Kublai Khan (Genghis Khan's grandson), who was interested in his travel stories and convinced him to stay as an envoy to represent him in different parts of China. He served the khan for 17 years before returning home, where he was captured by Genoans at war with Venice. While in prison, he entertained his cellmates with stories about China. One prisoner compiled the stories into a book that became wildly popular in Europe, even though many did not believe that Polo's stories were true. Europeans could not believe that the fabulous places that Polo described could ever exist.
- Ibn Battutu - This famous traveler and prolific writer of the 14th century spent many years of his life visiting many places within Islamic Empires. He was a Moroccan legal scholar who left his home for the first time to make a pilgrimage to Mecca. After his hajj was completed, he traveled through Mesopotamia and Persia, then sailed down the Red Sea and down the east African coast as far south as Kilwa. He later traveled to India, the Black Sea, Spain, Mali, and the great trading cities of Central Asia. He wrote about all of the places he traveled and compiled a detailed journal that has given historians a great deal of information about those places and their customs during the 14th century. A devout Muslim who generally expected fine hospitality, Ibn Battutu seldom kept his opinions to himself, and he commented freely on his approval or disapproval of the things that he saw.

## 1450–1750: 22% of the AP Exam

### Overall Changes

- 1) **The world became truly global** - the western hemisphere came into continued contact with the eastern hemisphere. Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- 2) **Maritime trade dominated the world** - Technological advancements and willingness of political leaders to invest in it meant that sea-based trade became much more important. As a result, old land-based empires lost relative power to the new sea-based powers.
- 3) **European kingdoms gained world power** - The relative power and prosperity of Europe increased dramatically during this time in comparison to empires in the longer-established civilization areas.
- 4) **Nomads began to become a thing of the past** - Nomads continued to play an important role in trade and cultural diffusion, and they continued to threaten the borders of the large land-based empires. However, their power dwindled as travel and trade by water became more important.
- 5) **Labor systems were transformed** - The acquisition of colonies in North and South America led to major changes in labor systems. After many Amerindians died from disease transmitted by contact with Europeans, a vigorous slave trade from Africa began and continued throughout most of the era. Slave labor became very important all over the Americas. Other labor systems, such as the mita and encomienda in South America, were adapted from previous native traditions by the Spanish and Portuguese.
- 6) **"Gunpowder Empires" emerged in the Middle East and Asia** - Empires in older civilization areas gained new strength from new technologies in weaponry. Basing their new power on "gunpowder," they still suffered from the old issues that had plagued land-based empires for centuries: defense of borders, communication within the empire, and maintenance of an army adequate to defend the large territory. By the end of the era, many were less powerful than the new sea-based kingdoms of Europe.

### **Knowledge of major empires:**

#### **The Ottoman Empire:**

Founded by Osman, the Ottoman Empire included a collection of Turkish tribes from Asia Minor. In 1453 they conquered Constantinople and ended the Byzantine Empire. From Constantinople (soon to be called Istanbul) they launched raids into the Balkans of Europe.

Under Sulieman the Magnificent, the Ottomans controlled land on three continents. They took land from Baghdad to Belgrade and laid siege to Vienna. The Siege of Vienna (1530) was a turning point in Ottoman expansion and European unity to fight Muslim invaders.

They used an extensive civil service and bureaucracy (like what other groups?) they maintained a large, multiethnic empire for 600 years. The Sultan was an absolute ruler; however, he allowed for petition from the people. Their wealth came from the control of the Dardanelles and Black Sea.

Great army of mounted and foot soldiers; made use of Janissaries, Balkan Christians captured as boys who became skilled soldiers. Slaves were used for labor.

Most Turks were Sunni; however, Orthodox Christians and Jews also made up sizable portions of the empire. The empire was culturally diverse largely due to trade connections and diversity of lands governed. The merchant class was important.

Women had more equality than other areas, including the right to own property.





## **Mughal Empire**

- Continuation of the Delhi Sultanate – descendants of the Mongol invaders (hence Mughal)
- Land included modern day India, Pakistan, and Afghanistan
- Strong military required high taxes
- Military service was rewarded with land grants – upset regional rulers
- Muslim authority over Hindus; Akbar married a Hindu woman and tried to reconcile with the majority Hindi population
- Sikhism emerges in some areas – a combination of Islam and Hinduism
- Limited trade
- The Taj Mahal was built during this time. It is an “Islamic” building

## **TOKUGAWA JAPAN**

A "gunpowder empire" emerged in Japan, unusual in the sense that Japan was not an expansive land-based empire. The Japanese daimyos, or regional lords, had operated fairly independently from the shoguns before the early 17th century, when these military, feudalistic leaders were unified under one powerful family, the Tokugawa. The emperor was still honored as the ceremonial leader, as reflected in the name given to the Tokugawa government. The “tent” government that temporarily replaced the emperor emerged. The tent government eventually settled in Edo (modern Tokyo), and ruled their independent subjects by instituting alternate attendance, the practice of daimyos spending every other year at the Tokugawa shogun's court. This requirement meant that daimyos had limited time to focus on building armies back home, and they also had to maintain expensive second homes in Edo. (Compare to how Louis XIV controlled the French nobles).

The Tokugawa shoguns had less patience with Christian missionaries from the west than the Chinese did. Their aversion to Europeans was based partly on their observation of the Spanish conquest of the Philippines, a fate that they did not want to share. They also worried that Europeans might conspire with the daimyos to destroy Tokugawa control. In the 1630s the shogunate literally "closed Japan," by forbidding all Japanese from going abroad and expelling all Europeans from Japan. They carefully controlled trade with other Asians, and European traders could come no closer than nearby islands. These policies were strictly enforced as far as the shoguns were able to, although daimyos on far islands were difficult to control.

## **THE MING AND EARLY QING DYNASTIES IN CHINA**

The Ming Emperors continued to rule China until the mid-1600s, but the dynasty was in decline for many years before that. Although its cultural brilliance and economic achievements continued until about 1600, China had some of the same problems that the Muslim empires had: borders difficult to guard, armies expensive to maintain, and transportation and communication issues.

Some particular factors that weakened Ming China included:

- 1)** Climatic change - A broad change of climate swept from Europe to China during the 1600s, with the weather turning much colder. This change seriously affected agriculture and health, and also contributed to serious famine across China. These conditions led frustrated peasants to frequent rebellion.
- 2)** Nomadic invasions - The 1500s saw the reemergence of the Mongols as a regional power, this time with the help and support of Tibet. In gratitude, the Mongols bestowed the Tibetan leader with the title of Dalai Lama, or "universal teacher" of Tibetan Buddhism. The Japanese also attacked Korea, a Chinese tributary state, requiring Ming armies to defend the area.
- 3)** Pirates - As sea-based trade became more and more important, the number of pirates also increased in the Chinese seas, just as they did in the Americas. Pirates were both Chinese and Japanese, and they lay in wait for ships going in and out of Chinese ports.
- 4)** Decline of the Silk Road - After so many centuries, the famed Silk Road trade finally fell into decline during this era. New technologies and European control meant that more and more trade was conducted by water, and land-based trade decreased.
- 5)** Inept rulers - The last emperors lived in luxury in the Forbidden City, and had little to do with governing the empire. For example, the last emperor was so disengaged that he did not know that he was under attack until the enemy literally was climbing over the palace walls.

### The Early Qing Dynasty

The Manchus (from Manchuria) finally overthrew the Ming Dynasty in 1644. The Manchus had been asked by the Mings to help fight off the Mongols and the Japanese. After fighting the Mongols and Japanese off, they decided to take China as their own.

They called themselves the Qing ("pure") Empire because they saw themselves as restoring China to glory. The Qing Dynasty was to rule China until 1911, and in the years before 1750, the empire was very strong. The emperors ruled under many of the same precepts that China had always had, such as the Mandate of Heaven, which they saw as justification for their takeover. The Manchu did keep their ethnic identity, forbidding intermarriage between Manchus and Chinese. They also outlawed the Chinese from learning the Manchurian language, and they required Chinese men to shave their heads and grow long queues at the back of their heads as a sign of submission.

Despite the problems that China faced as a land-based Gunpowder Empire, the early Qing Dynasty - until the late 18th century - ruled over a "golden age" of Chinese civilization. Two of its early emperors had long and prosperous reigns: Kangxi (1661-1722) and Qianlong (1736-1795). Kangxi was an enlightened, brilliant ruler whose many talents illustrate the era. He was a Confucian scholar, poet, and supporter of education, but he was also a conquering warrior who understood the importance of military might. China was so prosperous in these early Qing days that Qianlong cancelled taxes on several occasions because the government simply didn't need the money.

### Chinese Contact with Europeans

East-west contacts between China and Europe intensified during the early Qing Dynasty. One type of contact - Christian missionaries from the west - had probably come to China as early as the 7th century, but the plague and the collapse of the Yuan Dynasty had all but stopped the interchange. Contact revived during the 16th century when the Jesuits first began arriving in China. The Jesuit priests were an order of the Catholic Church that specialized in international missionary work. One of the early Jesuits, Matteo Ricci, very much impressed the Chinese, who admired his education, brilliance, and respect for Chinese customs and accomplishments. The Jesuits dazzled their hosts with European science and technology. For example, they were able to use their math skills to correct Chinese calendars that up until then had miscalculated solar eclipses. They prepared maps of the world, and charmed the Chinese with gadgets (like chiming clocks), and the emperors saw to it that Jesuits had a special place in their courts. However, they had limited success in converting people to Christianity. After the Pope condemned what he called "ancestry worship," Kangxi ordered the end to Jesuit ministries. The Jesuits did inspire trade demands as word about the riches and sophistication of Qing China got back to Europe. Chinese products - tea, porcelain, silk, wallpaper, and decorative items - became quite fashionable among the European elite, and Europeans commonly saw Kangxi as a great philosopher king. The Chinese reacted by opening the southern port of Canton to Europeans, but again, the Middle Kingdom (thought they were the center of the world) was very wary of foreign contact, and so they closely supervised the trade. (contrast with the Japanese)

### CULTURAL AND INTELLECTUAL LIFE IN CHINA

- Based upon Chinese traditions
- Neo-Confucianism
- Civil Service Exams
- Printing press increased the number of books, including novels which Confucian scholars condemned
  - *Journey to the West* was an account of the journey of the Buddhism monk Xuan Zang to India where he learned the Buddhism that would be brought to China

### **AFRICAN EMPIRES**

|                                    |  |
|------------------------------------|--|
| KONGO/CONGO<br>West Africa<br>1379 | African merchant princes connected to Atlantic trade network economy<br>Women traders used marriage to European merchants to ensure power<br>Set up trade with Portuguese<br>Converted to Christianity<br>Became a major center of the slave trade |
|------------------------------------|--|

|  |   |
|--|---|
| BENIN<br>West Africa                           | trade economy<br>palace in walled city<br>skilled in bronze work  |
| SONGHAI<br>Sudanic (southern border of Sahara) | trade city controlled salt, gold and copper<br>was once controlled by Mali<br>Sunni Ali was the leader who brought Timbuktu and other trading cities under his control<br>Lacked gunpowder; was defeated by Moroccan forces in 1591<br>difficult to find evidence |

## EUROPEAN EMPIRES

Key European Empires emerged during this time. They included:

1. Portugal – power came from exploration and colonization; important in the early slave trade; first to set up trading centers along Africa’s coast and to trade directly with India and China through maritime trade
2. Spain – unified by the marriage of Isabella and Ferdinand; wealth came from exploration and colonization; expelled Muslims and Jews; Inquisition; Spanish control of Latin America; decimation of the Native Americans; beginning of American slave trade
3. England – power from trade and colonization; mercantilism – economic system where the “mother country” has colonies and restricts them to trade only with the mother; long history of Constitutionalism – power to Parliament and limited monarchy; King Henry VIII and Queen Elizabeth bring England to its height in power and prestige
4. France – power from trade and colonization; Louis XIV highlighted the system of absolutism – total power to the monarchy; controlled nobles by having them live at Versailles

### Patterns of Social and Gender Change

- Major cities included Paris, London, and Amsterdam
- Rise of the bourgeoisie – middle class emerges
- Rising gap between poor and everyone else
- Marriages take place later in life; less likely to be arranged than before; more freedom for women
- More women become educated
- Renaissance brings a new age of art and literature to Europe
- Reformation brings an end to unified European Catholicism

## RUSSIA

For the AP World History Exam, Russia is considered “nonwestern.” During this time period, Russia converted to Orthodox Christianity and began to have more contacts with the West. Peter the Great made it his goal to “westernize” Russia. He mandated western style clothing, education, and military structures. Russia becomes a major power in world affairs.

## EXPLORATION AND COLONIZATION OF THE AMERICAS

Upon the arrival of Europeans, the Americas had millions of inhabitants. Some were advanced and some were primitive. The Aztecs and Incas had unified large segments of land and people under their control. The Europeans, primarily the Spanish began the systems that would decimate the populations of the Americans and set in motion the eventual Atlantic Slave Trade.

Major changes and results from the interaction between Europeans and Native Americans (Columbian Exchange) included:

1. Diseases – small pox, tuberculosis, measles, and influenza attacked the Native Americans who did not have the immune systems to fight exposure; Europeans contracted a more deadly form of syphilis
2. Animals – pigs, cows, and horses were taken to the Americas leading to an increase in transportation and food stuff
3. Crops – Native American crops of corn, squash, beans, tomatoes, potatoes, and chilies led to a population increase in Europe

| Slave Systems: Coercive or Forced Labor     | Locations and Characteristics               | Forced Labor's Impact on Demographic Changes        | Treatment of Slaves                            | Status of Slaves                                |
|---|---|---|--|---|
| slave trade (Trans Saharan and East Africa) | East Africa                                 |   | mostly woman                                   | part of kindship                                |
| plantation slavery (Atlantic Slave System)  | Caribbean<br>North America<br>South America | 15 to 25 million slaves transported to the Americas | middle passage<br>silver mining<br>plantations | maroons/work stoppages not much social mobility |
| Mamluks/Janissaries                         | Abbasid(Mamluks)<br>Ottoman Empire          |   | military service                               | mobility  |
| serfs                                       | Eastern Europe<br>Russia                    |   | becomes "virtual slavery"                      | some mobility                                   |

Some major population shifts included:

- A rise in the population of Europe - Europe's population had been decimated by the 14th century plague epidemic, so during the 15th and 16th centuries population levels were growing to match previous levels.
- A decrease in the population of the Americas - This trend may run counter to common knowledge, but it does reflect the decimation of Amerindian populations by their encounters with Europeans. For example, in the late 15th century North America had almost 4 million people, Mexico had more than 21 million, the Caribbean and Central America each had almost 6 million, and South America (Andes and Lowlands) had almost 30 million. By 1700 the entire western hemisphere had only 13 million, a decrease from 67 million or so in 1500. Even though Europeans had settled in both North and South America by 1700, their numbers were too few to make an overall demographic difference.

No overall population decrease occurred in Africa - Again, counter to common belief, the slave trade did not decimate the populations of Africa. By 1700 Africa had more than 60 million people, almost doubling their population in 1000. To be sure, some areas of Africa did reflect huge population losses, and logically those were places where the slave trade was most vigorous. Because the Atlantic trade was so much larger than the Saharan trade, areas most affected were along Africa's west coast, such as the Gold Coast and Slave Coast to the north, the Bight of Biafra in the middle, and Angola in the south.

Between 1000 and 1700 C.E., the populations of Asia - including the Middle East, Indian, and East Asia - more than doubled to a total of about 415 million. Clearly, overall world population grew, and the majority of people by the end of the time period still lived in the Middle East and Asia.

The Columbian Exchange almost certainly caused some environmental changes that help to explain the population trends listed above. For example, maize and cassava (a nutritious plant used in modern day in tapioca) were transported by Portuguese ships from Brazil to Angola in southwest Africa. Angolans cultivated the crops, which adapted very well to their land. Some historians believe that this exchange provided the base for the population increase that followed, despite the fact that many Angolans were captured and deported to the New World as slaves. Likewise, the Andean potato eventually became the staple for poor people in Europe, sustaining population growth despite the number of people that began to migrate to the New World.

Major environmental changes occurred in the New World in two major ways:

1. Soil exhaustion - Plantations in the Americas tended to rely on single crops, a process that depletes the soil of nutrients, and since land was plentiful, often the planters just moved on to clear more land. For example, in the Caribbean, instead of rotating sugar with other crops, planters found it more profitable to clear new lands when yields began to decline. Eventually, they moved on to other islands.
2. Deforestation - The Spanish first cut down forests in the Caribbean to make pastures for the cattle they brought, and deforestation accelerated when more areas were cleared for plantations. In North America, shipbuilding in the northern English colonies took its toll of forests. In all of the Americas, the forests near the coasts were the first to go, so that deforestation was significant in many areas by 1750.

3. Deforestation was also taking place in Europe during this period. Timber was needed for ships, buildings, wagons, barrels, and many other items. The Little Ice Age that began in Europe during the 1590s made wood shortages worse. People burned wood to keep warm, and by the mid-17th century, forests were growing scarce and wood prices skyrocketed. This wood shortage encouraged the use of coal for fuel, and since England had coal in great supply, deforestation almost certainly helped their economy grow. However, deforestation had many negative effects, especially on the poor.

4. The Little Ice Age spread as far as China, where it caused hardship that led people to rebellion and discontent, a condition that contributed to the mid-17th century demise of Ming China.

## CULTURAL AND INTELLECTUAL DEVELOPMENTS

| Cultural and intellectual developments, Dates                      | Famous People or Events  | Content of Idea or Movement   | Diffusion (Where did the ideas spread?) |
|--|--|---|---|
| <b>Scientific Revolution</b>                                       | Copernicus<br>Galileo<br>Francis Bacon<br>William Harvey                 | World could be explained through natural laws rather than superstition<br>Sun was the center of the universe<br>Scientific Method<br>Questions traditional church teachings | Throughout Europe and American colonies |
| <b>The Enlightenment</b>   | John Locke<br>Jean-Jacques Rousseau<br>Thomas Hobbes<br>Voltaire         | Natural Rights – life, liberty and property<br>Right of people to revolt and overthrow government<br>Freedom of speech, press, and religion                                 | Europe and American colonies            |
| <b>Neoconfucianism</b>   | Zhu Xi   | combine elements of Buddhism and Daoism to make Confucianism more accessible for less literate Chinese  | China, Korea, Japan                     |
| <b>Major developments and exchanges in the arts (e.g., Mughal)</b> | Italian Renaissance paintings<br>Mughal miniature paintings<br>Taj Mahal | celebration of beauty<br>focus on individual achievement  | Europe and its colonies<br>South Asia   |

### Diverse interpretations

What are the debates about the timing and extent of European predominance in the world economy?

- The first argument is that Europe was visionary in thinking and that a few greats, such as Prince Henry the Navigator and Sir Isaac Newton spurred others on. The idea was that a “great man” such as one just mentioned caused Europe to be great.
- The second argument is that European culture caused Europe to ultimately dominate the world. From the Renaissance, Europeans developed the idea that life on earth was to be enjoyed and dominated.
- A third theory is economic. Europe needed markets and resources, so they went and got them.
- A final theory is that political theory was the driving force for Europe dominating the world. Monarchs needed monarchs to finance wars and increase their power.

## 1750–1914 Cram Packet

*Questions of periodization: What is unique to this time period that leads it to have its own “time?”*

- The west (Europe & the U.S.) becomes the major “player” in world events.
- Beginning in the early 1700s, Europeans truly had a hold on “colonies” around the world.
- World trading networks were dominated by the west, but they still impacted the world.
- Countries either “have” industrialization and economic development or were “have nots”
- Political, social, and economic revolutions swept the world during this time period.
  - Enlightenment
  - American and French Revolutions
  - Haitian Revolution
  - Industrial Revolution
  - Rise of Capitalism and Adam Smith
  - Unification of states (Germany, Italy, United States)
  - Nationalism
  - Imperialism
  - Colonialism

Other major changes:

1. Suez and Panama Canals allowed for quicker travel times.
2. Technological advances in travel – ships, railroads, etc., increase travel of humans and goods worldwide.
3. Huge migration movements to the Americas from Europe and Asia.
4. Industrial Revolution set up mother countries who would have factories and they needed raw materials – colonies that only were used for raw materials. Economic advances and development were not carried out in countries controlled by Europe. Led to lack of development that still plagues Africa, Latin America, and parts of Asia today.
5. Serf and slave systems ended in most parts of the world.
6. Political revolutions and independence movements

### **Industrial Revolution:**

Began in Great Britain because of economic and political stability. Spread to the rest of Europe and the world (remember however that the Chinese had an earlier industrial revolution). Some countries had major government involvement in their industrial revolutions (Russia and Japan) while others relied upon laissez-faire and individual capitalists. Overall the “losers” of the Industrial Revolution were the poor who gave the most labor but failed to get an equal share of the new found wealth and those in non-western countries who lost their raw materials and were discouraged from industrializing.

| <i>When did the Industrial Revolution Begin?</i> | <i>What events caused changes in global commerce, communications, and technology?</i> | <i>What events caused changes in patterns of world trade, including effect of demographic increase on consumerism and migration</i> | <i>Changes in social and gender structure, including emancipation of slaves or serfs and tension between work patterns and ideas about gender -- e.g. Women’s emancipation movements</i> |
|--|---|---|--|
| Great Britain, 1760s                             | British Industrial Revolution, Opium Wars, Boxer Rebellion                            | growing middle class<br>department stores<br>colonization of Australia<br>Irish Potato Famine                                       | labor union movement (Socialism and Marxism)<br>Victorian cult of domesticity – proper role of women – wife and mother<br>women's rights movement  |
| United States of America, 1830s                  | Admiral Perry   | growing middle class<br>department stores<br>Westward Migration   | emancipation of slaves, 1860s,<br>labor union movement (Socialism and Marxism)<br>Victorian cult of domesticity<br>women's rights movement   |

|                            |   |   |  |
|----------------------------|---|---|--|
| France, 1830s              | colonization of Indochina,  | growing middle class<br>department stores<br>colonization of Indochina and North Africa | loss of colonies in Americas, India<br>labor union movement (Socialism and Marxism)<br>women's rights movement |
| Japan, 1870s               | Meiji Restoration<br>Russo-Japanese War   | growing middle class<br>department stores   | labor union movement<br>women's rights movement  |
| Germany, 1870s             | 1870 Franco-Prussian War and creation of German empire (Kaiser Wilhelm and Chief Minister Bismarck) | growing middle class<br>department stores   | labor union movement (Socialism and Marxism)<br>women's rights movement  |
| Russia, 1880s (very small) | Russo-Japanese War  | Russification led to mass migration to U.S. and other parts of the Americas             | emancipation of serfs, 1860s<br>labor union movement (Socialism and Marxism)                                   |

Industrialization greatly increased the economic, military, and political strength of the societies that embraced it. By and large, the countries that benefited from industrialization were the ones that had the necessary components of land, labor and capital, and often government support. However, even though many other countries tried to industrialize, few had much success. For example, India tried to develop jute and steel industries, but the entrepreneurs failed because they had no government support and little investment capital. An international division of labor resulted: people in industrialized countries produced manufactured products, and people in less industrialized countries produced the raw materials necessary for that production. Industrial England, for example, needed cotton, so turned to India, Egypt, and the American south to produce it for them. In many cases this division of labor led to colonization of the non-industrialized areas. As industrialization increased, more iron and coal were needed, as well as other fibers for the textile industry, and the British Empire grew rapidly in order to meet these demands.

Many countries in Latin America, sub-Saharan Africa, south Asia, and southeast Asia became highly dependent on one cash crop - such as sugar, cotton, and rubber - giving them the nickname of "Banana Republics." Such economies were very vulnerable to any change in the international market. Foreign investors owned and controlled the plantations that produced these crops, and most of the profits went to them. Very little of the profits actually improved the living conditions for people that lived in those areas, and since they had little money to spend, a market economy could not develop.

Despite the inequalities, the division of labor between people in countries that produced raw materials and those that produced manufactured goods increased the total volume of world trade. In turn, this increased volume led to better technology, which reinforced and fed the trade. Sea travel became much more efficient, with journeys that had once taken months or years reduced to days or weeks. By 1914 two great canals shortened sea journeys by thousands of miles. The Suez Canal built by the British and French in the 1850s linked the Mediterranean Sea to the Red Sea, making it no longer necessary to go around the tip of Africa to get from Europe to Asia by sea. The Panama Canal, completed in 1913, did a similar thing in the western hemisphere, cutting a swath through Central America that encouraged trade and transportation between the Atlantic and Pacific Oceans.

**Demographic and Environmental Changes:**

|  |   |
|--|---|
| <i>Demographic and environmental changes</i> | <i>Where, When, Why?</i>  |
| migrations                                   | U.S. Westward Expansion and Trail of Tears, European indentured servants and criminals to colonies, Chinese to Americas and Southeast Asia as Qing dynasty was declining, Atlantic Slave Trade, Irish Potato Famine, Berlin Conference (how to divide Africa between the European colonies) and European colonies in Africa |

|                                 |   |
|---------------------------------|---|
| end of the Atlantic slave trade | defeat of Napoleon shifts control of South Africa to British/end of slave trade/Great Trek of Boers,  |
| New birthrate patterns          | rising birth rate due to improved food supply and declining mortality rate due to improved medical procedures creates larger world population, especially in Europe and North America |
| Food supply                     | growing world population despite wars and epidemic disease because food production and distribution increases dramatically  |

**Changes and Continuities in Social and Gender Structure:**

- 📖 growing population in rural areas and enclosure of land/large-scale farming sends more labor to urban areas leading to increase in size of industrial working class in industrialized economies; young women recruited to work in textile factories; children work in factories as well until child labor laws later in the nineteenth century
- 📖 growing middle class due to industrialized economies' need for more white-collar workers, including teachers for public education when child labor laws enforce compulsory education; women are recruited to teach young children in public schools
- 📖 Victorian cult of domesticity leads middle class women or those with middle class aspirations to imitate wealthy women by not working for pay; ideal is to have a servant at home to do domestic chores
- 📖 Nobility lose privileges in industrialized countries

**Political Revolutions and Independence Movements:**

As the Industrial Revolution began in England; the economic changes were accompanied by demands for political changes that spread to many other areas of the world by the end of the 19th century. Two important forces behind the change were:

- The influence of the Enlightenment - The 1700s are sometimes referred to as the "Age of Enlightenment," because philosophical and political ideas were begun to seriously question the assumptions of absolute governments. The Enlightenment began in Europe, and was a part of the changes associated with the Renaissance, the Scientific Revolution, and the Protestant Reformation, all taking place between 1450 and 1750. The Enlightenment invited people to use their "reason" using the same humanistic approach of Renaissance times. People can figure things out, and they can come up with better governments and societies. In the 1600s John Locke wrote that a ruler's authority is based on the will of the people. He also spoke of a social contract that gave subjects the right to overthrow the ruler if he ruled badly. French philosophes, such as Voltaire and Jean-Jacques Rousseau spread the new ideas to France, where they began uproar in a land that epitomized absolutism.
- New wealth of the bourgeoisie - Ongoing commercialization of the economy meant that the middle class grew in size and wealth, but not necessarily in political power. These self-made men questioned the idea that aristocrats alone should hold the highest political offices. Most could read and write, and found Enlightenment philosophy appealing in its questioning of absolute power. They sought political power to match the economic power that they had gained.

| <i>Political revolutions and independence movements</i> | <i>Leaders</i>              | <i>Causes</i>   | <i>Results (who benefitted?)</i> | <i>Effects on Other Revolutions</i>   |
|---|-----------------------------|---|----------------------------------|---|
| U.S.A.  | George Washington<br>Thomas | British mercantilist policies (use colonies for the financial | Elite: plantation owners and     | France sees that its own ideas from the Enlightenment (freedom of speech, freedom of religion, right to |

|   |                                    |  |   |  |
|---|------------------------------------|--|---|--|
|   | Jefferson<br>Alexander<br>Hamilton | benefit of the mother<br>country)<br>Enlightenment ideas<br>of representation in<br>govt.  | merchants   | rebel against an unfair monarch) as<br>possible – leads to the French<br>Revolution  |
| France                                      | Danton<br>Robespierre              | Debt of French govt.<br>for helping Am. Rev.,<br>Wars of Louis XIV,<br>and the palace of<br>Versailles;<br>Inequality of 3 Estate<br>system:<br>Enlightenment ideas<br>of representation in<br>govt. | middle class<br>minorities, e.g.<br>Jews and<br>Protestants<br>(freedom of<br>religion)   | Revolutionary ideas spread across<br>Europe inspiring other revolutions<br>and demanding changes   |
| Haiti                                       | Touissant<br>Christophe<br>Leclerc | French mercantalist<br>policies<br>Enlightenment ideas<br>of representation in<br>govt.<br>harshness of forced<br>labor system<br>(slavery)  | At First--creole<br>elite: plantation<br>owners and<br>merchants<br><br>Then -- slaves,<br>maroons,<br>people of color<br>with property | model for Latin American<br>revolutions  |
| Latin American<br>independence<br>movements | Bolivar<br>Hidalgo                 | Napoleon's invasion<br>of Spain and<br>Portugal<br>Spanish mercantalist<br>policies<br>Enlightenment ideas<br>of representation in<br>govt.  | creole elite:<br>plantation<br>owners and<br>merchants  | set up for later revolutions in Latin<br>America because the rights and<br>needs of the lower class and people<br>of Native American and African<br>descent were ignored |
| Mexican<br>Revolution of<br>1910            | Madero<br>Villa<br>Zapata          | inequality<br>injustice<br>imperialism:<br>dependency  | lower class<br>peasants   | some effect on Cuban and other<br>Latin American revolutions after<br>WW2  |
| Chinese<br>Revolution of<br>1911            | Sun Yatsen<br>Yuan Shikai          | British imperialism<br>inequality<br>injustice<br>Enlightenment ideas<br>of representation in<br>govt.   | Chinese people<br>(not Manchus)<br>warlords<br>Chinese<br>merchants   | set up for 1949 Communist<br>Revolution led by Mao Zedong  |

### Egypt:

Egypt was successful for a time in holding off the British Empire. Under the leadership of Muhammad Ali, who had fought against the Napoleonic armies, Egypt defeated the invading British army in 1807. As Viceroy of Egypt, Ali defeated the mamlukes and began to modernize Egypt. In 1811 he waged a war against the Wahhabis (yes, the same one that Osama bin Laden belongs to today). In 1818 his son Ibrahim Pasha defeated the Wahhabis. Muhammad Ali also conquered parts of Sudan and founded the city of Khartoum. Later, Muhammad helped the Ottoman sultan fight the Greek rebels and invaded Syria to expand his empire.

In an effort to further advance Egypt, Muhammad Ali sought international financing of a plan to create a canal along the Suez. Great Britain and France secured the funding. Conflicts arose over who would control the canal

and for the most part Egypt became controlled by the British. Ali descendents held the title of kings of Egypt until 1952.

**Western Dominance:**

|                                  |  |  |
|----------------------------------|--|--|
| <i>Rise of Western dominance</i> | <i>Examples of Western Dominance, economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism</i>   | <i>Examples of different cultural and political reactions (reform; resistance; rebellion; racism; <b>nationalism</b>)/Marxism and Social Darwinism</i> |
| South Asia                       | <ul style="list-style-type: none"> <li>📖 End of Mughal Empire - Beginning of Raj, British imperial control of India</li> </ul>   | Indian nationalism<br>Sepoy Mutiny of 1857   |
| Southeast Asia                   | <ul style="list-style-type: none"> <li>📖 French colony of Indochina (Vietnam, Laos, and Cambodia)</li> <li>📖 U.S. colony of Philippines</li> <li>📖 Dutch colony in Indonesia</li> <li>📖 Portuguese control of Macao, Malacca, Goa</li> </ul>                   | Thailand remains independent.  |
| East Asia                        | <ul style="list-style-type: none"> <li>📖 Opium Wars (China and Britain)</li> <li>📖 Spheres of Influence (European countries "claimed" areas that they would "influence")</li> <li>📖 Admiral Perry in Japan</li> <li>📖 Japanese imperialism in Korea</li> </ul> | Taiping Rebellion<br>Boxer Rebellion   |
| Sub-Saharan Africa               | <ul style="list-style-type: none"> <li>📖 Berlin Conference, 1885, colonization of Africa by Europeans afterwards</li> </ul>  | Shaka Zulu<br>Ethiopian defeat of Italians<br>Boer Wars  |
| North and East Africa            | <ul style="list-style-type: none"> <li>📖 Algeria, Morocco, Tunisia under French control</li> <li>📖 Libya, Italian control</li> <li>📖 Egypt and Kenya, British control</li> <li>📖 Germans control parts of Southeast Africa -- Tanzania</li> </ul>              | Maji Maji Rebellion  |
| Middle East                      | Crimean War (England and Russia fighting over Balkan and Arab dominance)<br>Suez Canal (Built by French and British)   | Tanzimat Reforms in Ottoman Empire<br>Tobacco Rebellion in Iran<br>Zionism   |
| Russia                           | Crimean War<br>Russification and pogroms (organized efforts to destroy Jewish populations)<br>Russo-Japanese war (Japan wins)  | end of serfdom<br>Decembrist Revolt of 1815  |
| Japan                            | 1853 - Shogunate accepts U.S. demands  | Meiji Restoration  |

|               |   |   |
|---------------|---|---|
| Latin America | caudillo rule, e.g. Porforio Diaz<br>railroads<br>economic dependency | Abolition of slavery in Brazil, 1880s<br>education of upper class women expanded like in industrialized countries |
|---------------|---|---|

**Diverse Interpretations:**

What are the debates over the utility (usefulness) of modernization theory as a framework for interpreting events in this period and the next?

- The modernization theory says that as countries become more “modern” or “westernized” then their economies prosper, their political rights grow and their social systems (healthcare and education). Historically we have seen that most “developed” countries were once “developing” and that they desire to become rich directs everything else.
- The dependency theory says that countries will never “develop” because rich countries take advantage of them and take all their valuable resources. This leads these areas in a state of economic decline which never allows them to develop economically.
- Marxists would say that only through socialism will countries emerge economically.

What are the debates about the causes of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems?

- Some say that from an economic standpoint, serfs and slaves were emancipated for purely economic reasons. Slaves are expensive to keep and as the economy changed from agricultural to industrial, they costs more than they were worth, so the practice died out. Serfs occupied land that they were bound to and as land went from being used for large scale farming to industrial, serfs were a liability and the only way to get “rid” of them was to free them and tell them to leave.
- Others might argue that people realized the social injustice of the situations and freed them for humanitarian reasons.

What are the debates over the nature of women’s roles in this period, and how do these debates apply to industrialized areas, and how do they apply in colonial societies?

- The roles of women did improve throughout this area for most parts of the world. In the west, women start receiving the right to vote, inherit, and own property. In the east, many countries still had limited rights. Some would argue that women were granted rights during this time period for economic reasons – so they could work in factories without parents’ permission, etc. Others would argue that women did not receive enough rights.
- In colonial societies, many times women had more rights. Colonies were experiments in themselves and “weak” women need not apply. Everyone had to contribute to the success of the colony and women’s roles were valued more than in some other areas. Women still were relegated to the home.

**Gender and Workers:**

|   |   |
|---|---|
| <i>the roles of women in western Europe</i>                               | <i>conditions of women in western Europe</i>  |
| upper/middle classes<br>-- cult of domesticity begun in Victorian England | better education usually by tutors though increasing college opportunities<br>women with professional jobs rare but increasing, e.g. Florence Nightingale and the creation of nursing as a profession, Madame Curie and other scientists, novelists and poets (Jane Austen, Emily Bronte, Edith Wharton, Emily Dickinson)<br>women leaders in abolitionist movement: Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth, and British women<br>women leaders in labor movement: Rosa Luxemburg and immigration support in U.S.: Jane Addams and Hull House, Colored Women's Association<br>women's voting rights movement:<br>Seneca Falls Convention in U.S.A.<br>Emmeline Pankhurst in Britain<br>voting rights not granted to most women in the world until the next time period. |

|                         |  |
|-------------------------|--|
|                         | after WW1 or WW2   |
| peasantry/working class | factory work centered in urban areas<br>large numbers working in factories<br>latter nineteenth century -- restrictions on hours for women in factories but less pay and no protection against layoffs<br>racial discrimination against women of color in European colonies<br>peasant and immigrant women little affected by women's movement |

**Cram Packet  
1914 to Present**

**BIG IDEAS:**

- The 20<sup>th</sup> Century was a time when the world got “smaller.”
- Communication and transportation made it possible to connect to every part of the globe and even into outer space.
- The United States came to dominate the world during the 20<sup>th</sup> century and our culture spread everywhere (McWorld) Not every part of the globe felt comfortable with the Americanization of the world. American values can be interpreted as being based upon consumerism, greed, sex, and violence (remember our movies and music are everywhere). Many societies viewed this as in direct violation of their traditional values.
- The United States dominated the world economically and politically. We became the richest country in the history of the world. In many cases our multi-national corporations used cheap labor and cheap natural resources from the underdeveloped world to become extremely wealthy.
- The 20<sup>th</sup> Century has been the most violent century in history. The bloodiest official wars:

| Dates     | War                                 | Military Death Toll | Total Estimated Death Toll (Est.) |
|-----------|-------------------------------------|---------------------|-----------------------------------|
| 1911-1920 | Mexican Revolution                  | 200,000             | 1,000,000                         |
| 1914-1918 | World War I                         | 8,500,000           | 21,500,000                        |
| 1918-1921 | Russian Civil War                   | 800,000             | 8,800,000                         |
| 1927-1937 | Chinese Civil War                   | 400,000             | 3,100,000                         |
| 1935-1936 | Abyssinian War (Italy vs. Ethiopia) | 75,000              | 710,000                           |
| 1936-1939 | Spanish Civil War                   | 200,000             | 365,000                           |
| 1937-1945 | World War II                        | 20,000,000          | 50,000,000                        |
| 1945-1954 | French Indo-China                   | 385,000             | 1,300,000                         |
| 1945-1949 | Chinese Civil War                   | 1,200,000           | 6,194,000                         |
| 1950-1953 | Korean War                          | 1,200,000           | 595,000                           |
| 1954-1962 | French-Algerian War                 | 160,000             | 675,000                           |
| 1956-1972 | Sudanese Civil War                  | 100,000             | 500,000                           |
| 1965-1973 | Vietnam War                         | 1,200,000           | 1,710,000                         |
| 1980-1988 | Iran-Iraq War                       | 850,000             | 1,000,000                         |
| 1980-1989 | Afghanistan (Soviets and Afghans)   | 150,000             | 1,800,000                         |

Other atrocities include:

| Date      | Event                   | Death Toll   |
|-----------|-------------------------|--------------|
| 1900-1908 | Congo Uprisings         | 3 million    |
| 1975-1979 | Khmer Rouge in Cambodia | 1.65 million |
| 1914-1918 | Armenian Genocide       | 1.5 million  |
| 1962-1992 | Ethiopian Civil Wars    | 1.4 million  |
| 1971      | East Pakistan Massacres | 1.25 million |
| 1976-1992 | Mozambique Civil War    | .8 million   |
| 1994      | Rwanda                  | .8 million   |
| 1975-1994 | Angola Civil War        | .6 million   |
| 1965-1967 | Indonesian Communists   | .5 million   |
| 1991-now  | Somalia Chaos           | .35 million  |

*1. Questions of periodization*

*Continuities and breaks, causes of changes from the previous period and within this period:*

1914 – World War I begins; world becomes smaller through communication and transportation; WWII; end of imperialism; domination of American culture; Cold War; advanced technology; space race; nationalism

*2.*

| Global Event   | Impact in General   |
|----------------|---|
| The World Wars | Reduction of European influence outside of Europe (end of imperialism)<br>Rise of power of the U.S. |
| Holocaust      | Increase in Zionism – would affect Middle East  |

|                             |   |
|-----------------------------|---|
|                             | Concept of “crimes against humanity”  |
| The Cold War                | Globalization of diplomacy and conflict;<br>Countries were either aligned with the “east” (Soviets -- Communism) or the “west” (U.S. -- capitalism)   |
| Nuclear Weaponry            | Global balance of power achieved because each country recognized the other country had nuclear weapons and they would respond – if the Soviets dropped a bomb, the U.S. would be able to send just as many bombs to the Soviet Union and we would all be dead!  |
| International Organizations | Diplomacy at different levels<br>Groups for different causes and issues<br>League of Nations – world peace<br>United Nations – world peace<br>NATO – European and American alliance against Soviets<br>European Union – economic and political unity of Europe<br>NAFTA – economic free trade zone in North America<br>ASEAN – free trade zone in South East Asia<br>International Red Cross/Crescent – humanitarian<br>Amnesty International – human rights<br>Greenpeace – environmental<br>Organization of African Unity (OAU)<br>Central American Common Market – economic<br>Nonaligned Movement – 110 developing nations who seek to cooperate on political, economic, and cultural issues. |

### 3. THE NATURE OF THE WAR

Even though the causes of World War II were rooted in unsettled business from World I, the nature of the war was far different from any previous conflict in world history. Some distinct characteristics of World War II are:

- Worldwide participation - The war was truly fought in all corners of the globe. Only eleven countries did not become directly involved in the war: Afghanistan, Greenland, Iceland, Ireland, Mongolia, Portugal, Spain, Sweden, Switzerland, Tibet, and Yemen.
- Technology - Although airplanes and tanks had been used to some extent in World War I, they came to dominate World War II. For example, in the Pacific, airplanes attacked from giant aircraft carriers that allowed the United States navy to "hop" from one set of island to the next, finally zeroing in on Japan. In Europe airplanes on both sides bombed their opponents with high explosives and incendiaries that killed millions of people and devastated the infrastructure, particularly in large urban areas. Other technologies, such as radar and more accurate and powerful weaponry, helped submarines and warships to target the enemy. the atom bomb was introduced at the end of the war.
- Widespread killing of civilians - Whereas civilian casualties were not unique to World War II, the war is characterized by deliberate targeting of non-military people. Because the bombings sought to destroy the industrial infrastructure, they focused on urban areas where many people lived. In some cases the bombs were intended to torment populations so that the enemy would surrender.

| <b>Compare new patterns of nationalism:</b> | <b>Examples</b>  | <b>Types of Authority Used:</b> | <b>Effects of Nationalism</b> |
|---|------------------|---------------------------------|-------------------------------|
| the interwar                                | Italy: Mussolini | charismatic                     | quality of life improves for  |

|  |   |  |   |
|--|---|--|---|
| years  | Spain: Franco<br>Germany: Hitler<br><br>China: Chiang Kai-shek<br>Japan: Tojo<br>Brazil: Vargas   | totalitarian state   | supporters<br>imperialism -- invasions of others, e.g. Italy invades Ethiopia; Germany invades Poland; Japan invades Manchuria<br>split between Socialists and Communists   |
| decolonization   | Examples:<br>South Asia: Pakistan, India, Bangladesh<br>Africa: Nigeria, Ghana, Algeria, Kenya, Tunisia, Angola<br>Middle East: Egypt, Israel<br>Southeast Asia: Vietnam, Indonesia | Gandhi (charismatic): Salt March<br>Nehru (rational-legal=elections)<br>Nkrumah (charismatic, traditional)<br>FLN (rational-legal)<br>Mandela (charismatic, rational-legal)<br>Ho Chi Minh (charismatic, rational-legal) | non-violence used to end British rule; independence in 1947: partition of India/Pakistan<br>Independence of colonies in Africa<br>Diem Bien Phu; French leave Indochina but conflict with U.S.A. happens in 1960s |
| new nationalisms in Eastern Europe and former Soviet Union | Gorbachev:<br>Yeltsin:<br>Poland:<br>Czech Republic:<br>Romania:  | traditional, charismatic then rational-legal when democratic elections are held in 1990s   | break-up of Soviet Union, new nations<br>new economic and political systems for nations in Eastern Europe   |

## NEW PATTERNS OF NATIONALISM

Nationalism was as important a force during the 20th century as it had been in the previous era. People under the control of imperialist nations continued to strive for their own identities, and new, independent nations popped up in Africa, the Indian subcontinent, and Southeast Asia. Nationalist movements also were a major cause of the late 20th century breakup of the Soviet Union, again changing the balance of world power in the post-Cold War era.

## NATIONALISM IN AFRICA

By the early 20th century Europeans had colonized most of the African continent. Christian missionaries set up schools that educated a new native elite, who learned not only skills and literacy but western political ideas as well. They couldn't help but notice the contrast between the democratic ideals they were being taught in class and the reality of discrimination that they saw around them. This observation sparked nationalist movements in many places, including:

- Senegal - Blaise Diagne agitated for African participation in politics and fair treatment by the French army.
- South Africa - Western-educated natives founded the African National Congress in 1909 to defend the interests of Africans.
- Ethiopia - Italy took over Ethiopia in the years leading up to World War II, and Emperor Haile Selassie led Ethiopian troops into his capital city to reclaim his title. Ethiopians, as well as many other people in northern Africa responded to Allied promises of liberation and helped the Allies defeat the Germans that had occupied the area.

## **POST WORLD WAR II STRUGGLES IN ALGERIA**

World War II was a humiliating experience for the French. Their armies had folded under Hitler's blitzkrieg within a few days, and they had to be liberated from German control by the other Allied powers. Both world wars devastated the infrastructure of France, and the weak parliamentary government seemed to have little control over the economy. Despite these hardships (or perhaps because of them), the French were determined to hold on to Algeria and Vietnam in Southeast Asia after World War II ended. French persistence set off major revolts in both areas. In 1954 war in Algeria broke out with great brutality by both sides. In reaction to the government's inability to fight the war, the French government was totally restructured, with strong man Charles de Gaulle taking the reins of the country as its new president. Algeria finally gained their independence in 1962, but lingering bitterness and retaliation led to a stream of French-sympathizers flooding into France from Algeria.

## **DECOLONIZATION IN SUB-SAHARAN AFRICA**

None of the wars for independence in sub-Saharan Africa matched the Algerian struggle in scale. One by one native leaders negotiated treaties with their imperialist masters, so that by the late 1960s, the African continent was composed primarily of independent nations. Kwame Nkrumah, who in 1957 became the prime minister of Ghana, and Jomo Kenyatta, a leader of Kenya, started a Pan-African movement but the focus of nationalism was on independence for the individual colonies.

Independence led to many new problems for African nations. Many border disputes occurred, since colonial boundaries often did not follow ethnic lines. The borders of some countries, such as Nigeria and Zaire, encompassed several different ethnic groups that struggled with one another for control of the country. Race conflict became particularly severe in the temperate southern part of the continent, where Europeans clashed with natives for political and economic power. South Africa was left with apartheid, an attempt by European minorities to keep natives in subservient, and very separate, roles in society. The African National Congress, formed in South Africa in 1912, led a bloody struggle against apartheid, which eventually led to success when Nelson Mandela became the first native president of South Africa in 1994.

## **NATIONALISM IN INDIA**

Native elite had formed nationalist groups in India before World War I began, and the struggle against British control continued until India finally won its independence in 1947. The movement was fractured from the beginning, largely because the diversity of people on the Indian subcontinent made a united independence movement difficult. Tensions were particularly high between Hindus and Muslims. Muslims constituted only about a quarter of the entire Indian population, but they formed a majority in the northwest and in eastern Bengal.

During World War I Indians supported Britain Enthusiastically, hoping that they would be rewarded for their loyalty. However, Britain stalled on independence, and political tensions mounted. For the next twenty years, Indians and British clashed often and violently, and the colony threatened to descend into chaos. Mohandas K. Gandhi halted the downward spiral, a man known to his followers as "Mahatma," the "great soul." Gandhi, educated as a lawyer in Britain, had some unusual political ideas. He denounced violence and popular uprisings and preached the virtues of **ahimsa** (nonviolence) and **satyagraha** (the search for truth.) He demonstrated his identification with the poor by wearing simple homespun clothing and practicing fasting. He was also a brilliant political tactician, and he had a knack for attracting public attention. His most famous gesture was the Walk to the Sea, where he gathered salt as a symbol of Indian industry, an action forbidden by the British government. Such non-violent persistence landed him in jail repeatedly, but his leadership gave Indians the moral high-ground over the British, who eventually agreed to independence in 1947.

The independence agreement was complicated because Jawaharlal Nehru, leader of the Indian National Congress, and Muhammad Ali Jinnah, the leader of the Muslim League, clashed openly. Violent riots between Hindus and Muslims broke out in Bengal and Bihar, so that the British negotiated with the two organizations to partition India into two states. Most of the subcontinent remained under secular rule dominated by Hindus, but the new Muslim state of Pakistan was formed in the northwest and northeast. Independence celebrations were marred by violence between Muslims and Hindus. The partition led to massive movements of Indians from one area to the other, and a Hindu who was upset because the partition meant that he had to leave his home assassinated Gandhi himself. Religious conflict continued to plague the subcontinent for the rest of the 20th century.

### **NATIONALIST MOVEMENTS IN SOUTHEAST ASIA**

In Indonesia, a nationalist leader named simply Sukarno, cooperated with the Japanese during World War II with the hope of throwing off the colonial control of the Dutch. Despite the Japanese defeat in the war, independence was negotiated in 1949, and Sukarno became the dictator until he was removed by a military coup in 1965. The British granted independence to Burma (now Myanmar) in 1948, and the United States negotiated independence with the Philippines in 1946. As in Africa, the French provided the most resistance to decolonization in southeast Asia.

Throughout the area, independence leaders were also drawn to communism, and French Indochina was no exception. The Communist leader Ho Chi Minh led his supporters against the French, capturing the colonial stronghold of Dienbienphu in 1954. Ho Chi Minh's government took over in the north, and a noncommunist nationalist government ruled in the south, which eventually came to be heavily supported by the United States. In the 1960s and early 1970s, the United States waged an unsuccessful war with North Vietnam that eventually ended in the reunification of the country under communist rule in 1975.

### **NATIONALISM IN LATIN AMERICA**

Nationalism in Latin America took the form of internal conflict, since almost all the nations had achieved independence during the 19th century. However, most were still ruled by an authoritarian elite. During the 20th century, many nations experienced populist uprisings that challenged the elite and set in motion an unstable relationship between democracy and militarism. Some teetered back and forth between democratically elected leaders and military generals who established power through force. Coups d'etat became common, and political legitimacy and economic viability became serious issues.

- Mexico - At the beginning of the century, Mexico was ruled by Porfirio Diaz, a military general who enriched a small group of elites by allowing them to control agriculture and welcoming businessmen from the United States to control industry. The Revolution of 1910 began not with the exploited poor, but with elites that Diaz did not favor, almost all of them military generals. As early as 1911 the revolutionary fervor had spread to peasants, who were led by regional strongmen, such as Emiliano Zapata and Pancho Villa. Despite the creation of a democratic-based Constitution in 1917, the revolution raged on, with every President assassinated during his term of office until Lazaro Cardenas took over in 1934. Finally, the country stabilized under an umbrella political party (PRI), which tightly controlled Mexican politics until the 1990s, when some signs of democracy began to appear.
- Argentina and Brazil - These two countries have many differences in language, ethnicity, and geographical settings, but both were controlled by elites. Early in the century, Argentina's government represented the interest of landowners that raised cattle and sheep and grew wheat for export, and Brazil's elite was made up of coffee and cacao planters and rubber exporters. In both countries, the gap between the rich and poor was great, with the elite spending lavishly on palaces and personal goods. However, the Great Depression hit both countries hard, and stimulated coups against the governments.

Getulio Vargas took over in Brazil in 1930, and instituted a highly authoritarian regime. Military revolts characterized Argentina, with Juan Peron, supported by Nazi interests, leading a major coup in 1943. Authoritarian rule in both countries continued on into the second half of the century.

- The Cuban Revolution and its aftermath - Revolutions against dictators were often inspired by communism, especially after the Cuban Revolution led by Fidel Castro in 1959. Military leaders of Brazil led a conservative reaction by staging a coup of the democratically elected government in 1964. There the "Brazilian Solution" was characterized by dictatorship, violent repression, and government promotion of industrialization. A similar pattern occurred in Chile in 1974 where the socialist president Salvador Allende was overthrown in a military coup led by General Augusto Pinochet. Socialist Sandinistas led a rebellion against the dictator of Nicaragua in 1979, where their communist affiliations led them to disfavor with the conservative United States government led by Ronald Reagan. The Reagan administration supported Contras (counterrevolutionaries) who unsuccessfully challenged the Sandinistas. By the 1990s, most Latin American nations had loosened the control by the military, and democratic elections appeared to be gaining ground. However, they continued to be economically and militarily dominated by the United States.

| <b><i>Compare impact of major global economic developments:</i></b>  | <b><i>Effects in Core/Industrialized Countries</i></b>   | <b><i>Effects in Periphery/Developing Countries</i></b>   |
|--|--|---|
| the Great Depression<br>1930s-1930s<br><br>Question: What ultimately ended the Great Depression?                       | bank closures<br>capital no longer available for investment so no new businesses fewer jobs<br>By 1932, production drops 30%<br>tariff barriers go up<br>U.S. could no longer loan money to Europe – European economy has more problems      | international trade drops off<br>shortages in world markets<br>nations become reluctant to depend on world trade  |
| technology   | automobiles - increased demand for oil, steel, electrical equipment, radios, television, computers, biomedical engineering   | Dependency on manufactured goods from industrialized countries  |
| Pacific Rim  | Japanese manufacturing overtakes West at first with cars and then with audio equipment; rust belt in U.S.A.<br>Taiwan, Korea, Singapore -- Little Tigers<br>China after 1980s becomes a textile and other light manufacturing goods exporter | As labor costs rose in industrialized and newly industrialized countries, factory jobs get shifted to less industrialized areas.<br>Pacific Rim model for economic development. |
| multinational corporations<br><br>Go ahead and name them – think clothing, entertainment, oil, car manufacturing, etc. | Globalization; wealth to capitalists; loss of jobs to cheaper labor markets  | Globalization; more jobs, but many “unfair”; watching the west get “rich” off of the cheap labor they provided  |

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5.

| <b>Compare characteristics of social reform and social revolution</b>   | <b>Effects of social reform and social revolution in the 20th century</b>   |
|---|---|
| <p>rise of feminism<br/>Examples:</p> <ul style="list-style-type: none"> <li>■ suffrage movement</li> <li>■ right to vote granted in most countries after WW2</li> <li>■ barriers to higher education and professional jobs lessened for women in the West by the 1970s; but glass ceiling remained through the 1990s</li> </ul> <p><u>International Conferences on Women</u>: Mexico City (1969), Nairobi, Kenya, 1984, Beijing, 1994<br/>Mothers in Argentina protested the disappearance of their children by the government</p> | <p>changing gender roles and family structures in Core/Industrialized Countries:</p> <p>Periphery/Developing Countries:</p> <p>more access to education<br/>changing property rights<br/>tension between modernization and tradition</p>  |
| <p>student revolutions<br/>Example of 1968</p>  | <p>university students use Marxist or Socialist criticism of capitalism and industrialization to protest multinationals' control of aspects of the world economy and corruption in government, e.g. protests against racism and the Vietnam conflict</p> <p>teenagers and young adults use popular music and culture to distinguish themselves from the previous generation -- "baby boomers" and "generation gap"</p> <p>university students in Czechoslovakia in 1968 and China in 1979 protest repression by Communist governments</p> |

6.

| <b>Characteristics of demographic and environmental changes</b>        | <b>Effects</b>  |
|--|---|
| migrations   | establishment of Israel as a nation-state<br>division of India and Pakistan   |
| changes in birthrates and death rates<br>Demographic Transition Theory | HIV/AIDS  |
| new forms of urbanization  | growth in non-European cities<br>nearly half of the world's population found in cities                              |
| deforestation  | loss of tropical rainforests<br>rural populations dependent on international market                                 |
| green/environmental movements  | have voice in many Western European parliaments<br>non-profit organizations in U.S.A., e.g. Sierra Club, Greenpeace |

| <b>20th Century Revolutions: characteristics -- Marxist, anti-Western, peasant, religious</b> | <b>Similarities or Differences with 19th century ideas of revolution, including Marx</b>   | <b>effects on the roles of women</b>  |
|---|--|---|
| Russia<br><br>Fill in dates for these revolutions...  | overthrow of Czar Nicholas II and establishment of provisional government led by the Duma<br>Lenin's forced, urban (vanguard of elite group of leaders), Marxist-inspired revolution as beginning of world-wide revolution<br>Stalin's socialism and forced industrialization<br>Gorbachev | women faced hardship working 13 hours a day<br>women revolutionaries<br>March 1917: 7,000 women went on strike (placed pressure on provisional government)<br>collectivization<br>wider access to education for women, including professions like medicine and engineering  |
| China   | overthrow of Qing dynasty<br>Republic of China and warlord period<br>Chiang Kai-shek's fascism<br>Mao Zedong's peasant and soldier based, forced revolution<br>Deng Xiaoping   | pre-Communist:<br>arranged marriages, concubines, selling of daughters<br>May Fourth Movement:<br>women revolutionaries<br>Communist:<br>Marriage Law gave women right to choose husband and to divorce<br>Male children still preferred so female infanticide or female babies given up for adoption   |
| Cuba  | Castro   | women participated in revolution<br>women in government leadership positions but some traditional attitudes about male dominance still present<br>increased opportunities for education for women   |
| Iran  | overthrow of Mossadeq<br>Ayatollah Khomeini  | women supported the Iranian revolution -- getting rid of the Shah.<br>loss of professional jobs for some women a problem; entertainment industry restricted at first<br>some women felt restricted by enforcement of traditional and religious rules regarding behavior, dress, and social contact.<br>families became a focal point of conflict relating to social reform. |

| <b>areas outside of Europe</b> | <b>effects of WW1</b>                              | <b>effects of WW2</b>                      | <b>effects of the Cold War</b>     |
|--------------------------------|--|--|------------------------------------|
| Africa                         | changed attitudes towards colonization; desire for | contact with other colonized people led to | more civil wars and conflicts with |

|               |  |  |  |
|---------------|--|--|--|
|               | independence   | increased demands for independence   | neighboring countries because of weapons supplied by U.S. or U.S.S.R.  |
| East Asia     | Chinese leaders were excluded from having a voice at Paris Peace Conference.<br>Japan got territory from China   | Japan became an imperialist power.<br>Korea and China attacked by Japan.   | Japan didn't have to spend money on military, so was able to concentrate on new industrialization.<br>Japan supplied U.S. during Korean and Vietnam conflicts. |
| Middle East   | division of Ottoman Empire<br>Attaturk/Modern Turkey<br>Armenian Genocide<br>Balfour Declaration<br>Husain-McMahon Letters<br>Lawrence of Arabia   | creation of Israel as a nation-state<br>importance of oil for industrialized countries and for OPEC nations  | non-aligned movement: Nassser, Nehru, Sukarno<br>importance of oil for industrialized countries and for OPEC nations   |
| Latin America | increased production during war led to recession afterwards as demand for agricultural and manufactured products decreased from Europe<br>distrust between U.S.A. and Mexico because of Mexico's role in drawing U.S. into the war | increased production during war led to recession afterwards as demand for agricultural and manufactured products decreased from Europe<br>concern about Vargas making Brazil part of the Axis led to increased aid from U.S. to Brazil | more civil wars and conflicts with neighboring countries because of weapons supplied by U.S. or U.S.S.R.   |

| <b>Areas Colonized<br/>(Examples of Colonized and Colonizing Countries,<br/>Dates of Independence)</b> | <b>social legacies of colonialism</b>   | <b>patterns of economic development</b>   |
|--|---|---|
| Africa, mostly 1960s and 1970s   | Social Darwinist philosophies and racist attitudes by Europeans<br>education system geared to aid colonial government<br>Christian missionaries tried to improve status for women and descendants of slaves | cash crops<br>Dependency  |
| Asia, mostly after WW2   | attraction to Communism partially a result of racism by Europeans and Japanese  | spheres of influence by Europeans, Americans, Japanese controlled flow of manufactured goods into China<br>After 1949, Mao greatly restricted economic relationships, mostly with other Communist countries.<br>Deng Xiaoping in the 1980s helped China become a major economic exporter. |
| Latin America, mostly in   | class system based somewhat   | cash crops  |

|       |   |            |
|-------|---|------------|
| 1830s | on family heritage<br>creoles took top positions and<br>Church controlled educational<br>system | Dependency |
|-------|---|------------|

The notion of “the West” and “the East” in the context of Cold War ideology

| <b>Marxist Philosopher</b>    | <b>Definition of Marxism</b>   | <b>Effects</b>  |
|-------------------------------|--|---|
| Karl Marx and Fredrich Engels | Scientific Socialism<br>dialectical materialism<br>class conflict (capitalists/bourgeoisie versus the urban proletariat)<br>spontaneous revolt by proletariat in highly industrialized countries (predicted England first) | inspired revolutionaries worldwide  |
| V.I. Lenin                    | small cadre of committed intellectual elite could force a Communist revolution in any country in the world that was being exploited by the capitalists. Mostly urban leadership and revolutionary followers                | inspired Chinese and other Communist revolutions worldwide  |
| Josef Stalin                  | socialism in one country – focus on Soviet Union’s communism<br>forced industrialization   | transformed Russia into an industrialized country and military superpower   |
| Mao Zedong                    | rural peasantry should be the base for the revolution led by a small cadre of committed intellectual elite   | transformed China into a third superpower (atomic bomb program) supported Korean and Vietnamese Communists        |
| Fidel Castro                  | small group of guerillas in rural areas could organize coalition to overthrow corrupt leader   | inspired Communist movements and revolutions in other Latin American countries served as proxy for USSR in Angola |