

Early Humans

- **Methods of Study**
 - a. Anthropology
 - i. examine artifacts to determine an individual's role and relationship in a group
 - ii. religious behaviors, social norms
 - iii. How did humans behave in the past?
 - 1. prehistory – no written records
 - b. Archaeology
 - i. find artifacts for examination
 - ii. how a group or society lived – not interested in individual behavior
 - iii. study of burials, housing, weaponry, etc
- **Periodization**
 - a. Measure of Time
 - i. units of convenience
 - ii. not exact – based on interpretation
 - 1. Paleolithic Period – “Old Stone Age”
 - a. 2.5million BCE – 10,000 BCE
 - 2. Mesolithic Period – “Middle Stone Age”
 - a. 10,000 BCE – 8,000 BCE
 - 3. Neolithic Period – “New Stone Age”
 - a. 8,000 BCE – 4,000 BCE
 - b. Paleolithic Humans
 - i. hunters (men) and gatherers (women)
 - ii. lived in **bands** of 20-30 members
 - iii. tended to be nomadic, to allow access to good climate as well as food and resources
 - iv. numerous ice ages – ended after 20-30k years
 - v. fire – key to survival
 - 1. first harnessed from lightning strikes, humans then kept the fires going for weeks at a time
 - 2. 60,000 BCE – tree-sap – used to weatherproof the fire and increase flame intensity
 - 3. flint – allowed on-demand production of fire
 - vi. hunting – usually done in large groups to enhance success
 - 1. stalked animals with fire, and then chased them down the side of cliffs
 - 2. Boxgrove in England – many layers of animal remains – provide evidence of such hunts
 - a. The fact that success was repeated and improved upon – first signs of human intelligence
- **Neolithic Period**
 - a. Climatic Changes
 - i. Oldest humans date back to 3million BCE
 - ii. As ice receded at the end of the ice age, early humans began to migrate from Africa into Europe and Asia
 - 1. 2.5million – 8,000BCE
 - iii. As climate dried, seeds were planted – first farms
 - b. Agricultural Revolution – “Neolithic Revolution”

- i. Semi-permanent settlements – farming villages that lasted for 2 to 3 years before inhabitants moved on
- ii. “Slash & Burn” – cut down trees and light on fire – ashes from fires helped enhance the soil conditions
- iii. Surplus of food – population begins to grow
 - 1. better health, more reproduction = significantly higher population
 - a. 15,000BCE – 5 million people worldwide
 - b. 4,000BCE – 75 million people worldwide
 - 2. specialization of labor – pottery, housing, etc → trade develops

Domestication of Animals

- iv. Dog – first animal to be domesticated – hunting
 - 1. wolves – helped hunt – used b/c of smell, speed, instinct to chase
 - 2. sheep, goats – used for fur, milk, and food
 - a. manure used to make bricks for fires

- **The Ice Man**

- a. 1991 – a pair of German hikers on the border of Austria and Italy find a human arm – they alert authorities
 - i. they find it difficult to remove the body from the ice, as temperatures cause the surrounding ice to refreeze
 - ii. their find was the oldest preserved body in Europe, dating back to 3300BCE
 - 1. died while hunting – arrowhead was found in his back, possibly someone from a different group shot him
 - 2. his body held 47 tattoos – mostly on joints – one theory is that it was for acupuncture, another is that needle marks in the area are from tattoo application
 - 3. had clothes, grass in a leather boot to serve as protection, pouch with grain (as food), mushrooms with properties that mimicked penicillin – unsure if people then knew about its medicinal value

- **Civilized vs. Barbaric**

- a. Ancient Beliefs
 - i. Chinese – had a gov’t, writing system, cities – viewed themselves as superior to other people
 - 1. Mongols (north) had less of a social structure, and a nomadic lifestyle – viewed as savages
 - 2. Great Wall built in order to keep the Mongols out
 - 3. belief that civilization was cultural, not biological – anyone could become civilized if they adopted Chinese customs
 - ii. Greeks – had a gov’t, writing system, cities (called Polis), arts, sciences, music
 - 1. northern neighbors were called Bar-Bar – root of barbaric
 - 2. non-Greeks were allowed to live in the Polis, yet had to swear allegiance to it and ruler
 - iii. Romans
 - 1. had a military – “Legion” – used to keep the vast empire together
 - 2. if one joined the legion and swore allegiance to the emperor, they would be considered civilized
 - a. had members from Europe, Africa, and the Middle East

- b. Modern Beliefs
 - i. the start of the 19th century brought about a new concept in determining civilization
 - 1. "darker skin = less civilized"
 - 2. imperialists wanted justification for colonization
 - a. Europeans who has education, technology, etc. felt superior

Mesopotamia

- **Geography**
 - a. Fertile Crescent
 - i. Middle Eastern Climate is, for the most part, very dry/arid
 - ii. The Fertile Crescent begins in Southern Iraq, continues through Central Iraq, goes into Iran, Southern Turkey, continues into Northern Israel and Syria
 - b. The Rivers – Tigris and Euphrates
 - i. Mesopotamia – means “land between the rivers
 - ii. Flat and swampy, allowed for vegetation and life in the middle of inhabitable areas
- **Sumerians**
 - a. Environmental Challenges
 - i. The Tigris and Euphrates flooded their banks yearly
 - 1. flooding carried silt from the bottom of the river – many nutrients present
 - 2. flooding allowed farms that were not located on the river’s edge to receive water, as irrigation had not been developed early on
 - ii. flooding, while beneficial, also led to property destruction and death
 - iii. Mesopotamia was located in a flat area, thus, there were no natural barriers from enemies – easy to invade
 - iv. The region lacked many resources, such as stone and wood – also, metals were rare
 - 1. no wood meant that no boats could be built – hampering of trade
 - v. Solutions
 - 1. flooding - irrigation ditches to control the banks – these offloaded the water to canals, also allowing the population to spread farther away from the river
 - 2. no natural barriers – the Mesopotamians began to make mud brick (composed of mud, grass, then baked) to create walls to protect themselves
 - 3. lack of natural resources – began a system of trade through which they gave up a portion of their crops (which were in surplus) for metals, wood, etc
 - b. Characteristics
 - i. Cities – planned urban centers with high population density
 - 1. most materials were stone and brick
 - 2. had a ziggurat (step temple) for both religious and political centers
 - 3. roads were constructed to facilitate trade
 - 4. populations ranged above 10k
 - ii. specialization of labor
 - 1. surplus of food – allowed people to move away from solely farming, and to focus on other jobs
 - iii. centralized government – **Theocratic** – the political leader also served as the religions leader
 - iv. writing – cuneiform (triangular) on clay tablets
 - c. religion – gods connected to nature (fire, earth, etc)
 - i. offering by commoners for priests and gods

Babylonians

- **Nomadic Warriors**
 - a. Called the Amorites
 - b. Active around 2000BCE, they were attracted to Sumeria by wealth
 - i. Wanted to overwhelm and conquer, to have the riches for themselves

- **Hammurabi's Code**
 - a. *What does the code suggest about social structure?*
 - i. Social structure – a mostly patriarchal society, in which priests were located at the top of society
 - 1. higher class meant more power (Patricians, Plebeians, Slaves → high to low)
 - ii. Gender Roles – women and children were seen as subservient to the males (patriarchal society)
 - iii. Political organization – Sumerian government included courts for legal issues, priests to handle religious affairs, and an emperor.
 - 1. there was also heavy reliance on the Patricians
 - iv. Economic Activity – many vocational positions, such as traders, builders, etc
 - 1. heavy reliance on trade, and protection of traders extended to promote flow of ideas and materials

Ancient Egypt

- **Geography**
 - a. River Valley - Nile
 - i. Attractive for settlers
 - 1. 6K BCE – 4K BCE – mass migration of nomads to Northern Africa
 - 2. majority were herders, grazing animals
 - 3. switched to a sedentary lifestyle after moving to the Nile Valley
 - a. ability to establish population centers with sufficient food and water
 - b. Nile River Delta
 - i. Nile River Delta – Point at which Nile → tributaries → Sea
 - ii. Inundation (winter) – December to Early March
 - 1. welcomed by settlers, because they helped to water crops
 - 2. in addition to beneficial, could also be a disaster
 - 3. built irrigation ditches to control flooding and to provide irrigation
 - c. Cataracts – small waterfalls/rapids
 - i. 10 major cataracts along Nile divided Egypt
 - 1. Lower – Northern Egypt
 - 2. Upper – Southern Egypt
- **Writing System**
 - a. Hieroglyphics
 - i. Pictographical – symbols represented words or names
 - ii. Date back to 3200BCE (oldest preserved tablets)
 - iii. Complete mystery for many years – also, Demotic (cursive) was untranslatable
 - 1. written on papyrus
 - iv. Scribes were the only ones with the ability to write, and usually gained great wealth – some even had pyramids built for them
 - 1. wrote down tax laws, religious scriptures, census data, laws, treaties
 - b. Rosetta Stone
 - i. 1799, French Settler (under Napoleon) found Black Basalt tablet with Greek, Hieroglyphic, and Demotic writings
 - ii. handed over to the British when Napoleon was defeated
 - 1. by 1822, scientists were able to decipher the stone
 - 2. now, most Hieroglyphs can be read
- **Polytheism – many gods**
 - a. 12 main deities, with numerous local gods
 - i. took on lives of their own; married, had kids, etc – “soap opera”
 - ii. most connected to nature in some way – Ra = sun god, etc
 - b. Egyptians were optimistic, and believed in the afterlife
 - i. Some say this was because of the Nile – debatable
 - c. Mythology – tries to explain their gods and goddesses
 - i. Afterlife – centered around Osiris
 - 1. Married to Isis, the sin of Herus
 - 2. Brother was named “Set,” became jealous of Osiris – killed and dismembered him and put him in boxes. His body was then taken to Anubis (god of the Underworld)

3. Anubis instructed that his heart and a feather on the scale – if balanced, he would be admitted to the afterlife → balanced

ii. Ba – body

iii. Ka – soul – if not heavy with sin, would return to body in the afterlife

- **Mummification – Took 70 days to complete**

- a. Very expensive, so only the rich and powerful had it done

- b. The body was first washed, the internal organs removed (preserved with Natron, a desert salt) and put in jars, the body → body preserved

- c. The brain was removed through the nose and discarded

- d. After 40 days of drying the body, it was wrapped in linens, sometimes decorated in jewels

- i. Afterwards, the body was sent to the tomb

- **Book of the Dead**

- a. The Book of the Dead was a guide to help the soul journey from the underworld back to the body

- b. Listed animals and other useful information

Ancient India

- **The Land**

- a. Physical Features
 - i. Himalayas – form the border between India and China
 - ii. Hindu-Kush – the northern border with China
 - 1. Offered protection from invaders but made trade difficult
 - 2. A workaround for both invaders AND traders was the Khyber Pass
 - iii. The subcontinent is surrounded by water
 - 1. allows for trade with China and other Asian nations
 - 2. fishing was a source of food
 - 3. offered good protection from enemies
- b. Climate
 - i. Monsoon – seasonal winds – brings rains or drought
 - 1. Oct to May is the dry season
 - 2. June to Sept – warm humid air with lots of rain
 - ii. Summers get very hot, with temps above 100°F

- **Indo-European Migration**

- a. The Aryans
 - i. Originally from the Caucasus Mtn. region, near Turkey
 - ii. ~1700BCE, migrated towards the SE into India, the Indus River Valley
 - 1. Harrappan – settlers who were already there – civilization came to an end ~1500BCE
 - iii. Moved into the Ganges and Yamuna River Valleys set up villages and farms – conflicts arose
 - b. Language
 - i. When they first arrived, there was no written language
 - ii. Sanskrit was developed around 1000BCE, has European roots
- | | | |
|----------|---------|--------|
| Sanskrit | English | German |
| mata | mother | mutter |
- c. Vedas
 - i. Initially passed down through word of mouth, became written down when Sanskrit developed
 - ii. Accuracy was highly important – an error meant a restart
 - d. Caste System
 - i. When the Aryans arrived, they saw “Dasa” – dark skinned people = slaves for the Aryans
 - ii. 4 original castes – Brahmins → Warriors → Merchants → Untouchables
 - iii. declared illegal by Indian Government

- **Hinduism**

- a. Origins
 - i. Unable to be traced to a single origin, like other religions
 - ii. Evolved over many centuries – blend of Aryan and Non-Aryan beliefs
 - iii. Spread from N. India to S/C/SE Asia (Thailand, etc.)
- b. Beliefs
 - i. Muslims invaded the area ~700CE, called the people Hindus
 - ii. Polytheistic – 3 main Deities
 - 1. Brahma – the creator
 - 2. Vishnu – the preserver
 - 3. Shiva – the destroyer

- iii. Moksha – state in which person perfectly understand the world
 - 1. can take several lifetimes to achieve – led to reincarnation
- iv. Atman –the individual, or soul → the world soul = Brahman
- v. Ganges Rives is considered sacred
 - 1. Gathering around it led to trade, ideas, technology
- c. Influences
 - i. The caste system was seen as punishment or reward for state of karma
 - 1. low caste – bad karma
 - 2. high caste – good karma

- **Buddhism**

- a. Founder – Siddhartha Gautama
 - i. Born in Nepal
 - ii. The parents called the local Brahmin to inspect child
- b. Prophecy – 32 marks on body ∴ would become great
 - i. If baby was kept inside the palace – would become a world ruler
 - ii. If allowed outside the palace – would become a great spiritual leader
 - iii. Father kept Gautama inside until the age of 29, when he desired to see the outside world
- c. Enlightenment – when you know the entire world
 - i. On his first journey outside the palace, he noticed an old man sitting on the street
 - ii. Second time, he saw a sick man
 - iii. Third time, he sees a corpse
 - iv. Fourth time – sees a priest content with himself – believes that he needs to do same as well
 - v. Left palace for 6 years → met Brahmin, but wasn't satisfied
 - 1. after 6 weeks of fasting, gave up
 - 2. meditate for 49 days, announced "I have been enlightened"
- d. Beliefs – Four Noble Truths
 - i. 1 – life is suffering and pain
 - ii. 2 – suffering is caused by desires of temporary pleasures
 - iii. 3 – suffering and pain can be ended by ending desires
 - iv. 4 – follow 8 Fold Path to end desires
 - v. Avoid Temp Pleasures → Reach nirvana (no suffering) → Moksha
- e. Buddhists + Hindus – believe in reincarnation
 - i. Zen Buddhists – believe enlightenment can be achieved in a lifetime, so there's no reincarnation
 - ii. Gautama became known as the Buddha
 - iii. No caste system
 - iv. There were missionaries who tried to convert people
 - v. Currently, 1×10^6 Buddhists in the USA

Chinese Philosophy

- **Confucianism – ‘Follow the Five Relationships’**
 - a. Founder
 - i. Kung Fu Tzu – Confucius
 - ii. Born in 551BCE – time of the Zhao dynasty
 - 1. China was plagued by violence, civil war, etc at the time
 - 2. witnessing much of the violence, wanted to distance himself
 - iii. Became teacher, then on to becoming a teacher
 - 1. taught history, music, moral and ethical characters
 - b. Five Relationships – ideal for path to peace in China
 - i. Ruler ↔ Subject
 - ii. Father ↔ Son
 - iii. Husband ↔ Wife
 - iv. Older Brother ↔ Younger Brother
 - v. Friend ↔ Friend
 - c. Political Life
 - i. Convinces prince of Lu to follow the five relationships
 - ii. Makes Confucius a judge
 - 1. very fair and lenient – some suspected criminals were even released
 - 2. crime overall went down
 - iii. Lu becomes frustrated and allows Confucius to resign → begins teaching
 - iv. Analects – 400BCE – collection of his teachings
- **Taoism – ‘Follow the way of the Tao’**
 - a. Founder – Lao Tzu (6th century BCE)
 - i. From around the time of Confucius
 - ii. Legend was that he was carried for 62 years before he was born – had white hair, wrinkled skin →born a wise man
 - iii. From the time of the Zhao dynasty, so saw civil war, etc.
 - b. Nature
 - i. Only nature is important
 - ii. “Way of Virtue” – book that states that ‘Tao’ controls all living things
 - iii. ‘All life but that of humans abide by the Tao
 - c. Right/Wrong
 - i. If one wanted harmony, they should follow the way of the Tao
 - ii. This involved meditation and becoming one with nature
- **Legalists – ‘Peace requires strict laws and enforcement’**
 - a. Founders – Hanfeizi and Li Si
 - b. Rewards and Punishments
 - i. If a subject served their ruler, they would be compensated with money, land, etc
 - ii. If a subject had no ID, they could lose a limb
 - iii. Censorship was supported – books against gov’t were burned

China

- **Qin Dynasty**
 - a. Peasants
 - i. Very Discontent
 - 1. taxes were raised – very hard to pay
 - 2. labor quota was increased – peasants expected to work for gov't for longer period of time – 20 days → 30 days
 - ii. willing to fight gov't for cruelties, so began to form a rebel army with local leadership – not cohesive
 - b. Mandate of Heaven
 - i. Emperor has the divine authority to do as he pleases
 - ii. Not absolute, however – if the empire was prosperous, he would stay in power; if he was evil, people could overthrow him
 - iii. ∴ peasants said that Qin has lost the Mandate of Heaven, took up arms
 - c. Civil War – began to fight the emperor's army
 - i. War lasted for many years
 - ii. There was both victory and death/destruction on both sides
 - iii. Peasant General was Liu Biang – a legend at birth
 - 1. "dragons witnessed his birth," so it was said he would become a legend one day
 - iv. Could not fight to a decisive victory
 - d. War Lords – had own army and land – intimidated locals to supply them
 - i. Xiang Yu – aristocratic general of the Imperial Army
 - 1. Decided to form an alliance with Liu Biang
 - 2. Very successful – Xiang Yu proposes peace treaty if he was declared Emperor – they agree
 - ii. Taxes were demanded, a %age went to Liu
 - iii. The alliance breaks down in 202BCE – Liu tries to control China and wins
 - 1. Xiang steps down, Liu declares himself the head of the dynasty
- **Han Dynasty**
 - a. Han Wudi
 - i. Created a highly centralized gov't with a large bureaucracy
 - 1. 130k employees
 - 2. Allowed for the division of responsibilities – also a negative, as lower-level power was lost
 - a. Poor communication can arise
 - b. Problems were slow to be solved
 - b. Land Reforms
 - i. Banned father → son inheritance of property
 - ii. Land was divided equally between sons (333 acres → 111 acres each, etc.)
 - iii. If the father had no sons, land would go to the gov't, which would then be divided among peasants
 - iv. If the father refused to divide the land, it would be seized and given to the peasants
 - c. Han Expansion
 - i. Hsuing-Nu tribes often raided village along the Northern border
 - ii. An army was sent to N. China – because it was infantry, the army was heavily damaged and easily defeated
 - iii. They were later bribed to leave the area, however, they began to raid villages weeks afterwards

1. the army began to pursue the tribes, this displacement pushed nomads out of Central Asia → Huns who later attacked Roman Empire
 - iv. attacked Korea and took control – began to use it as a shipping base
- **Class and Gender**
 - a. Marriages were arranged, with a dowry (marriage price) such as property and money
 - i. Nobles were allowed to bring an attendant and a sister
 - b. Peasants
 - i. Condition did improve slightly – land grants allowed them to farm more etc. However, this land was not very lucrative
 - ii. Lived to age of ~45, aristocrats however lived into 60's and 70's

Ancient Greece

- **Geography**
 - a. Mainland + 1400 islands ranging from 0 – Cretan Population
 - b. Islands secluded
 - c. Mainland – mountains and valleys – very rocky
 - i. Pockets of open areas – secluded as well
 - ii. Development of Polis – city-state
 - d. 25% arable, rest was rocky soil
 - i. grew many olives (grow well in rocky soil)
 - e. The Sea – Med. And Aegean Seas
 - i. Trade and resources, but also allowed for isolation from invaders
- **Climate**
 - a. Med. Climate
 - b. Hot/warm year round, with moderate rainfall – most in winter months
 - c. Warm climate → more time spent outside → more involved in community → more involved in the political process
- **Helladic Period**
 - a. Mycenaean Civilization – ancestors of Greeks
 - i. 1600-1100BCE
 - ii. Schliemann – Discovered Mycenae, walled city with pottery, clay tablets – determined to be ancestors of classical Greeks
 - iii. Pottery can be found in Italy, Egypt → trade routes with Europe
 - iv. Bronze Tools Found
 - v.
 1. 6K BCE – 4K BCE – mass migration of nomads to Northern Africa
 2. majority were herders, grazing animals
 3. switched to a sedentary lifestyle after moving to the Nile Valley
 - a. ability to establish population centers with sufficient food and water
- **Trojan War**
 - a. Homer wrote about this during classical Greece
 - i. Odyssey, Iliad
 - b. Troy located in modern day Turkey
 - c. Helen – wife of Agamemnon –kidnapped
 - i. Sparked 10yr conflict between Troy and Greeks
 - d. Real reason for attack was strategic location, capturing Troy would allow for an increase in the control of trade
 - e. Ash dated to 1185BCE → fires from a war
- **Dorian Invasion**
 - a. From Epirus – modern day Macedonia
 - b. 1100BCE – attack Mycenaeans
 - c. known as the Dark Ages of Greece
 - i. 1100-750BCE
 - ii. not interested in culture, arts, science → no trade
 - iii. no written languages, so no written records
 - d. Sparta and Corinth rebuilt after the Dorian invasion – would survive through the period

- **The Polis**
 - a. Polis – City State – city (urban centre) surrounded by a wall and outlying farming villages
 - b. Ranged from 50-300mi²
- **Types of Gov't**
 - a. Monarchy – king in charge, and rule passed on by heredity
 - i. Some claimed the divine right to rule
 - ii. Early Greek system was a Monarchy
 - b. Oligarchy – small elite ruling
 - i. Usually chosen for the job by money and social status
 - ii. Most common type of gov't in Greece
 - c. Aristocracy – rule of the noble class – based upon land ownership
 - i. Athens – monarch → aristocracy
 - d. Democracy – ruled by citizens
 - i. Athens – Aristocracy → democracy
- **Athens**
 - a. Free male citizens could vote – 20-30% of the population
 - i. 18yrs of age, citizen parents, no condition of servitude
 - b. women, 50% population, could not vote
 - c. 3 branches of gov't – legislative, executive, judicial
 - i. USA has a Greco Roman system
 - ii. Trials were held in one day – speedy justice
- **Military**
 - a. Persian Wars – ended 490BCE – involved the city-states and the Persian Empire
 - b. Began in Ionia – coast of Modern Day Turkey
 - c. Greeks in Ionia, etc (mostly merchants)
 - i. Part of the Persian Empire (bribes, etc)
 - ii. Fed up by Persian Law – rebellion
 - iii. Forces sent to Ionia to Suppress the Greek Revolution
 - d. Athens, Sparta → soldiers and supply to Ionia
 - e. 25k Persian Soldiers → Greece successful → Persians retreat
 - f. Philippides went to warn Athens → the marathon is named after him
- **Peloponnesian War**
 - a. 431-404BCE, between Athens and its allies and Sparta and its allies
 - b. Athens was attacked by Sparta, who wins

Roman Empire

- **Geography**
 - a. Tiber – river from the Italian Highlands → Tyrrhenian Sea
 - i. Series of 7 hills overlooking the coast on which the Romans built Rome
 - b. 5 sequential myths surrounding the construction of the city
 - i. Romulus and Remus were twin brothers of parents Mars and a Latin Princess
 - ii. Shunned by the King and Queen, they were set afloat on the river
 - iii. Their cries were heard by a wolf who went on to raise them
 - iv. They were then transferred to the care of Faustus
 - v. Romulus murdered his brother and founded Rome
 - c. Alps
 - i. Natural barrier – helped prevent attacks
 - ii. Gauls (from the north) – occasionally would invade
 - iii. Trade was lacking as there were no good roads
 - d. Mediterranean
 - i. South of the Italian Peninsula – “boat shaped”
 - ii. Called the “Roman’s Pond” because of their extensive control
 - iii. Helped in trade, mail
- **Early Rome – 800-509 BCE**
 - a. Latins – came from north of the Alps → migrated south
 - b. Greeks ~775BCE – came to southern coast of Italy looking for land, soil, resources, etc
 - i. Imposed their customs in Latins, such as religion
 - ii. Established 50 colonies → start of the Greek Empire
 - c. Etruscans – more well developed society and army
 - i. Greeks + Et’s became trade partners
 - ii. Romans – Greek religion and government which was passed to Et’s
 - iii. Moved south ~600 to 509 BCE to the coast of Rome
 - iv. Tarquin Superbus – last Etruscan King – cruel and tyrannical
 - 1. Aristocrats bribed the army to overthrow Tarquin
- **The Republic - 509 BCE**
 - a. Social Structure – citizens voted to determine the course of gov’t
 - i. Citizens were free-born males
 - ii. Patricians – wealthy landowners who could vote and hold land
 - iii. Plebians – commoners such as farmers who could vote but held no political office – their vote had a reduced effect
 - iv. Slaves – prisoners of war
 - b. Government
 - i. Executive - Consuls (two executives)
 - 1. 1 year terms, and could not run for re-election for 10 years – done to avoid a possible monarchy
 - 2. Could veto each other, as to allow for a compromise
 - ii. Legislative – senate
 - 1. Early on, was comprised of 300 patricians, and there was a required 10 years in the military
 - a. Were able with domestic AND foreign policy
 - b. Judea – many revolts
 - iii. Judicial – Praetors
 - 1. typically Patrician – interpreted laws and passed judgment

- iv. Military – provided defense for the large empire
 - 1. A starting point for those who wanted to hold public office
 - 2. Divided into legions – 5k infantry and 1k cavalry each
 - 3. Members were originally from Rome, but as areas were invaded, the conquered citizens of joined the military
 - a. If a foreigner joined, they could become a Roman citizen
 - 4. Resistance to the military was seen as punishable by death

- **Cultural Connections**

- a. Trade – a series of roads were built to connect vast areas
 - i. Some roads still exist and are used today
 - ii. Trade occurred with China (silk), India (spices), and North Africa (salt and exotic animals)
 - iii. Emperor Nero has a palace that looked down on the coliseum – he then would retract the canopy to give the people inside heatstroke
- b. Language spoken – Latin
 - i. “Romance” languages of today have their roots in Latin
- c. The Arts
 - i. Used arts a means through which to display their power and strength – large statues of the consuls were built
 - ii. Many large gov’t buildings were built
- d. Laws – “The 12 Tables,” 451 BCE – a victory for the Plebians
 - i. Before, the laws were not written
 - ii. This gave an advantage for Plebians, who could read
 - iii. Roman law placed the burden of proof on the accuser, like US and many other systems around the world
 - iv. Everyone but slaves was under the protection of the law

Christianity

- **Judea – location of modern day Israel**
 - a. The Romans
 - i. Invaded and conquered the area in 63BCE, established naval bases to secure shipping rights
 - 1. At the time, the Roman Navy had encircled the Mediterranean Sea
 - 2. Military rule was in effect
 - 3. There were Romanized and traditional Hebrew scholars
 - ii. Area was volatile – Judea was a source of problems for the Roman Empire
 - b. Conflict – 63 BCE, frequent fighting broke out between the Romans and Hebrew tribes
 - i. There was widespread refusal to abide by Roman rules and taxes
 - ii. Large scale rebellion from 4BCE – 6 CE → thousands of people on both sides were killed
 - iii. Romans sent a massive force to conquer Judea – they succeed
 - c. Diaspora – dispersal of Hebrew tribes – some ended up in Ethiopia, some Chinese also claim to be descendants
- **Jesus**
 - a. Ministry
 - i. Born as a Roman Jew
 - ii. At the age of 30, began teaching and preaching – “performing miracles”
 - 1. Acquired many poor people as his followers – “his charity”
 - 2. Romans saw him as a threat to stability
 - b. Pontius Pilate
 - i. Romans became nervous, arrested Jesus and put him on trial
 - 1. He was found guilty of treason and was sentenced to death by crucifixion
 - c. Apostles – disciples present at the last supper
 - i. Originally, there were 12 of them – duty was to perform missionary work and spread the word of the Christian Faith
 - ii. Peter tried to spread word – Romans did not welcome him, and had him crucified
 - 1. He asked to be crucified upside down
 - 2. Known as the 1st Bishop of Rome – Pope #1
 - iii. By 500CE, Christianity had spread through much of the Roman Empire
- **Roman Empire**
 - a. Persecution – early on in its development, the Romans persecuted Christians
 - i. Because Christians did not view Rome as a god-like figure, Christianity was seen as being insulting
 - ii. Christian leaders began to be crucified or thrown into the arena at the coliseum – became martyrs and encouraged more people to join the Christian movement
 - b. Constantine – 313CE – Roman Emperor
 - i. Milvian Bridge – battle between himself and his enemies
 - 1. As he was praying, “he sees a cross in the sky” – sees this as a sign and has the cross painted on front of their shields
 - 2. states that Christianity is to be tolerated by the Empire

Islam

- **Introduction**

- a. Spiritual Revolution – took place around 7th century CE, affected 3 continents and launched the Islamic Empire
 - i. Empire was launched by the founding of Islam, by Mohammad
 - ii. Would take approx. 1 year to walk from one end of the empire to another
 - iii. While the people from the empire had different backgrounds, their bond was through faith
 - iv. Well renowned for technological innovation and culture
 - v. Muslim scholars were the first to rediscover Greek knowledge, which as been lost for centuries
 - 1. Rebirth of Gk knowledge in 1200's and 1300's
 - vi. Its history is interwoven with that of Europe's – contact with EU was both hostile and friendly

- **Arabian Peninsula**

- a. Bedouin Tribes – nomadic peoples connected by blood
 - i. Most were herders and merchants who competed for scarce resources
 - ii. Tribes ranged in size from 15-100 people
- b. Mecca – East side of peninsula – major trade and spiritual center
 - i. Location of the "Kabba" or "Cube" – housed statues of Bedouin gods and goddesses
 - ii. Also inside the Kabba was a black stone – an object descended from the heavens
 - iii. It was declared that there would be no fighting in the city limits, so as to not drive away merchants and pilgrims

- **Mohammed – 570-632CE**

- a. Early Life – born into Bedouin tribe – both parents died by age 6
 - i. His closest living relative was an uncle, a leader of the Quarysh tribe
 - ii. Originally seen as an outside, he decided to become a long distance merchant
- b. Merchant – took up profession to increase his status in the tribe
 - i. Would travel routes like Mecca→Syria, bringing good back and forth
 - ii. On one mission, he met a woman named Khadija
 - 1. Wealthy widow for who Mohammad would occasionally carry goods for
 - 2. This soon turned into a personal relationship – she proposed to Mohammad
 - 3. Because Khadija is wealthy, he decides to stop working
- c. The Trusted One – "El Amin"
 - i. Begins to study the religion and history of the Bedouin Tribes
 - ii. Kabba – with age, it begins to fall apart and needs to be repaired
 - 1. As the idols are being removed, it came time to remove the stone – Mecca's leaders began to argue as to who should move the stone
 - 2. Mohammad suggests placing the stone on a stretcher of cloth – "he saved the day"

- **The Vision**
 - a. Would frequently leave Mecca to meditate – one night, “Gabriel descended from heaven, presenting himself to Mohammad” – told him that the only true god was Allah
 - b. “Worship of idols is wrong” – you are the messenger, so deliver this word to all people

- **Islam**
 - a. The Prophet – spread the word of Gabriel
 - i. When he told people about this vision, very few people believed him
 - ii. Nonbelievers asked “where is the miracle”
 - b. Koran – “message of god” – “the miracle”
 - i. No original manuscript has been found – earliest is from the 800’s CE
 - ii. According to Muslim belief, the Koran was written during his lifespan

- **Opposition**
 - a. Bedouin – polytheistic
 - i. Approached Mohammad’s uncle – “abandon the tribal protection you have for him” – didn’t want to risk tribal conflict
 - ii. They felt that if people began to believe in Islam, they would no longer come to the Kabba to worship – no \$ to the people there
 - b. Demands – the call to cease protection was denied
 - i. In 619CE, his uncle and wife die
 - ii. Enemies see an opportunity, and issue death threats
 - iii. He leaves with a small contingent of followers – many small trading towns don’t let Mohammad in, however, for fear of repercussions from tribes

- **Hejira – 622 CE – Year 1 in the Muslim Calendar**
 - a. Yathreb – tribal tension
 - i. Mohammad asked to be the mediator between tribal leaders
 - ii. After he solves the tensions, his house becomes the first mosque
 - iii. Yathreb renames to Medina – “City of the Prophet”

- **Five Pillars of Faith**
 - a. Only one god – Allah
 - b. All prayers must be done in the direction of Mecca
 - c. Ramadan must be observed as the holy month – fasting from sunrise to sunset
 - d. Alms – charity for the poor - must be given
 - e. Hajj – should make at least one journey to Mecca in lifetime

- **Return to Mecca – 630 CE**
 - a. Tribal Warfare
 - i. Had spent 8 years in Yathreb – converted over 10k people
 - ii. Felt that he had enough followers to organize an army and claim Mecca in the name of Islam – made new recruits by telling them that if they died in battle, they would go to paradise
 - b. Makes contact with Bedouin, challenges to fight
 - i. Moves troops into the city, with the main target as the Kabba
 - ii. After soldiers secured city, they began to convert the people in both voluntary and involuntary ways
 - c. Death of a Prophet – who would be the next leader?
 - i. Two chosen – Sunni and Shiite

- **The Empire**
 - a. The Message – even though Mohammad was dead, his message was still alive – Arabic
 - i. “Only one god” – the people were bound by faith, not blood
 - ii. Tribes began to form a cohesive group, with a further binding of language
 - b. Military Campaigns
 - i. 700’s – 800’s – initially very successful – as new territory was conquered, the inhabitants were told to convert or die
 - ii. “People of the Book”
 - iii. Damascus and Syria – When conquered, the church in the city began to act as a mosque on Fridays, a church on Sundays

- **Baghdad, Iraq**
 - a. Education
 - i. Creation of universities, libraries, some Christians and Jews used Baghdad as a model
 - ii. Paper, introduced to the Muslims in 800’s – brought from China
 - 1. Manufacturing of it was began in Baghdad – made recordings easier
 - b. Medicine
 - i. Tremendous amount of anatomical knowledge – worked on corpses (thought by EU to be unclean)
 - ii. Performed surgery, and used the method of quarantine
 - iii. Research into the Greeks allowed them to use tablets and information about herbal medicines
 - c. Other Stuff
 - i. Astronomy – large observation towers allowed them to look into the night sky unobstructed

- **Cordoba, Spain**
 - a. Dark Ages – not much technology or scientific advances – feudal strife and wars
 - i. Most Europeans were laborers on farms, died between 45 and 50
 - b. Attacked in toe 700’s, Cordoba did not develop as a European city
 - c. Had sewers, street lights, paved roads

- **Jerusalem, Israel**
 - a. Holy City by Jewish, Muslim, Christian worshippers
 - i. Christians – Christians – Christ was crucified outside the city gates and buried in a cave-like tomb
 - ii. Muslims – when Mohammad died, he ascended to paradise from Jerusalem
 - b. 800’s-900’s – Muslim armies invade, but are forced to coexist
 - i. All 3 groups wanted a claim on the city
 - c. Religious Tension
 - i. 1009 – Caliph El Hakim orders Church of Holy Sepulcher to be burned
 - ii. built around the cave where Jesus was buried, it was seen as highly insulting
 - iii. Christians began to be arrested
 - d. Advisors begin to write the El Hakim had a mental defect
 - e. As word of the events reached EU, discussion began to take place about possible action - Crusades

Africa

- **Ghana – West African, with tropical climate/jungle**
 - a. Heavily involved in the gold trade
 - b. Berbers – African nomads and traders
 - i. After the Romans left North Africa, Berbers took over the power vacuum
 - c. Camel – allowed for the transport of goods along long distances
 - d. Berbers – Make contact with the people of Ghana
- **Trade**
 - a. Ghana has a plentiful supply of gold, but needs many other resources
 - i. Gold ↔ Salt trade with Berbers
- **Decline**
 - a. Muslim Merchants that settle in Ghana become gov't officials
 - b. Over time, most citizens convert to Islam, in 1075, Muslim armies began forced conversions – King of Ghana disappears
 - c. 1250CE – Ghana reappears as a smaller and weaker empire

China

- **Sui Dynasty – 589-619 CE – inefficient at governing**
 - a. Grand Canal – huge public works project
 - i. The gov't wanted a more cohesive empire, and as most roads turned to mud, ability to ship via waterways was needed
 - ii. Stretched from the Yangtze river for 1200 miles
 - iii. Most of the work was done by manual labor - ~1million workers
 - iv. ~400k workers died on the project – some died because of disease, others died from structural collapse
 - 1. This led popular opinion to turn against the dynasty
 - v. Allowed for the transport of rice from South to North China – supply route
 - vi. Simultaneously, the Great Wall was being constructed
 - b. Rebellion – caused by unhappy peasants
 - i. Over-taxation and canal deaths was the main reason for discontent
 - 1. Taxes – peasants were taxed more (as a portion of their income) – erosion of power
 - ii. In 618CE, raised an organized rebel army
 - 1. Found that the official and upper class would give them more power

- **Tang – 618-907CE**
 - a. Territorial expansion – reclaimed land lost under the Han Dynasty
 - i. Military campaigns were relatively successful – also able to take over Korea
 - ii. With new territories, there was a power void
 - b. Civil Service – successful under the Han, it was reorganized for the Tang
 - i. Schools were set up to train possible gov't officials – eliminated the power of large families
 - ii. Students were taught Confucianism and History, as the country was governed by the 5 relationships
 - iii. Exit exam – few students passed
 - iv. Very few peasants entered, as literacy was required
 - c. Decline – began ~800-907CE
 - i. The Western Frontier was continually attacked – trade decreased and the economy was disrupted
 - ii. Muslim armies were winning these border skirmishes
 - iii. The Tang began to hire peasants into the military – created problems as people were taken from farms, and taxes had to be raised on the remaining peasants
 - iv. Series of drought → famine → peasants began to leave farms and start plundering
 - v. It was thought that if an Emperor could not maintain order or ensure a proper food supply he had lost the Mandate of Heaven
 - 1. Peasants believed this to be the case and attacked Chiang' an – the city was burned and the emperor killed

- **Song – 960-1279 – founded by Song Taizu**
 - a. Background/Overview
 - i. Was a major failure as a military power – trouble with nomadic tribes in Mongolia
 - 1. Territory was lost in the N and W
 - ii. Successful in economic and political spheres – China was at its peak
 - 1. better than any other empire at the time
 - b. Civil Service Exams
 - i. All male Chinese were invited to attend – however, no peasants as they were illiterate and had no money
 - ii. Little promotion of elementary education – nothing state run – only people with tutors could hope to enter
 - iii. Under Tang, only 1 exit exam – changed to 3 under the Song
 - 1. Qualifying Exam – yearly at the Provincial Capital
 - a. Fail → retake
 - b. Pass in middle → given village position
 - c. Top percentiles → could move to second level
 - 2. Second Level Exam
 - a. Fail → retake or take a village post
 - b. Middle → given a district post
 - c. Top Percentiles → could move to third level
 - 3. Third Level Exam – given once every three years
 - a. Fail → could not retake – given a district post
 - b. Top → given an imperial level post
 - iv. There was cheating, as the pressure was very high
 - 1. Students caught were kicked out
 - c. Government
 - i. Structure
 - 1. Imperial Government
 - 2. Provincial Government – states/governors, etc
 - 3. Districts – like counties
 - 4. Village – like cities
 - ii. District level - Song wanted less than 100K people – otherwise, too difficult to provide services and supplies
 - 1. Every few years a census was taken, and if over 100K people, district lines were redrawn
 - iii. Villages – mostly farming – hundreds of them in a district
 - 1. As governor could not oversee all of them, leaders had a great deal of autonomy
 - 2. The magistrate paid low base salary, so the local leaders began to charge for dispute settlement – this practice was overlooked by the imperials
 - 3. The peasant who gave the most money to the leader won
 - d. Economy – flourished
 - i. Silk Road – ran from China to Israel – merchants heavily profited
 - 1. Exports – Silk, Pepper, Saffron, Opium
 - 2. Climate was very rough – ran through deserts and mountains
 - 3. Protection was given to merchants while in China through a series of forts
 - 4. Disease spread because of this, however, plague etc
 - ii. Sea Trade – experienced with trade with SE Asia, JP, KR already – began to send ships to India and Persia

1. Marco Polo wrote that the Chinese ships were much larger than EU ships

e. Society

- i. Most people lived in the rural areas
- ii. Urban centers were growing with artisans and merchants
- iii. Canton – heavily influential port city – 100K+ merchants
 1. Because of its location, many shipments came in daily
- iv. Villages were autonomous and isolated
 1. As there was little trade, most people lived their entire life in the village
- v. Gender roles
 1. Marriages were mostly arranged – parents would negotiate finances
 2. Dowry for the wife was given to the husband
 3. Bride would then move into the same house as the groom and his parents – 3 gens in one roof
 4. Women were expected to stay in the house and care for children/cook
 5. Foot Binding – began in the Tang, changed to a custom in the Song – started at age 4/5
 - a. Done to keep women subjugated to men
 6. Men grew nails out – showed that they did not need to work

Mongols

Genghis Khan

- **Goals**
 - a. To unite Mongols and kill the enemy
 - b. To be the only sovereign on Earth
 - c. To create the largest empire ever known
- **Military Campaigns – used tactics such as the mock retreat**
- **Psychological Warfare**
 - a. Spies – spread the word that the Khan's army was invincible
 - b. Matched his words with actions by massacring people in his path
- **Mongol Peace**
 - a. First Mongol language – emperor determined to live forever
 - b. Enforced law + order, created trade rules
 - c. High religious toleration
 - d. Spies – spread the word that the Khan's army was invincible
- **Mail System**
 - a. 300miles/day speed of travelers
 - b. Mailmen had the authority to tell others to give up horses – allowed for the uninhibited path of information

The Mongols

- **Mongol Invasions**
 - a. Prestor John
 - i. By early 1200's, Mongol armies had taken over C. Asia, China, and were moving into the Middle East/Russia
 - ii. Christians in the Middle East were some of the first to receive word of approaching armies
 - iii. As Mongols + Muslims fight, Christians send word back to Europe
 - iv. Europeans are either indifferent or joyful, as they think that approaching armies are descendants of Prestor John
 - v. It was said that there was a ME kingdom headed by king Prestor John in 7th century – all a myth
 - b. Muslims fought with little success, especially in C. Asia
 - i. Seljuk Turks were able to partially stop the Mongols
 - ii. Many conquered people were allowed to practice their religion – some Mongols even converted to Islam
- **Russia**
 - a. Batu – 1236 – led 200K men into Russia
 - i. A previously Muslim Kingdom, Russia was taken over and acquired 1238
 - b. Peasants
 - i. Before the Mongols, life was very hard – laborers with little money and short lives
 - ii. Under the Mongols, life began even worse, as they fled and sought protection from the Russian Princes
 - iii. Princes turned the peasants into Serfs in payment – lasted this way until 1861
 - c. Moscow – Burned – rebuilt in 1240's
 - i. Would become a powerful city (econ and political), due to collected tributes and being seat of power in area for Mongols

- ii. Princes took \$\$ to treasury, which was then inventoried and sent east
- iii. Princes began to skim money off of tribute payments – this practice could mean death, however

- **Mongol Impact**

- a. Destruction – towns and cities – case where physical destruction of cities led to an increase in the number of refugees
 - i. Some cities were untouched by the Mongols – these became overcrowded and placed a strain on their governments
 - ii. Psychological toll – C + W Europe were the last places to be attacked, thus rumors that they were to be attacked preoccupied gov'ts for years
- b. Trade – associated with violence and destruction, but also has positive impacts
 - i. Standard laws from one end to the other
 - ii. Merchants were able to travel great distances without fear of robbery
 - iii. One tech that was introduced to Europe was gunpowder
- c. Disease – in 1346, lay siege to the city of Kaffa
 - i. A colony of Genoa (city state in IT), it refused to give up
 - ii. Commanders in the Mongol Army began to notice that their troops were dying of a disease – these were then catapulted into the city walls
 - 1. When the Italians transported bodies to the sea, they were merely spreading the disease
 - iii. When the Genoese retreat, they take the disease with them, eventually to Europe
 - iv. 25 million died in Europe from the plague – 1/3 the pop in 15 years
 - v. Caused by infected rats who transfer dirty blood to humans through fleas

Japan

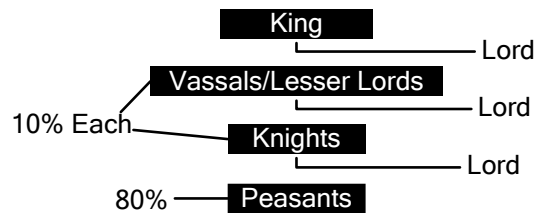
- **Geography**
 - a. Archipelago – island chain
 - i. Composed of 4 large islands, 4000 smaller islands
 - 1. Hokkaido, Honshu, Shikoku, Kyushu
 - 2. Most people live on Honshu
 - b. Land - Constructed through a series of volcanic eruptions
 - i. Mountainous terrain in many areas – only 15% arable ∴ much food comes from fishing
 - ii. Most of the arable land is on Honshu – rice farms, so diet is high in rice and seafood content
 - iii. Comprised of islands, Japan was heavily isolated, like the Greeks
 - 1. Ruled by local leaders
 - 2. Viewed the rest of the world as inferior
 - c. Climate – mild throughout most of the islands, with the exception of Hokkaido (heavy snow)
 - i. Moderate rainfall – most falls May thru Oct (typhoon season)
- **Early Japan – 5th Century**
 - a. Hundreds of clans, each with their own political system, economy, religious sect
 - i. Each had its own army – ranged from 30 to thousands
 - ii. Fought frequently over resources such as farmland and logging rights
 - b. Shinto – connected to nature (similar to Taoism)
 - i. Connected to various physical features (mountains, rivers, etc)
 - ii. Food offerings were made to gods in hope of rain, end to extreme weather, etc
 - c. Rising Sun – seen on today's flag, represents Nippon
 - i. Shinto Myth – Sun goddess by the name of Amaterasu
 - ii. Sent her grandson to Earth armed with a bronze mirror, iron sword, and a jeweled necklace, and stones to keep him safe
 - iii. Clan leaders who claimed to be his descendants said they had the right to rule

Europe

- **Feudalism**

- a. Roman Empire
 - i. Built mostly through intimidation and violence
 - ii. With each generation, inhabitants grew more used to Roman rule – grew up in an increasingly Romanized world
 - 1. A minority of people saw the Romans as outsiders
 - 2. Legions – a reputation of invincibility – welcomed for their security
 - iii. Uniform civil code
 - iv. Stable gov't – high promotion of order, as they ruled with a great deal of structure
 - v. Economy – strong, as legions protected trade
 - vi. 476CE – Western Roman Empire collapses
 - 1. Disease, plague, lead poisoning (gov't officially had indoor plumbing made of lead – eventual poisoning led to their inability to judge clearly)
 - 2. Nomadic invasions from E and C Europe
 - 3. Political system collapses, leading to a void in power

- b. Hierarchy



- i.
 - ii. Bottom to Top
 - 1. P→King, P→Vassal, P→Knight; "Lord"
 - 2. Knight→Vassal, Knight→King; "Lord"
 - 3. Vassal→King; "Lord"
- c. Feudal Contract – end of the Western Roman Empire
 - i. Based on rules and obligations, lasted a lifetime for most people
 - ii. Sometimes these contracts were verbal – assumed
 - iii. Lord would grant Vassals "fiefs," or plots of land, which would then be divided among the serfs to work on
 - d. Kings would send their sons to military school – training to become a Knight
 - i. When 21, ceremony of knighting took place – Vassals collected \$ for the king
 - ii. POW's would be held for ransom, not killed
 - e. Knights – warrior class
 - i. Followed a code of conducts called Chivalry – religious and moral virtues
 - ii. Told to "face the enemy" and not attack from behind – also prohibited the attack of women and children
 - iii. These rules were rarely followed – Chivalry became a set of social rules
 - iv. "Must use 3 fingers or utensils," "can't spit at table"...

- **Manorialism**

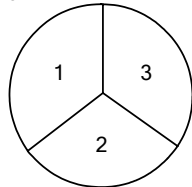
- a. Design of Manor

- i. Surrounding woodlands provided resources for fire and buildings
 1. Peasants needed permission to go into the wood to gather supplies
 2. Lords hunted for their family
 - ii. Pasture – grazing land for animals
 - iii. Lord’s house – frequent invasions by enemy kings led to the Lords’ houses to be surrounded by walls
 1. Not nearly as much protection as a castle – only for deterring
 - iv. Land for the church was donated by the Lords (Catholic)
 - v. Tolls were charged for people to cross through the Manor – if \$ was not paid, they would be turned back
 - vi. Mill – free for use by peasants IF they gave part of their crops
 - vii. Peasant housing – 1 room with sod roof, dirt floor, cooking pit, outhouse
 1. Bed, change of clothes, candle, few utensils
 - viii. 3 field system

- b. Social Roles

- i. Lord – usually a knight – had other knights under his command (in town, a castle, etc)
 1. Lived to be 50-60 years old
 - ii. Peasants (serfs) – if rebelled, Knights were called in
 1. Lived to be 40 years old max
 2. Bound to the land – could not leave, and were forced to work 14-18hours/day
 3. Under the Romans, villas became manors, slaves became serfs
 4. Very little social mobility – if the man left, it would be death for the wife and kids
 - a. 25% infant mortality for peasants
 5. System was in place all over Europe – declined in 1300’s in most of Europe, 1800’s in Russia
 - iii. Priests – Latin or Greek, from the aristocratic class
 1. Peasants sometimes joined the monastery, but this was rare, as most could not read

- c. 3 Field System



- i.
 1. After 1 season, “1” laid fallow, planted in “3”
 2. After 2 seasons, “2” laid fallow, planted in “1”
 3. After 3 seasons, “3” laid fallow, planted in “2”
 4. Laid fallow – to rest
 5. Clovers were planted in fallow fields to aerate the soil
 - ii. Crops varied by season – allowed for backup in the event one crop failed
 1. Spring – Barley, Peas, Beans, etc
 2. Winter – wheat and rye
 - iii. Land was divided into plots, Demesne – fields for exclusive manorial feeding
 1. Regardless of the harvest, 15-20% of the food went to the manor – surplus was sold for money

- d. Significance
 - i. The sole economic system in Feudal Europe
 - ii. Manorialism + Feudalism go together – Manorial was the social aspect
 - iii. Manors were self sufficient – contact with the local town for trade
 - 1. No long distance trade was needed, as the towns were at max 3 miles away

Indian Ocean Trade

- **Geography – Horn –N→ Tanzania**
 - a. Unique culture – not very much influence from the west, due to little contact
 - i. EU was restricted to the NW coast of Africa, little contact with East Africa
 - ii. When sailing around Africa to India, E Africa was only a supply stop
- **Immigrants**
 - a. 1st Century CE – 10th Century CE
 - i. Bantu – speak language called “Bantu”
 - 1. Leave S/SC Africa due to a lack of resources (large population)
 - 2. Some move to East Africa, start to dominate over the indigenous population
 - 3. The Bantu culture prevails – indigenous people begin to intermarry as well
 - ii. 8th and 9th Century – immigrants from S. Arabian Peninsula → Gulf of Oman → Somalia
 - 1. Moved for several reasons to the “Zanj” (Arabic for E. Africa)
 - a. Rumors of gold and other resources
 - b. Some left as refugees of the wars between Islamic and Non-Islamic forces
- **Cultural Diffusion**
 - a. Dispersion of culture – Islam was new to Africa
 - i. Many, but not all, E. Africans converted
 - ii. Somalia – now 90% Islamic population
 - b. Arabic, when mixed with native African tongues, became Swahili
 - c. Trade began to flourish
- **Trade – 30 major cities by 12/1300's**
 - a. Some cities were very wealthy, due to exports of gold, ivory, iron, slaves, exotic animals
 - b. Trade with the ME was smooth, as there was a common religion/language – “brotherhood”
 - c. Some goods went to India and China as well
 - d. 3 major cities
 - i. Mombassa – Kenya, major trade port
 - ii. Zanzibar – island offshore on Tanzania
 - iii. Mogadishu – located in Somalia
- **China**
 - a. Cheng Ho – made 7 voyages from 1405-1433
 - i. Was a Muslim from W China, along the Silk Road
 - ii. Was a Eunuch by choice – “an honor”
 - 1. This was done so that he wouldn't have relations with any of the Emperor's concubines
 - 2. This way, the emperor could be guaranteed if a heir was his
 - iii. An expert captain
 - b. Trade Contacts
 - i. 7 long distance voyages were made out of curiosity and desire for new trade paths
 - ii. Routinely put life on the line – ocean voyages were very difficult
 - 1. sailors tried to hug the coasts, but sometimes they were forced into open water

- 2. Past Pakistan, there were no maps made of the coast
 - iii. Orders were made by the Emperor for exotic animals
 - c. Discontinuation
 - i. Voyages were ended in 1433, as they were not seen to be cost effective
 - ii. Money was needed to fight the Mongols

Islamic Civilization

- **The Crusades - 1099**
 - a. Byzantine Empire – Eastern Roman Empire
 - i. Survived until 1453, well beyond the Western Roman Empire
 - ii. Named after the capital Byzantium – renamed Constantinople
 - iii. Enemy Armies – Muslims – attacked parts of the empire (lost territory in Syria, Israel, Turkey)
 - 1. Alexis the 1st – becomes alarmed as enemies approach – asks for protection of the Holy Sepulcher (the burial grounds of Christ) – holiest church in the Christian faith
 - 2. As Jerusalem is attacked, Pope Urban II is galvanized to act through means of the Catholic kings of EU
 - 3. Schism between E and W Catholics did not deter this – “Muslims are the enemy”
 - iv. Pope tours Europe (1093-1096), delivers sermons denouncing Muslims and the unjust war – calls for 100K men (many French, some Germans)
 - 1. Supply line extends for 300 miles into E Europe
 - 2. Troops journey from 1096-1097 to reach
- **Jerusalem – 1099**
 - a. Crusaders enter Jerusalem in 1099, the 100K large army overwhelms the Muslim defense force – many Muslim civs and soldiers are killed - Arab Christians are also killed
 - b. Some escape from Jerusalem into the Arabian Peninsula and Baghdad
 - c. 10K Crusaders stay in Jerusalem, 80K return – because most Muslims had been killed, the role of the remaining was to build castles
- **Castles – safe supply route**
 - a. Crusaders built castles every 20-30 miles with 600 knights each to extend into Asia Minor
 - b. If attacked, a bonfire would be set in the courtyard – other castles would see this and come to the ailing castle's aid
- **Muslims**
 - a. Caravans supplied trade products
 - b. When knights on patrol encountered Muslim merchants, they would often rob them of spices (especially pepper)
 - i. Soldiers set up a spice trade with EU
 - ii. Wanting to maintain a supply, the knights begin to cooperate with the Muslim merchants – first int'l trade in 700 years
- **Saladin - 1138-1198**
 - a. Jerusalem, 1187
 - i. After 100 years, wanted the city back – marches on Jerusalem with a 12K man army
 - ii. Even though they outnumber the number of knights – 10K – Saladin's men are at a disadvantage because of the inefficiency of a frontal attack
 - 1. While making battle plans, notices that the ground is parched – burns easily
 - iii. 800 men rode to the city gates and began to fire – once fire was returned, they retreated slowly, and led out the Knights until darkness fell

1. Knights set up camp, decide to search for Muslims in the morning
- iv. In the morning, the Muslims were ordered to bring torches with them
 1. Within a mile of the Crusaders' camp, Saladin's army lights the grass on fire
 2. Winds push fire towards the camp – by the time alarm is sounded, most trapped – in total, 6K die
- v. Saladin then lays siege to Jerusalem
- b. Results
 - i. Saladin decided not to seek revenge against the Christians in the area – religious toleration
 - ii. This did NOT end the Crusader cause to capture the city

- **Mongol Invasion**

- a. Hulegu – a grandson of Genghis Khan
 - i. When Genghis died, the empire was divided into Khanates
 1. Hulegu was in charge of one of them – highly ambitious
 - ii. Starting in the 'stans, Hulegu decided to move West and conquer Mesopotamia and Egypt – wealthier regions of the Islamic world
- b. Three Horse Rule
 - i. To belong to the Mongol army, one needed three horses
 - ii. Two reasons for this
 1. Psychological warfare – bags of hay would be put on 2 horses, rider would be on the third – made the army look much larger than it really was – many rulers surrendered
 2. Mongols would use the horses as backups – near the battle site, they would kill and eat horse #1 – horse 2 was for the battle, horse 3 for the return home
- c. Seljuk Turks – 1243
 - i. Attempted to defend their territory – defeated by the Mongols
 - ii. Good for the Ottomans, as the empire developed
- d. Baghdad – 1258
 - i. Mongols approach, Hulegu attempts to take over Mesopotamia
 - ii. Sends an emissary, who is then accepted by the Caliph
 1. "If you surrender, your citizens will be spared" – Caliph refuses and kills the emissary
 - iii. Hulegu has siege weapons, and is able to break into the city – reported that 800K people along with the Caliph are killed
 1. Bodies of the dead were stacked into 30foot tall towers – meant to intimidate other kingdoms
 - iv. Worst catastrophe ever for the ME

- **European Response**

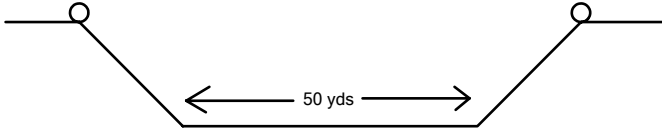
- a. Nestorians – Ethnic Europeans who helped the Mongols as spies
 - i. Seen by the Muslims as traders and pilgrims
 - ii. This practice was stopped when the Mongols attacked Russia, a Christian nation
- b. Mamluks – POWs who defeated Mongols

The Maya

- **Geography**

- a. Mesoamerica (Middle America) – Pre-Columbian Period
 - i. Consisted of Mexico through Panama
 - ii. Yucatan peninsula – juts into Gulf of Mexico, Caribbean Sea
 - iii. Commonality – stone monuments, religion, language, writing
- b. Climate
 - i. Warm tropical – moderate to heavy rainfall (May to October)
 - ii. Disadvantage – tropical climate = jungle → little arable land
- c. Agriculture
 - i. No metal tools, so sharpened stone axes were used to cut trees down
 - 1. “Slash and burn” – not as labor intensive, would allow for Carbon to fertilize the soil
 - ii. Swamps were drained (room for the growing population), and canals were built
 - iii. Crops – Maize (corn), Yams, Cacao Beans
- d. Population – 20K-250K
 - i. By year 800, there were 5 million Mayans
 - ii. Through crops, most people were supported – however, pop>>available crop
 - 1. Many cities abandoned by 900-1000
 - iii. King → Scribes/Priests → Artisans → Farmers → Slaves → POW

- **Cities**

- a. Design – pyramids were temples for gods and goddesses
 - i. Gov’t buildings and palace for King and his family
 - ii. Market place, residences for scribes and artisans were also present
- b. Ball court
 - i. The diagram shows a cross-section of a Mayan ball court. It consists of two circular hoops, one on each side, mounted on a raised platform. A horizontal line with arrows at both ends indicates the width of the central court, labeled as 50 yds. The sides of the court are sloped downwards from the hoops to the central court.
 - ii. Mayans would wear pads, try to move a ball through the hoops without using their hands or feet
 - iii. The loser would be religiously sacrificed to the gods
- c. Stelae – stone pillars with hieroglyphics
 - i. Some still exist today – tell accomplishments of rulers, cities, etc
 - ii. Used in religious ceremonies and sacrifices as well
- d. Chichen Itza – “Mouth of well”
 - i. Pyramids – 91 steps per side + 1 platform = 365 horizontal standing surfaces
 - ii. A well was excavated in 1923, where thousands of human remains were found – once executed, people were thrown into the well
 - iii. Survived until the early 1400’s, one of the longest surviving Mayan cities
 - iv. Hieroglyphics were found in an underground burial chamber – sacred
- e. Tulum – “City of Dawn”
 - i. On the Caribbean coast
 - ii. All buildings were built facing east – rising sun
 - iii. Not discovered by the Spanish until the 1600’s – guarded by a forest

- **Writing System**
 - a. Hieroglyphics
 - i. 287 known glyphs
 - ii. Used to record myths, religion, gov't activities, tribute collection
 - iii. Knowledge Lost
 - 1. De Landa – arrived in the Yucatan in the mid 1500's, attempting to convert the locals to Catholicism
 - 2. Finds Mayan writing – beings to destroy as much as possible to eradicate signs of pre-Columbian life
- **Calendar and Numerical System**
 - a. Two types – solar (365 days) and sacred (260 days)
 - i. Long count – fixed date
 - ii. Year 1 – 3114BCE
 - b. Base 20 counting
 - i. Line = 5, dots on bottom = 1, dots on top = 20
 - ii. $\begin{array}{c} \bullet \\ \hline \bullet \bullet \end{array} = 32$
- **Collapse Theories**
 - a. Overpopulation – unable to support with food
 - i. 5million people at the height of the empire
 - b. disease
 - c. foreign invasion – Aztecs
 - d. Internal conflicts

The Renaissance

- **Bubonic Plague**

- a. Hopei Province, Northern China – near Mongolia – first written record of epidemic
 - i. Dated to 1330CE – approx 5 million Chinese in the area died
 - ii. Epidemic – localized disease → moved and affected a larger area
 - iii. Pandemic – not localized (across many continents)
 - 1. Transmitted through trade routes – high speed transmission
- b. Kaffa – located on Crimean Peninsula (near Black Sea)
 - i. Plague – 1346CE – had come into the Genoan city state
 - ii. 1346 – Mongols lay siege to city, soldiers begin to die mysteriously – corpses thrown into the city
 - iii. When the Kaffkites fled, the disease was transmitted to Italy – Sicily → Genoa
 - iv. Most infections were due to rats and fleas in the cargo
- c. Consequences
 - i. Italy was especially hard hit
 - 1. Venice and Genoa lost over 50% of their population
 - 2. Milan had <100 deaths – able to effectively control the spread of the plague through quarantine
 - ii. Because most Europeans were unfamiliar with infectious diseases, there was major death
 - iii. Symptoms – high fever, coughing, sneezing, joint pains, bumps on lymph nodes → progressed to abdomen, turns black
 - iv. “Ring Around the Rosie” – nursery rhyme about plague
 - v. Small town outside London – had survivors of the plague – ancestors still live
 - 1. Took blood samples – all had the Delta-32 gene – immunity
 - vi. 25 million dead (1/3 population) – many job openings
 - 1. Manorial peasants were able to move to the city and get jobs even without experience
 - 2. Competition to keep peasants led to an improvement in conditions, creation of the middle class
 - vii. Clergy – hardest hit, as they gave last rite and contracted disease – 80-90% dead

- **Rebirth**

- a. Italian city states – first to recover and rediscover Roman knowledge
- b. Economics – high banking and trade – prominent families such as the de Medici – founders of the concept of interest
- c. Personal and state wealth – aided by new surge in banking
 - i. Taxes – because there was lots of income, amount of taxes was high, surplus created
 - ii. Money was spent on entertainment – arts, literature, drama
 - iii. Wealthy – patrons of the art – hired sculptors, etc
- d. Took place in N Europe later than in Italy
 - i. By 1500CE, condition was much like in the city states
 - ii. Economic shift – Italian condition begins to stabilize, N Europe began to climb
 - iii. 1492 – Columbus’ voyage means more \$\$ for N Europe
 - 1. Trade with ME, Mediterranean, Asia slows down

Protestant Reformation

- **Babylonian Captivity (Diaspora, refers to 70 year time period in which Jews held in Babylon)**
 - a. Philip IV – king of France in late 13th century
 - i. Had difficulties with foreign diplomacy
 - ii. Longtime rival of England – many wars, each costing a lot of money
 - iii. After a series of wars, the treasury had run dry
 - b. Tax – raised to pay for war
 - i. Commoners already had a heavy tax burden – no more money to give – thus, their tax could not be raised further
 - ii. Nobility – if taxed, favor would be lost
 - iii. Only option left was the church
 - 1. Typically very wealthy – land, 10% of the income of each parishioner (tithe)
 - 2. Taxation of the church was unprecedented
 - c. Papal Reaction
 - i. 1294 – Pope Boniface VIII – ordered the churches not to pay the tax
 - 1. Papal Bull was written, ordering Philip IV to stop taxing the church
 - ii. Philip IV – while fearful of excommunication, continues to tax clergy, elicits protest
 - iii. Because he is head of the nation, doesn't want to be excommunicated – hires mercenaries (headed by his brother in law) to kill the Pope
 - 1. Mercenaries find the Pope in his villa at Agnai – defeat the bodyguards – leader of the mercenaries isn't able to kill the Pope, as he is Catholic
 - 2. Pope later has a series of strokes – dies under a month later
 - iv. French Pope is elected, seat of power moved to Avignon (South France) until 1378 (~4 popes)
 - 1. Allowed for taxation of the clergy
 - 2. Because of its location in France, other Europeans saw the Catholic church as corrupt
- **Plague**
 - a. Consequences
 - i. 80-90% clergy dead – not enough to collect tithe
 - ii. Job vacancies – Pope wanted to fill positions as quickly as possible
 - 1. Many unqualified people were hired – illiterate, no training, etc
 - 2. For example, people were given bizarre advice in confessionals
 - iii. People began to doubt the authority of the church
- **Great Schism**
 - a. 3 popes elected in 1378 – 2xItalian, 1xFrench – problem = don't know what pope to follow
 - b. 1417 – popes begin to accuse each other of crimes (murder, incest) – all resign
 - i. German pope Martin V elected – highly neutral
- **Luther – Protestant Reformer**
 - a. 95 Theses – 1517 – complaints and questions about practices of the church
 - i. Nailed to a church door in Wittenberg
 - ii. Main protest – sale of indulgences (if a sin was committed - \$→church= sin absolved) – most successful protest

- b. Papal reaction – Leo X - excommunicates Luther
- c. Diet (meeting) of Worms (town Würms)
 - i. Luther from Saxon – Holy Roman Empire (HRE) – Charles V – Leader
 - 1. Common element – Catholic church
 - 2. Saw Luther as a threat – felt that he would dissolve the church, so calls meeting
 - ii. Voices his concern, orders these be revoked – Luther refuses, so he becomes an outlaw (no longer protected)
- d. Prince of Saxony – Frederick IV – meets with Luther and takes him to castle Wartburg
 - i. Ideas were privately supported
 - ii. Luther stays in the castle for 3 years, translated the Bible from Latin to German
- e. HRE Reaction – many German states
 - i. Peasants supported this because it was seen as a revolutionary idea – no longer wanted to be subject to their landlords
 - ii. Merchants and Artisans – disliked tithe, liked Luther's idea that money was not sinful
 - iii. Conversion was not easy or quick – 30 years war – 1618 -1648 – Catholic vs. Protestant princes
 - 1. Treaty of Westphalia – 1648 – gave the princes the right to choose the religion of their state
 - 2. Religious tolerance

The Enlightenment

- **New Thinking**
 - a. Scientific Revolution – 1700's-1800's
 - b. New ways of thinking – Scientific Method – searching for the truth
 - i. Logic and reason – ideal method
 - ii. Truths of the past should be questioned with math and science – new theories
 - c. Advances in the medical and technological fields
 - d. Social Sciences – history, economics, political science, geography, cartography, sociology, psychology
 - i. Analysis of thought process would lead to a better society
 - ii. Political Science
 - 1. Thinkers were against the absolute monarchy – felt that a constitutional monarchy was better
 - a. France and England followed this
 - 2. People needed rights guaranteed in a constitution – freedom of speech, religion, etc
 - a. Freedom of religion was a hot topic – reformation in 1500's and 1600's
 - b. Freedom of speech – no retribution
 - iii. Economics
 - 1. Adam Smith – Wealth of Nations – advocated Laissez Faire – free market
 - a. Competition was good, people should be free to earn the max amount of money
 - iv. Sociology – social norms, behaviors, and laws
 - 1. Concluded that crime could not be controlled by brute force
 - 2. Rehabilitation – new idea – criminals would be imprisoned, taught during their jail term
- **Principles - 4**
 - a. People are improvable
 - i. Radical thought, as society was still stratified
 - ii. I.e., farmers could be taught to read, be reassigned to a higher class
 - b. Education could improve people
 - i. Discouraged blind faith (religion) – truth can only be attained with logic, reason, science
 - c. People should be free (antislavery) – would make progress inevitable
 - d. Religious tolerance – intolerance only lead to wars, which were pointless
- **Goals**
 - a. Society wanted to be free
 - b. Through education and motivation to acquire wealth, people will have a better quality of life
 - c. Mary Wollstonecraft – saw the thinkers as biased
 - i. If man should have rights of a monarch, felt women should have rights of men
 - ii. Tried to promote her ideals – radical thought during that time

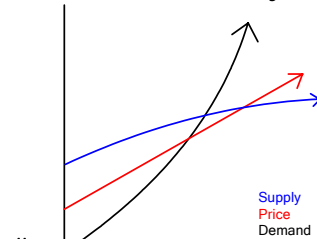
The Ottoman Empire

- **Mehmet II – 1451-1481**
 - a. 12 years old when he became sultan – heavily influenced by advisors
 - b. Ambition – mostly acting on advice from his advisors
 - i. Main goal was to gain territory for the empire
 - c. Constantinople – lies between Balkans and Asia Minor – city fell in 1453
 - i. Needed to win over the city to expand
 - ii. Last Christian stronghold in the region – a desired target since the 1st sultan Osmond, in the 1100's
 - 1. Symbolic – Muslim vs. Christians
 - iii. Commanding trade location, but also strategically placed in terms of defense – Turks were wary of fighting a two front war
 - iv. Population of the city was only 50K (10% of pop in 1300)
 - 1. 7-8K soldiers, Ottomans had 100K
 - v. 3 rings of walls surrounded the city, some were 100feet tall and 30 feet wide – only way to get into the city would be through the navy
 - 1. The Turks tried to surround the city, but were stopped by a submerged chain lying across the channel
 - 2. The boats were wheeled across, and lay siege to the city
 - vi. May 24, 1453 – Ottomans enter city, defeat the Christian army
 - vii. Mehmet – goes to Hajia Sophia, orders it to be converted to a Mosque
 - viii. Name changed to Istanbul
 - d. Rhodes – 148 – island off the SW Coast of modern Turkey
 - i. Invaded by Mehmet II because it was a Christian outpost on an island (castle + town)
 - ii. Once served as a trade center – when the Ottomans took over Asia minor, it became a military base
 - iii. Rhodes frequently attempted to harass Ottoman shipping with the help of pirates – Rhodes would give safe harbor to pirates if they looted the Ottomans
 - 1. Invasion was carried out to put an end to this
 - iv. Ottoman soldiers charged towards the castle, but had to retreat – a bitter loss after Constantinople
 - v. Mehmet died at age 42 of a stroke
- **Suleiman – 1520-1566 – considered the greatest sultan**
 - a. Early Life
 - i. Highly educated – was groomed to become a sultan (learned to read, write, Muslim faith)
 - ii. Also trained as a goldsmith – believed it would help him connect with subjects
 - iii. Became a sultan at age 26 – wanted to expand the empire
 - b. Ibrahim Pasha – childhood friend, highly influential
 - i. It is believed that he was a Greek convert to Islam
 - ii. Devshirme System – abducted and enslaved children from the Balkans, then Ottomanized
 - 1. Children would then become Janissary (soldiers and bodyguards) or gov't officials
 - 2. this was done so the ultimate loyalty of the children would be to the sultan – they thought themselves to be orphans – “children of the sultan”
 - iii. Married Suleiman's sister, nominated to become the Grand Vizier

- c. Kunen – Law Giver
 - i. Brilliant military leader, but was known for order at home
 - ii. Wrote a single legal code for all of the empire – united everyone
- **Rhodes – 1522 – still controlled by Christians and aided by pirates**
 - a. Suleiman decided that this would be his first major military campaign
 - b. Upon charging to the castle, the troops would be kept far away and artillery would be sent over the wall
 - c. Slaves were ordered to build tunnels towards the wall, put gunpowder inside
 - i. After 145 days, the fuses were lit and the walls were brought down
 - ii. Many slaves died in the tunnel collapse – not all could escape
 - d. Troops pored through walls, took over the island within a matter of days
 - e. After the campaign, his reputation increased – the sultan who could conquer Rhodes
- **Mohacs – 1526 – on the west side of the Danube river, attacked from the East**
 - a. Believed Danube R was the last natural barrier to Ottoman expansion
 - b. Hungarian King Louis – most of his soldiers were peasants without training
 - i. Forces destroyed by Suleiman, Lois killed in battle
 - ii. Europe became very worried, as the last natural barrier had been breached
- **Vienna – 1529 – capital of Austria**
 - a. After Mohacs, Ottomans stop at Vienna – large and fortified city
 - b. EU gathers coalition to defend the city – hoping to stop Suleiman
 - c. Suleiman reaches Vienna in late September
 - d. First 2 Ottoman assaults were repulsed, decided to lay siege to the city through the winter
 - i. Winter came early, Ottomans faced heavy snow – soldiers died of exposure and disease
 - ii. Decided to retreat
 - iii. Vienna celebrates – croissant invented by Austrians to symbolize this (crescent shape)

Exploration

- **Crusades – Christian reclamation of Middle East – resulted in trade**
 - a. Exchange develops between EU and Arab merchants
 - i. EU gains insights into a mostly unknown world
 - ii. Spices and Silk – two major import items into Europe
 - b. European Market – mostly upper class
 - i. There was a heavy increase in demand – supply not as high



- **Ottoman Empire – began to take over the Byzantine – 1453, Constantinople**
 - a. Fear – EU has increased power in Europe
 - b. Turks – much different then the previous society
 - i. Muslims wanted control of ME, Holy Land, N. Africa
 - ii. Turks saw it as their destiny to control Europe
 - c. Inter-regional trade – disrupted by the Turk takeover
 - i. Supply went down, as trade with ME/Asia restricted
 - ii. Exceptions – Venice and Genoa – signed non aggression treaties with Ottomans
 1. Open trade → high prosperity
 - iii. EU looked for new ways to circumvent the Ottomans
- **Sea Voyages – 14th Century**
 - a. Technology – not many nautical advances (compass, etc), so the sun was used to navigate
 - i. Long distance voyages were very dangerous – until 1300's, tech barrier
 - ii. 1291 – Vivaldis – leave Genoa, headed west of Portugal towards Canary islands – lost at sea
 - iii. Boats – typically a V shaped hull – rode low in the water, so waves could easily come in
 1. Lack of cargo area – could not go for long voyages
 - b. India – most attempting to find a sea route from Europe
 - i. Source of most spices and silk
 - ii. EU wanted direct trade - bypass Ottomans
 - iii. During 1300's, lack of technology to do it
- **Technology – 15th Century**
 - a. Compass – introduced ~1430 by Arab merchants who got it from Chinese (had for centuries)
 - i. Tremendously helped with navigation
 - b. Rounded hulls were introduced – rode much higher in the water, and could carry more cargo
 - i. Allowed the use of cannons on deck – antipiracy

- **Portugal**

- a. Geographic location – heavy influence on economy and foreign policy
 - i. Interested in Atlantic voyages – aggressively built rounded hull ships
 - ii. Aware of Africa, but did not know how far south it extended
- b. Henry the Navigator – Member of the Royal Family
 - i. Interested in sailing + exploring – first explorer in Europe
 - ii. Takes a fleet to Africa – makes it to Sierra Leone – turns back because of a lack of supplies
 - 1. Able to chart the coast in detail
 - 2. Stopped at some points, brought back gold and slaves
- c. 1492, when Columbus finds Indies, Portugal steps up speed
- d. 1488 – Vasco de Gamma – keeps coastline in view at all times
 - i. Finds the southern tip of Africa, but is ravaged by storms - crew demands a turnaround
 - ii. Goes to King John – found the Cape of Good Hope
- e. 1498 – Vasco de Gamma runs out of supplies – stops in Mombassa (east coast of Africa)
 - i. Some crew went on shore – the crew on the ship were almost hijacked – fended off
 - ii. Arabs grew to dislike the Europeans
 - iii. De Gamma makes it to India, buys slaves to prove to king that he had found India
 - 1. Slaves and spices sent to India
 - 2. This trade allows Portuguese to sell spices at 1/5th the price of anywhere else – monopoly

- **Spain**

- a. Unification – 1492
 - i. Muslim fortress in Grenada attacked and defeated by Spanish → allowed to be a unified Kingdom under Ferdinand (Aragon) and Isabella (Castille)
 - ii. Allowed the gov't to focus on building the Armada, exploration – trade lagged behind Portugal, however
- b. Italian Navigator – 1492 – Columbus
 - i. Approaches Ferdinand and Isabella about expedition, secured funding and decided to sail under the flag of Spain – all claimed lands were for Spain
 - ii. His plan was to go west, sail to India
 - iii. Arrives in San Salvador – “The Savior” – Bahamian Chain of Islands
 - 1. Comes into contact with Natives, calls them Indians – he believes himself to be off the coast of India – now called West Indies
 - 2. He believed he was in India – refuted by most sailors

- **Caribbean Experience**

- a. 1508, PR claimed by Spain | 1511, Cuba claimed by Spain – looking for gold that wasn't there
- b. By 1520, given up on the gold hunt, began to grow cash crops
 - i. Sugar, tobacco, needed workers – slavery was instituted

- **Magellan – 1519 – goal was to circumnavigate the globe**

- a. First to go through bottom of S America – “Strait of Magellan”
- b. Philippines – 1521 – claimed for Spanish until 1898 - Filipinos not happy with Spanish, rebelled – Magellan Killed, crew returns home

The Aztec

- **Rise to Power**
 - a. The Toltec – from the N. Valley of Mexico – most dominant group until 1150
 - i. Invaded by nomads
 - ii. Tula - one of the last Toltec cities to fall – 1150 – end of the Toltec as a cohesive empire
 - 1. Void develops waiting to be filled
 - b. Lakes – southern Valley of Mexico – provided natural resources
 - i. Adobe bricks, reeds (roofs and brick reinforcements)
 - ii. Groups fighting for total control; Aztec – one of the smaller groups, less sophisticated, but much better warriors
 - iii. Most groups didn't trust the Aztecs, thus, they found it hard to settle down
 - 1. Positive – they were hired as mercenaries, started to gain allies
 - c. The Legend – wandering would end when they witnessed an eagle eating serpent
 - i. Witnessed on Lake Texcoco – believed that the gods wanted them to settle there → began to establish a permanent settlement
 - ii. Náhuatl – language of the Aztecs – connected them to the Toltec
 - 1. Claimed to be direct descendants, thus, had a direct inheritance
 - 2. Failed to see that other tribes also spoke language
- **Tenochtitlan – 1325**
 - a. Defense – located on an island – hard for invaders to reach it
 - i. Aztec begin to become a civilization
 - b. Canals – “Venice of the New World” –Aztec created them to connect every part of the city
 - i. Advantage for transport, trade with neighbors
 - c. Construction – Aztec began to quarry stone for temples and palaces
 - i. Unclear if Aztecs followed the lead of the Mayans
 - d. Built palace for emperor – 1440-1450 – by the mid 1400's, larger than any Spanish city

The Inca

- **Geography – Ecuador to tip of SA – Same time period as Aztec**
 - a. Andes – runs south along west of South America
 - i. Usually, rugged terrain prohibited cohesive empires, such as in Greece – not in this case
 - ii. Trade was difficult
 - iii. Advantageous for defense – the last surviving Amerindian empire, as the mountains prohibited invaders from easily coming in
 - iv. Provided stone – quarried to make buildings, temples, road pavement
 - b. Borders – well defined
 - i. East – Amazon – dense jungle, clear and well defined
 - ii. West – Pacific Ocean – only the Spanish invaded through that route
 - 1. provided a source of food

- **Pachakuti – 1438-1471 – founder of the Inca Empire**
 - a. Military campaign – trying to gain territory – tremendous success
 - b. Cuzco – capital city
 - i. Over time, became a major city in the Inca Empire
 - c. Empire was broken into 4 parts, each ruled by a male relative – states
 - d. Hierarchy – same as Aztecs
 - i. Emperor
 - ii. Nobles/priests ← Advisors
 - iii. Warriors ← Security force
 - iv. Commoners ← provided $\frac{3}{4}$ weeks of service to emperor
 - v. Slaves ← Indentured
 - e. Roads – some roads were paved, to allow soldiers to move easily
 - i. 25K miles built by 100's K slaves
 - ii. Allowed for more easy access to trade
 - iii. Postal system – Inca could deliver messages to areas within 150 miles within 1 day
 - 1. Messengers would be stationed in rest houses – they would then run between back and forth carrying messages
 - f. Quipu – series of ropes with beads and knots – formed numbers, words, and sentences
 - i. No writing system
 - g. Gender Roles
 - i. Women – given the domestic duties
 - 1. Sometimes would help with farming
 - 2. Excluded from most government positions
 - ii. Marriage was almost entirely within a single tribe, in order to preserve power

- **Decline – began in 1526**
 - a. Pizarro left Panama, sailed down coast, thought the Inca had gold
 - b. Inca had a mixed reaction to Spanish – never had seen Europeans before
 - c. 1st expedition – scouting, returned in 1531 and began an armed conflict
 - d. Inca were involved in a civil war, unknown to Pizarro
 - i. Nevertheless, proved advantageous to the Spanish
 - e. Not fully conquered until 1541 because of geography

Slave Trade

- **Contemporary Development**
 - a. History – slavery has been accepted throughout time except for the last 200 years
 - i. Abolished by most people – exists in many countries in Africa, Asia
 - ii. Most slaves obtained through war – POW's or civilians – by 1500's, obtained through money or kidnapped
 - b. Africa – by 1400's, EU knows of Africa, but had a knowledge only of N Africa
 - i. N Africa was mostly Ottomans – Muslims – trading with EU → had controlled parts of Europe (i.e. Spain)
 - ii. Sub-Saharan Africa was not known well
 - iii. Portuguese – first to explore area – curious but fearful
 - 1. Inhibited curiosity until 1450's
 - 2. Soon found resources – human – began to capture and buy slaves by 1445
 - c. Economic Reasons
 - i. Extremely cheap labor – high ROI – cost of acquiring was high, dropped over time because they were unpaid
 - ii. Inefficient at first, because they didn't have motivation – new incentive was to withhold punishment if they worked
 - d. Portuguese – 15th century
 - i. Sailed down the W coast of Africa, by 1470's, established forts around the coast to act as supply points
 - ii. Discovery of resources meant that Portuguese forts were a strong catalyst for West African trade
 - iii. El Mina – 1482 – most gold and slaves flowed through this area
 - iv. Originally, slaves were indentured – later on, it was lifelong
- **Atlantic Slave Trade**
 - a. Dangerous precedent – slaves for money
 - b. By early 1500's, much of Caribbean was colonized – when no gold was found, cash crops were planted and labor was needed
 - i. Natives were used at first, but in a few years, over 90% died from smallpox
 - c. Between 1450 and 1850, 12mln slaves were sent to the Americas, 10mln died on the way (5-7 week journey)

Mughal Empire

- **Babar – ruled 1526-1530**
 - a. Early Life
 - i. From a kingdom known as Ferghana – just north of modern day Afghanistan
 - ii. Father was a king .: was a heir to the throne, Babar was 10 when father died in 1498
 - iii. Babar becomes king, his mother acts as an advisor
 - 1. Some tribes did not like having a 10 year old king – Ozbeg Tribe – also was against his father
 - 2. Tribes form a coalition; Babar does the same → Babar leaves by 1504
 - iv. Kingdom divided in 1498 – some with Ozbegs, some with Babar
 - v. Babar pushed into Kabul, seized control, goal was to reclaim
 - vi. Goes to south
 - b. Military Campaigns
 - i. Indus river valley – begins to fight with Lodi
 - 1. Begins to push into North India – by 1526, Panipat (N. of Delhi) reached
 - 2. Babar had 12,000 men (gunpowder army) vs. Lodi who had 100,000 men (bow, arrow, swords)
 - a. To maximize impact of artillery, was put on a wooden cart and pulled by horse → quick mobility and firing
 - ii. Strong connections with Ottomans – Babar were a group mixed with Mongols and Turks
 - iii. Elephants used in battle – psychological warfare – size
 - iv. Wins Panipat empire → establish Mughal empire, by the time of his death, Delhi was established as the capital
- **Akbar – ‘The Great one’ – ruled 1556-1605**
 - a. Tolerance – while he was Muslim, tolerated Hindus and Muslims
 - i. In order to keep empire unified, needed to keep the people together
 - ii. Had 4 wives – 2 Muslim and 2 Hindu
 - iii. Christians brought into government – Spanish (Catholic priest) brought in to tutor Akbar’s son
 - iv. Allowed Hindus to hold political office – wanted subjects to be able to identify with the empire
 - b. He was illiterate – hired readers to read the 24,000 books in his collection
 - c. Graduated Tax
 - i. Before Akbar, flat tax → most peasants couldn’t afford them → no payment
 - ii. Royal revenues begin to decline, Akbar decides to move to graduated taxes
 - iii. More \$ was earned, since more people could afford it, more people paid
 - d. Military Campaigns – gunpowder empire
 - i. By the time of the empire, N. India was controlled; S. and Central India were not
 - ii. Using guns, he was able to conquer natives easily – walls for defense
 - iii. By his death, conquered much of Central India – 100million people under his rule

- **Jahangir – ruled 1605-1627**
 - a. Uninterested in government, economics, war – wanted to live a free life
 - b. Wife – Noor Jahan (Persian)– ruled the empire for him
 - i. Begins to promote family members in government
 - ii. Excellent ruler
 - iii. Hunted on tiger hunts, etc
 - c. Heir to throne – has 4 children, 1 is Khursau
 - i. When he becomes of age, takes issue that his mom is ruling the empire
 - ii. Conspired to have mom overthrown – exiles him to Afghanistan
 - iii. Shah Jahan – taught about government, command of army, etc

- **Shah Jahan – ruled 1628-1658**
 - a. Mumtaz Mahal – “True Marriage”
 - i. Died at a young age during childbirth – 14th child (age 38)
 - ii. Shah goes into deep depression – “sweetness of the empire has now gone”
 - iii. Builds Taj Mahal (monument to wife) – tomb with four minarets
 - 1. Hired 100,000’s of laborers for 22 years to build – laborers were brought from farms → no one to harvest crops → famine
 - 2. Made of white limestone
 - 3. Funds raised through taxes
 - b. Illness – 1657
 - i. Even with his illness, ruled until 1658
 - ii. Had 4 sons, most in their 20’s – of age to assume leaders → Aurangzeb was the third son in line
 - 1. Conspired to take the throne, talks/bribes leaders
 - 2. Results in a coup
 - iii. Aurangzeb murders oldest brother, puts father in prison – other brothers decide not to oppose him
 - iv. Father dies in prison – apparently used a mirror so he could look at the Taj Mahal

- **Aurangzeb – seen as a bad ruler – ruler 1658-1707**
 - a. Empire “Builder” – overall weakened
 - i. Goal was to conquer all of India, especially South India; also wanted to convert the Hindus to Islam
 - ii. Goal was not achieved, but he did acquire vast areas of territory
 - iii. Came at a heavy price – obsolete military was overextended, making for an easy defeat by the Persians and Afghans
 - b. Oppressive Policies
 - i. Hindus and Muslims used to live in peace – Aurangzeb changed this
 - 1. Hindus were barred from holding some political offices, insisted a “Jizya” – tax for non-Muslims
 - 2. Began to destroy temples
 - ii. Muslims were targeted by a secret police who enforced practices
 - iii. Rebellion – Hindus felt that they were being disenfranchised
 - 1. Many Hindus disliked the Jizya - army had to be sent in to keep order (~1700-1702, 1707)
 - 2. 2 million died during massive famine in his later reign
 - c. Foreign Intervention
 - i. British East India Company – formed under Queen Elizabeth I – granted a charter to go to India and conduct trade – had a monopoly
 - 1. Charter – profits would go as a %age to the monarchy

2. Highly successful – charters were renewed continuously until 1858
- ii. Trading ports were set up along the West Coast – over time, traders moved into India
 1. Requested the military to help protect them and their assets
- iii. European Rivalry
 1. French – Brits Fight – 1756 war in India (BR wins), N. America (BR wins), Caribbean (BR wins)
 2. Most French were expelled – BR ruled from 1756 to 1947

Absolutism

- **End of Feudalism**
 - a. During medieval period, feudalism dominated society
 - i. Governed relationships between people in Europe – documents involved a “Feudal Contract” – rigid society
 - ii. Obligations – peasants bound to upper society, living on fiefs
 - b. Plague – leaders, merchants killed – too expensive to keep peasants as serfs
 - c. Nobles wanted more power than feudalism allowed for
 - d. Castles became obsolete because of gunpowder weapons – the feudal center of defense was no longer a viable defense
 - i. Kings began to lose territory – surviving kings go on to rule large areas of land
 - e. Ends in France by 1500's, E. Europe until 1600's
 - f. Parliament – tradition in France for medieval period – comprised of nobles
 - i. W/ the end of feudalism, FR kings begin to consolidate power
 - ii. Rouse nobles with castles faced gunpowder weapons of the king
 - iii. Tradition of convening for matters of state – replaced by advisors in 1500-1600
 - 1. Highly ineffective

- **Louis XIV – not the first FR absolutist monarch, but the most notable**
 - a. “I Am the State” – he had ultimate authority and was above the law since he *was* the law
 - i. He says that he embodies FR – suits can't be brought against him since he was the state leading to a court case of 'State vs. State'
 - ii. Divine Right – god chose him to rule over FR – didn't have to answer to anyone but god
 - iii. Militarized FR for 2 reasons
 - 1. Attack and defend from enemies
 - 2. Blatant arrogance – needed the military to back him up if things went awry
 - iv. Rigid bureaucracy – officials of merchants, lawyers – not only lawyers
 - 1. Educated – wanted to protect power from nobles; not a hereditary power cycle
 - 2. Task of collecting taxes – wanted precision officials were hired to conduct census, etc
 - b. Versailles, 1682 – palace
 - i. While he did not build it, he did make it much more elegant – 50% of the annual revenue was spent on the palace
 - ii. Did not want to see any of his servants – had a shaft built so that he could simply ring a bell and have food sent up to him
 - iii. Sun King – Louis believed that as king, he was at the center of the universe, planets → government officials

- **Economic Policy**

- a. Mercantilism – 1500's to 1800's

- i. Based upon the principle that nations wanted to reduce imports, increase exports → gold

- 1. Meant more revenue from export taxes

- 2. To reduce imports, began to levy heavy tariffs on foreign imports – made the French less likely to buy foreign goods

- 3. To increase exports, relied on colonies that had unique goods

- a. Colonies were captive markets – only allowed to trade with the mother nation

Russia

- **Foreign Occupation – 15th Century**
 - a. Russian Princes – many ruled by a foreign occupier
 - i. Task of collecting taxes for the Mongol occupants
 - ii. Did not give all taxes to Mongols, acquired great wealth and used it to bribe people, build armies and alliances, etc
 - iii. Power built under the Mongols led to the power used to overthrow them
 - b. Unifying Principles – used to gain popular support
 - i. Culture – even with Mongol rule, had not lost language, religion (Christianity), etc – princes were able to spread anti-Mongol propaganda; crafted the argument that Muslim Mongols should leave and allow Christianity
 - ii. Mongols began to be driven out by the 1450's, through the Caspian → E. of Urals
 - iii. Russians celebrated their victory/independence – short lived
 - c. Challenges
 - i. Domestic – lack of tech, manufacturing (little progress intellectually and economically when Mongols were in power)
 - ii. W. Europe far surpassed Russian technology (still agricultural and feudal)
- **A New Rome**
 - a. Ivan IV – Known as Ivan the Great because of territorial expansion, able to push the Mongols and rogue nobles out of power
 - i. Married the niece of the last Byzantine emperor – proclaims RU will be the 3rd Roman Empire
 - b. Czar – from “Caesar” – Roman term for Emperor
 - c. Had to defeat all enemies
- **Expansion**
 - a. Central Asia
 - i. Mongols – by mid 1500's, were east of the Urals – Ivan takes his army east of the mountains, push the Mongols out – discovers there isn't much in C. Asia
 - b. Cossacks – sent to the frontier
 - i. Peasants (very poor) – typically only had clothing, very little money – were invited to move east to C. Asia – told there were many resources
 - ii. Very attractive offer – didn't own the land but did work on it
 - iii. Many left homes to escape legal troubles
- **Western Contact**
 - a. Realization of position compared to the west – vary far behind
 - i. RU czars – curious of west and wanted to emulate them
 - ii. Sent young nobles to go study in W. Europe, brought back knowledge to RU
 - b. The Romanovs – ruled until 1917
 - i. Ivan IV dies in 1613 – no heir – at a meeting, Michael Romanov became the new emperor

- c. Peter the Great – 30 years rule
 - i. Connected to westernization – wanted to modernize the Russian army
 - ii. Weapons – use and manufacture of – returned with W. European weapons – bullets from France
 - iii. Founds the first industry in RU – iron ore was plentiful in RU
 - 1. Uses peasants to work in mines to extract ore
 - iv. Self sufficient economy
 - v. Navy – obsolete – was simply some notes that hadn't ventured far before
 - 1. RU learned warfare, ship building, etc]
 - vi. Emulation of west – needed to change RU society – tells nobles to shave beards, change clothing from Mongol to western style
 - 1. Peasants remained without modernization

- **Serfdom**

- a. Mongol Rule
 - i. Serfs bound to the land, remained poor
 - ii. Under Mongol rule, there was no organized system to collect taxes
 - 1. Peasant's productivity decreased since they didn't have to work as hard
 - 2. When Mongols left, life became very hard
- b. Debt
 - i. When RU landlords take over, expect annual taxes and crops – serfs were forced to grow more; when they could not, they were forced into debt
 - ii. If a peasant owed 100 rubles to a landlord, was forced into 5 years of indentured service
 - 1. Charged the serf for rental of land – over time, rent accumulated, and since serf had no income, was bound for life
- c. New Territories – C. Asia
 - i. Serfdom introduces into C. Asia – Cossacks – Russian serfs in Eastern provinces
 - ii. Over time, territories were used as bargaining chips – farms, gold, etc
 - iii. Some nobles were sent over – couldn't leave
 - iv. Code of 1649 – time when serfdom became slavery
 - 1. If two serfs married and had a child, child would be a serf – became hereditary
 - 2. Could be bought, sold, and tortured by the owner

- **Rebellion**

- a. Land rights – serfs believed they were being treated unfairly
 - i. Army was often called in to put down the rebellion
 - ii. Pugachev – leader of the rebellion – felt that serfs should get land, and that he should be Czar
 - 1. Killed by the Czar's army
- b. Suppression – continued until ended in 1861 by Czar Alexander II

Scientific Revolution

- **Medieval World View**
 - a. Geocentric (Ptolemaic) – Earth was at the center of the universe
 - i. Purity – floated on the outside (heavens)
 - ii. Impure congregated at center → Earth was impure ∴ at center
 1. “We are at the center of God’s Great Creation”
- **Origins of Change in Outlook**
 - a. Inconsistencies found between geocentric view and astronomical observations
 - b. Renaissance – increased reverence for intellect
 - i. Greco-Roman revival of knowledge, logic, etc. → brought to Europe by the Arabs
 - c. Protestant Reformation – desire to go against the outlook of the Catholic Church
- **A Heliocentric Universe**
 - a. Copernicus – 1593 – “On the Revolutions of Heavenly Orbs” – sun was at the center of the universe
 - i. Not published until late because of the fear of rejection by the church – ‘heresy’ for going against scripture
 - ii. By dedicating the book to Pope Paul III, he hoped to gain papal sanction
 1. His works were not accepted until Newton defined the laws of Physics
 - iii. Galileo – did not willingly refute Copernicus’ findings, but forced to do so
 1. Put under arrest by the church
 - iv. Kepler – put forth 3 laws of planetary motion – confirmed Copernicus’ views
 1. Planets moved in elliptical paths
 - v. Newton – further confirmed Copernicus’ findings – objects moved in orbit around more massive bodies
 1. Believed that the universe observed simple laws
- **The Scientific Method – Proof Through Experimentation**
 - a. Sir Francis Bacon – Founder
 - b. Put forth as people began to question and test ideas
- **Biology – 1600’s**
 - a. It was determined that cells were the building blocks of all life
 - b. Blood circulated through the body in veins, etc
 - c. Science of anatomy was still not perfected
- **Mechanist World View – “Deism” – People still held onto faith**
 - a. God was the clockmaker; simply set things into motion and allowed natural laws to control rest

Enlightenment Works, Thinkers, Ideas

- **Voltaire – ‘A Plea for Toleration and Reason’**
 - a. The world needed religious tolerance
 - b. Society could not be allowed to explode to superstition (i.e. Salem Witch Trials)
 - c. Societies should cease fighting
- **Kant – ‘What is Enlightenment?’**
 - a. To be enlightened is to be intellectually mature
 - i. Freedom of thought
 - b. ∴ Enlightenment = freedom
- **Wollstonecraft – ‘A Vindication of the Rights for Women’**
 - a. Suppression of women → no knowledge of politics → could not be patriotic
 - b. Called for a removal of gender bias
 - c. Asked “why are only men allowed to decide”
- **Locke – ‘2nd Treatise on Government’**
 - a. Government should legislate for the benefit of the people
 - b. Laws should be class-independent
 - c. Supported the right of revolution
 - d. Property should be protected
 - e. Tablurasa – clean slate – everything you know/how you act has been taught to you
 - f. Social contracts should be made for the good of the community
- **Madison – separation of the power**
- **National Assembly of France – ‘Declaration of the Right of Man and Citizen’**
 - a. All men were born equal ↔ US Bill of Rights
 - b. Due Process
 - i. Only necessary punishment should be meted out ↔ 8th Amendment
 - c. Freedom of speech and religion ↔ 1st Amendment
- **Induction – deriving general ideas from specific facts**
 - a. What is enlightenment?
 - i. Self-thought
 - ii. Rationalism
 - iii. Individualism
 - iv. Deism
 - v. Humanitarianism
- **Impact on Government – constitutional monarchies and despotism brought about**
 - a. Change should be from the top down (monarch → citizens)

Despotism and Enlightened Despotism

- **Despotism/Absolutism – a Cruel and unrestricted ruler**
- **Joseph II – within 10 years of his rule, all reforms he made were rolled back**
 - a. Rewrote Austrian laws – took power from the nobles
 - b. Church made subservient to the state
 - c. Abolished the death penalty, enacted idea of equality before the law
 - i. No racial laws – Austria was very diverse, so unequal laws → unrest
 - d. Still considered a despot, as he held unlimited power
- **Catherine the Great – favored the nobles (Boyers)**
 - a. Codified laws – meant more equality for all
 - b. Serfs rebelled for freedom – led by Pugachev
 - i. Resulted in *fewer* rights for the serfs afterwards
- **Frederick II- favored nobles (Junkers)**
 - a. Abolished torture, death penalty
 - b. Allowed for the freedom of speech
 - c. Did nothing to address the issue of serfdom

English Civil War – Glorious Revolution

- **Preliminary**
 - a. 1603 – James I and Charles I – both absolutists

- **Fever – Civil War (1642-1647)**
 - a. King Vs. Parliament
 - b. Cavaliers Vs. Roundheads
 - c. Royalists Vs. Puritans

- **Crisis – Cromwell's Commonwealth**
 - a. No monarch (very much like a republic)
 - b. Became a harsh dictator – succeeded by his son
 - c. People of England 'revolted for nothing'

- **Thermidorean Reaction**
 - a. Restoration of Monarchy (1667)
 - i. Charles II – Invited to return to England and rule
 - 1. Placed in with very limited powers – over time became absolutist
 - ii. James II – Catholic
 - 1. Converted, as his 2nd wife was catholic
 - iii. James II invited to leave, Daughter 'Mary' and husband Prince William invited to rule
 - 1. James II agrees to leave
 - iv. William and Mary forced to sign Act of Toleration, Bill of Rights
 - 1. First constitutional monarchy

Latin American Revolutions

- **Social Structure – new after Europeans conquer areas**
 - a. Peninsular – Born in continental Europe – in L.A. as administrators
 - b. Creoles (led most revolutions) – Europeans born in the new world
 - c. Mestizos – mix of Europeans and natives
 - d. Mulattoes – mix of Europeans and Africans
 - e. Natives
 - f. Slaves

- **Causes**
 - a. Creoles – felt politically inferior
 - b. Spain was weakened due to the Napoleonic wars
 - i. Portuguese government was exiled; temporary relocation to Brazil
 - ii. Europeans had less control of colonies → easier to rebel
 - c. Colonies distant from the motherland
 - d. Resources were being exploited
 - e. Inspired by the Enlightenment, Us and Fr revolutions

- **Fever - revolutions**
 - a. Haiti – 1st revolution – led by African slave ‘L’Overture’
 - b. Republics were set up, war heroes were elected to lead
 - i. Heroes soon became dictators (caudillos)
 - c. Brazil – ex Portuguese colony
 - i. When Napoleon invades Portugal, Pr government relocates to Brazil
 - ii. Pedro I – son of Pr king
 1. constitutional monarch Vs. dictator
 - iii. 1888 - slavery abolished (late compared to the other L.A. nations)
 - iv. 1889 – Brazil becomes a stable republic

Mexico – First 100 Years

- **1810 – Father Hidalgo – priest - orders action against Creoles and Peninsulars**
 - a. Fought against all Europeans, but killed
- **1811 – Maria Morales (male) – continues Hidalgo’s Struggle**
- **1815 – Augustine Iturbide – Creole – worried about effects of Native and Mestizo control**
 - a. Killed Morales when working on the side of Spain
 - b. Joined with the Natives and Mestizos later on; made it into a war on Spain
- **1821 – Mexico becomes a monarchy – Iturbide = king**
- **1828 – Iturbide forced to leave throne**
 - a. Republican constitution with bilateral congress
 - i. Slavery abolished (like most L.A.) countries
 - ii. Monroe doctrine – US protection for L.A.
- **1829 – Iturbide tried to regain power – executed**
- **1830’s – 1840’2 – General Santa Ana – in and out of power**
 - a. Started as as liberal, became a military dictator with conservative support
 - b. Land was power as land = crops = \$
 - i. Conservatives (creoles and the church) felt that land was a social status
 - 1. Didn’t want land rights for all
 - ii. Liberals (Mestizos and Natives) felt that land should be evenly distributed
- **1846-1848 – War with the USA**
 - a. 1836 – American settlers in Texas declare independence from Mexico
 - b. 1845 – Texas admitted into the USA
 - c. 1846 – Border war begins with Mexico
 - d. 1848 – Treaty of Guadalupe Hidalgo – US would pay \$15million for western Mexico
- **1855 – Santa Ana ousted by liberals**
- **1857 – New constitution reduces power of the army and church**
- **1858 – War of Revolt – conservatives revolt against the government**
- **1861 – Benito Juarez elected, quashes revolt**
 - a. confiscates land of the Catholic Church
 - b. Institutes public education, marriage as a civil union, etc
- **1861 – Europe demands Mexico repay its debts**
 - a. Europe knows that the American Civil War has stopped USA from helping Mexico
 - b. France invades Mexico – defeated on Cinco de Mayo
- **1864 – France regroup, Maximilian of Austria put in power**
 - a. 2 simultaneous governments until Maximilian executed
- **1865 – Civil War in USA ends, US troops sent to Mexico to restore Juarez**
- **1872 – Juarez dies**
- **1876 – Porfirio elected for 35 straight years (fixed elections)**
 - a. Modernization of Mexico, more rights for Mestizos, etc
- **1910 – centennial of Mexico – Francisco starts a revolution**
- **1911 –Madera vs. Oruzco (moderate liberal)**
 - a. Zapata – radical liberal
 - b. Madera elected
- **1913 – Madera assassinated, Huerta (conservative) takes control**
 - a. Carranza (moderate) promises a return to constitutionality
- **1914 – Moderate and radical liberal factions split**
- **1917 – Constitution passed, Carranza wins election**
- **1920 – Carranza overthrown (didn’t bring change fast enough)**
 - a. Obregon elected – land reforms, political rights for Natives/Mestizos, separation of church and state, labor code

Social Impact of the Industrial Revolution

- **Demographic Changes**
 - a. Urbanization – 1750-1850 – London’s Population doubled
 - i. Lack of sanitation meant that disease was spread easily – stagnant human waste
 - 1. by 1850, government public works commissions were set up to clean cities
 - 2. Germany – the first welfare state
 - ii. Public housing – addressed overcrowding of existing buildings due to overpopulation
 - iii. Negative externalities – changes unaccounted for in the free market system
 - b. Women entered workforce (mostly in textiles and domestic labor)
 - i. Usually from the working class
 - ii. Jobs included nurses, teachers, secretaries, phone operators, etc.
 - iii. Traditional values prevailed – women worked outside home, home needed attention, women returned home
 - 1. Labor laws –increased wages so that women no longer had to work
 - 2. children banned from working – women returned home, and financial incentive to have many children was no longer there
 - iv. Women demanded equal rights (i.e. suffrage)
 - v. Upper-class women stuck to Victorian standards
 - c. Children – seen as cheap and expendable – mines and fine machinery
 - i. Factory Act of 1833 – reduced children’s hours
 - 1. No child under 6 could work, ages 6-13 limited to 8 hours a day, 13+ limited to 12 hours a day
 - 2. Children began to enter school – led to creation of public education
 - ii. Fewer kids had, more birth control since there was no real financial need for more kids
 - d. Social Classes
 - i. Working class – 80% of the population
 - 1. replaced serfdom
 - ii. Emerging middle class
 - 1. merchants, lawyers, doctors, factory owners → professionals
- **2 Economic Zones**
 - a. Western Europe – industrial
 - b. Eastern Europe – agricultural (serfdom persisted)
- **Organized labor – economic theory**
- **Mass society – communication, transportation, diversions, etc**

Economic Theories

- **Adam Smith – 1776 - ‘Wealth of Nations’ – why nations like England were prospering**

- a. Part of the enlightenment movement
- b. “invisible hand” – self interest
- c. Law of Supply and Demand

Supply	Price
^	v
v	v

Demand	Price
^	^
V	v

- d. Free market, individualism

- **Mercantilism – country specializations – “money = power”**

- a. Government or nation must have a strong central economy
- b. Adam Smith didn’t support Mercantilism – nationalist (no individualism)

- **Karl Marx – 1848 – Communist Manifesto**

- a. Hegelian Dialect – start with thesis → antithesis, combine two, compromise = new thesis

All Equal	King/slave	Lord/serf	Bourgeoisie + workers	Socialism	Communism
Hunting/gathering	Empire	Feudalism	Capitalism	Worker Dictatorship	All equal

- b. All periods were marked by class struggle – lower class always rises up
 - i. At some point, equality should be reached

- **Criticisms**

- a. Utopia – unattainable, as socialism is hard to supercede
- b. Human nature is for greed and power, not able to overcome, motivation lacking
 - i. “From each to his needs”
- c. Marx – outcome based equality; USA – equality based opportunity

- **Why wasn’t there a massive Communist Revolution in 19th century Europe?**

- a. Wage increases (government action) vs. Revolutionary Socialism (Marx)
- b. Factory Act of 1833

Congress of Vienna (1815) and Subsequent Revolutions

- **1815 – Napoleon defeated at Waterloo**
 - a. Meeting to determine course of action
 - b. Leaders wanted to restore old order, many of who were deposed by Napoleon
- **Legitimacy – restoration of power to monarchies**
 - a. Louis 18th – gained power in France, similar happenings elsewhere
- **Balance of power – each side should have equal power to prevent future superpowers**
 - a. Nations team up to keep other nations in check
 - b. To do so, borders were redrawn
 - i. FR, NL, German Confederacy (Prussia, Austria – used to be 360+ states which were reduced to ~30), Switzerland, N. Italy
 - ii. Russia and Prussia (and parts of Poland), Britain (gained colonies previously belonging to France)
 - c. Metternich – in favor of keeping the old status quo – restoration of monarchies
- **Quadruple Alliance – RU, Prussia, GB, Austria (later joined by FR) → concert of Europe**
- **Threats to the status quo**
 - a. Carlsbad, Germany – students held a rally calling for liberal reforms – freedom of speech and press
 - b. Naples, Italy; Spain – protests for liberal rights and equality for all
 - c. 1821 – Greece begins independence movement from the Ottoman Empire
 - i. Metternich says 'no', but EU wants to help Christian Greece – Met. afraid of nationalism
 - ii. By 1830, Greece gains independence
- **1830 Revolutions**
 - a. France – Louis XVIII (constitutional monarch) – replaced by Charles X (absolutist) → revolution, Louis Philippe (constitutional monarch) put in
 - i. Didn't want a republic – Concert of Europe
 - b. Metternich – "When France sneezes, Europe catches a cold"
 - i. Belgium – revolution (nationalism)
 - ii. Poland, Italy, Germany – rebellions due to liberalism
 - c. Metternich – "The dam has broke in Europe"
- **1848 Revolutions**
 - a. France – Louis Philippe – not able to satisfy the French
 - i. Finance minister – worried about possible rioting
 - ii. Cancelled an expensive banquet → revolting
 1. France, 1848 – 2nd republic established with Louis Napoleon at lead
 2. 1851 – France became an empire
 - iii. 1872 – Franco-Prussian War – Louis Napoleon II captured
 - iv. 3rd republic formed – off to a shaky start (monarchists wanted restore of the crown)
 1. Liberals happy about the republican government

- v. 1894 – Alfred Dreyfus Affair – highest Jew in the French army
 - 1. Accused of espionage (growing tide of anti-Semitism)
- vi. 1894 – new French president agrees to reopen case
 - 1. In reality, real spy was Exterhazy
 - 2. Dreyfus pardoned – marked a victory for liberalism
- b. Austria, Italy, Germany – rebellions squashed and Metternich fired

Italian Unification	German Unification
By 1861	By 1872
Led by Sardinia	Led by Prussia
Count Camilio Benso di Cavour	Bismarck
War provoked with Austria	War provoked with Austria (kicked out of DE control)
N. Italy – unified by Garibaldi	War provoked with France (intimidation)
Pope – resists unification	1872 – 2 nd Reich – new DE Empire

Anatomy of a Revolution – French Revolution

Preliminary	<ul style="list-style-type: none"> • Population divided (27 million) • Clergy – 130K – owned 10% land, exempt from Taxation • Second estate -350k – 25-20% land; gov't leaders, tax privileges • Third Estate – 97% population – had 40% of land (most none) – relics of feudalism • Abbe Sieyes – each estate should have 1 vote • Bad harvests → food shortage • Gov't continued to spend on luxury items – collapse of economy • 3rd estate calls for a const government
Fever	<ul style="list-style-type: none"> • 3rd Estate draws up a constitution (1791) • Mob storms and dismantles Bastille (prison) – royal power no longer has authority • Popular revolutions occur throughout France • Great Fear – panic (1789) that gov't would help support a rebellion • Louis XIV put into a prison • There was a king, but an assembly was in charge to make all the laws - beheaded
Crisis	<ul style="list-style-type: none"> • 1729 – National Convention (republic) • Robespierre – Committee of Public Safety – raised an army of 650l • Reign of Terror – “to protect people” – 30k killed, guillotine seen as too slow, so cannons and grapeshots were used • Robespierre killed, War w Austria
Thermidorean Reaction	<ul style="list-style-type: none"> • Napoleon – takes over in 1799 • “Consulate” – 3 emperors – influenced all parts of government • Established peace with the Catholic government • Codified Laws; women and children could inherit land, but women treated as children in many aspects of the law • New European order created – Austria, Prussia, Russia • Monarchy restored

Imperialism – 1750-1914

- **Height – 1870-1914**
- **What is an empire?**
 - a. Land belonging to a single nation, but not confined to a single geographic area
 - i. Ex: Ottoman Turks – core was made of Muslim Turks, but there were also Serbs, Armenians, etc
 - b. A political unit that extends beyond national boundaries
 - i. Usually done by force
- **Two Waves of Imperialism**
 - a. 1st Wave – 1500's – Age of Exploration
 - i. SP, PR, NL, UK, FR
 - ii. Took over the Americas, Pacific Islands, Se. Asia (Spice Islands)
 - iii. Motivated by
 - 1. A shorter route to India
 - 2. Curiosity
 - 3. 3 g's (gold god glory)
 - iv. Used Arabian and Chinese technology - Caravels (3 mast ship)
 - b. 2nd Wave – 1800's
 - i. UK, FR, DE, IT
 - ii. Took over Asia, Africa, The Ottoman Empire
 - iii. Used steamships with cannons
 - iv. Motivated by:
 - 1. Want for more resources
 - 2. Western industrial powers needed and exploited colonies for goods and raw materials
 - 3. Services and cheap labor
 - v. Political motive – NATIONALISM – power for the country

British India – 1763-1947

- **Clive's War**
 - a. Cause – BR and FR fight for the control of India
 - i. 1600's – British East India Company
 - ii. 1700's – French East India Company
 - iii. Mid 1700's – fight for control
 - b. War – 1757
 - i. Robert Clive of BEITCO – had 1000BR and 2000 sepoy (Indian soldiers)
 - 1. Ruined Raja's army
 - ii. Treaty of Paris, 1763 – Britain gained control of India, much of the Americas, etc
 - c. Later on, Parliament would feel that BEITCO had too much power
- **Sepoy Rebellion**
 - a. Cause – Decline of Mughal power
 - i. Sepoys – Indian Soldiers – not happy with the idea that bullet cartridges were to be sealed with beef and pork fat
 - b. Course – attempt to restore Mughal power
 - i. Took 1 year for the revolution to be put under control
 - c. Effects – Britain felt that BEITCO had too much control over India – became a full Indian colony
 - i. Increased Hindu/Muslim tension
- **British Raj**
 - a. Goal – gain tax money from land
 - b. BEITCO
 - i. Regulated trade, imposed high taxes (☺ for BR, ☹ for IN)
 - ii. Segregation – Indians had limited access to places occupied by the British
 - c. Education
 - i. Was to be done in English, not Sanskrit
 - ii. Western classics and philosophy were studied, not Indian history
 - 1. Students were taught nationalism – sparked a movement in India
 - d. Positives
 - i. Better and more education for the British
 - ii. Law was maintained, decrease in crime
 - iii. Better medical care and health conditions
 - iv. New industries → easier commerce and better national integration
 - e. Negatives
 - i. India was only used for British advantages
 - ii. Loss of culture
 - iii. Education for the Indians was not fully useful – British held the highest offices
 - iv. Families could have lands seized if they didn't pay taxes – ½ died

- **Indian National Congress**
 - a. Cause – rise of nationalism – Indians were opposed to British rule
 - b. Course
 - i. 1885 – middle class forms a political party – INC (Mostly Hindu)
 - ii. campaigned for more public education and a greater role for Indians in government
 - iii. early 1900's – motives change and independence is sought
 - iv. Since INC is mostly Hindu, a Muslim league is formed
 - c. 1947 – India gains independence

China

- **Opium War**
 - a. Causes
 - i. Europe wanted China to accept diplomats, lower trade restrictions
 - ii. Tribute System – tariffs collected on international trade
 - iii. CN restricted European travels around the country
 - iv. Cruellest punishments for Europeans – sought equality
 - b. Course
 - i. British India was a source of opium – began to trade with China
 - ii. CN became hooked, lifted the silver tariff to get more into the country
 - iii. Emperor realizes that the opium was a problem, but BR does nothing even when asked
 - iv. CN destroys a shipment of opium; BR attacks and wins
 - c. Effect
 - i. CN had to pay war reparations
 - ii. Treaty of Nanjing – old rules had to be reversed
 - iii. Extraterritoriality – British laws would apply to British citizens in China
 - iv. BR gains control of HK
 - d. China is carved into spheres of influence – region where a European power has special privileges

- **Sino-Japanese War**
 - a. CN, JP, KR – competition over KR
 - i. JP defeats CN
 - b. JP and CN continue to fight
 - i. JP has 3x forces as CN – JP wins
 - c. JP sends investors to increase JP influence in KR economy
 - i. First step for JP towards becoming imperialist

- **Revolution of 1911**
 - a. Causes
 - i. Led by a western-educated Sun Yat-Sen - doctor by training.
 - ii. After picking up many western ideas during his studies in Hawaii, he returned to China with a desire to bring democracy to it.
 - iii. He based the revolution on three things:
 1. that foreign powers should not be a player in Chinese governmental affairs – all power should be held by the Chinese;
 2. that government should be democratic in nature, with elections by the people;
 3. that government should play a role in minimizing the negative externalities of a free-market system – this would include land redistribution
 - 4. However, he felt that the Chinese people were not ready to have a democratic government; transition to such a system would take three steps:
 - iv. Complete dictatorship
 - v. Slight regional democratic autonomy with a military dictatorship
 - vi. Complete democracy with abandonment of the military dictatorship
 - vii. To accomplish his goals, Sun Yat-Sen planned to overthrow the Manchu government with the help of many Chinese, including:

1. The educated classes (doctors, lawyers, etc)
 2. Those simply prejudiced against the Manchus
 3. Those who had “undergone hard times”
 4. Wealthy landowning families.
- vi. Under the title ‘The Revolutionary League,’ unions of secret societies began to plan and recruit members to rebel against the government.
- b. Course and Effects
- i. The revolution began on October 10, 1911
 1. Many government troops as well as normal citizens had joined secret societies in
 2. 6 year old Manchu emperor Pu-Yi was forced to abdicate the throne.
 - ii. The secret society was renamed the “National People’s Party,” and Sun Yat-Sen was installed as the new president of the Republic of China.
 1. However, he stepped down to let a more powerful general, Yüan Shih-Kai, take control.
 2. The revolution sparked two restorations of monarchy as well as periods of political fragmentation (the Age of Warlords), before the Republic was finally established

- **Taiping Rebellion**

- a. Causes
 - a. Hong Xiuquan – revolutionary who thought himself to be the brother of Christ
 - b. Failure of monarchs
 - c. Rapid population increase – famine and lack of land
 - d. Government was very corrupt – many services cut
- b. What was wanted?
 - a. Equal redistribution of land
 - b. Equal gender rights
 - c. Outlaw of tobacco, alcohol, foot binding
- c. Course
 - a. 1853 – Nanjing captured
 - b. Europe comes to the aid of the dynasty
 - c. 1864 – Taiping forced defeater
 - d. Most devastating civil war – 20 million killed

Japan

- **Commodore Perry**
 - a. Perry arrived in JP in 1853
 - i. Seeks trade relations, asks for a response within 1 year
 - ii. 2 means of leverage
 - 1. JP alarmed by the power of the US Navy
 - 2. JP wanted American weapons tech
 - b. Shogun's Dilemma
 - i. JP not powerful enough to fight
 - ii. Lords and emperor demand resistance at all cost
 - iii. Shogun opens trade relations with the west
 - c. Disorder and shift in power
 - i. Meiji Government – enlightened government established
 - ii. Shogun abolished emperor, takes control
- **Meiji Restoration**
 - a. Transformation from a feudal to an industrial nation
 - b. Political changes
 - i. Ended feudalism
 - ii. Nobility weakened
 - iii. Samurais lost power
 - iv. Ito Hirobumi – constitution based on DE model – highly centralized (Prime Minister along with a bicameral legislature)
 - c. Economic Changes
 - i. Zaibatsu – conglomerates ∴ cooperation in new industries better than competition
 - ii. Foreign advisors were hired, and subsidies given for factories
 - iii. New land and tax output
 - iv. Exploitation of the working class
 - d. Social changes
 - i. 1871 – universal military service enacted
 - ii. Universal education – American model
 - iii. Western culture and diet adopted
 - iv. Most traditions survived
 - e. JP – new treaties, tariffs, control of Kr, war with CN over TW
 - f. Avoided foreign conquest because:
 - i. Nationalistic with a history of isolationism
 - ii. Small nation – quick to industrialize
 - iii. Quick to adopt western technology
 - iv. Learned from the mistakes of China
- **Russo–Japanese War**
 - a. Cause
 - i. JP defeats CN in Sino-Japanese War, gains KR and Manchuria
 - ii. RU is JP's main problem – negotiations opened with Czar Nicholas
 - 1. RU overconfident, doesn't take JP seriously
 - iii. JP signs Anglo-treaty with UK
 - b. Course
 - i. JP attack and win at Port Arthur
 - ii. JP declare war on RU- forces unprepared RU had forces in EU, and naval fleet blocked from Suez canal – would take 7 months)
 - iii. Roosevelt – signs treaty that gives JP many territories

- c. Consequences – Treaty of Portsmouth
 - i. JP becomes dominant power in Pacific, gains respect in Europe
 - ii. RU shamed – one cause of the fall of the Russian monarchy
 - iii. KR becomes a protectorate of JP

Africa

- **Timing**
 - a. Why not before?
 - i. Disease – Malaria
 - ii. Lack of resources except for slaves
 - 1. No need for colonization, since slaves were brought to coast
 - iii. Lack of knowledge – could not communicate with natives
 - 1. Jungles, Safari, etc – landscape and wildlife was intimidating
 - iv. Access
 - 1. Mountainous and cliffy coast line
 - 2. Muslim control of the north – needed a sea route
 - b. Why now?
 - i. Better technology – easier to access
 - ii. Better medical care and facilities
 - iii. Race to grow empire – nationalistic fervor
 - iv. Only areas left in world not yet colonized
 - v. Gold diamonds, minerals, gems, nuts, palm oil (for machinery)
 - vi. “White Man’s Burden” (Kipling)
- **Conference of Berlin, 1885**
 - a. Called by DE – hosted by Bismarck – wanted colonies (power)
 - b. Rules for partitioning Africa
 - i. Any claims already made would be recognized (BR, DE, PR, Belgium)
 - ii. To acquire any new lands, countries needed the permission of any local Africans
 - iii. Europeans, after having treaties, would fine-tune land division
 - c. Stages of partition
 - i. 1st – Africans would sign treaties
 - 1. Europe presented a “treaty of alliance” – protection for land
 - 2. Africans couldn’t read English – didn’t realize they gave away territory
 - ii. 2nd – negotiation with Europe
 - 1. Boundaries drawn on artificial boundaries – commonly split up tribes
 - 2. Led to tensions
 - iii. 3rd – pacification
 - 1. sending of European troops to take over territory
- **African Resistance**
 - a. Samon Turri-Mandia (W. Africa)
 - i. Led a 7 year resistance against the French – overrun in the end
 - b. Paa Asetawa – Ashanti
 - i. Tribe made stools – some of pure gold
 - ii. Europeans come and sat on one stool – waged war against British for four years
 - iii. Tribes not unified (lack of communications, etc) – led to defeat
 - c. King Menelik II – Ethiopia
 - i. Not colonized because he had ties with the Ottomans (guns), mountainous terrain, and a mostly Christian population
 - ii. Italy tried to conquer, however

- **Methods of Rule**
 - a. Assimilation – grafting of cultures for eventual superceding
 - i. Algeria + France – offered citizenship and were taught French
 - ii. N. Europe
 - b. Direct rule – usually occurred due to resistance
 - i. S. Africa, E. Africa
 - c. Indirect rule – locals keep power
 - i. W. Africa
 - ii. Africans usually received western style education – fueled resistance

- **Results - Africa**
 - a. Established law and order
 - b. Peace between tribes
 - c. Economic benefits for Europe
 - d. African economy ruined
 - e. Infrastructure and industry improved
 - f. Christianity spread
 - g. Sense of cultural inferiority among Africans

- **Resulting Confrontations (European)**
 - a. Fashoda (1898)
 - i. BR (N to S empire) and FR (E to W) – met at northeast
 - ii. FR negotiated that BR gets E. Africa if Br recognized W. Africa
 - b. Morocco – 1904
 - i. DE disputes FR claims, ships sent to Morocco
 - ii. International community recognizes French claims – DE ashamed
 - c. Boer (Dutch traders) War – 1900
 - i. 1500's – Dutch protestants fled to Capetown, South Africa
 - ii. 1815 – South Africa awarded to BR at Congress of Vienna
 - iii. Boers move inland – Boer Republic set up – invaded by Zulu
 - 1. 1886 – Boers find diamonds, BR follow them – Br vs. Boer vs Zulu
 - 2. BR wins (1901), Boers gain support of DE
 - d. East Africa – settlement society – mostly an immigrant population

Ottoman Decline

- **Social**
 - a. Land could not sustain the growing population
 - b. Inflation → famine, and revolts occurred
- **Political**
 - a. Problem of succession
 - i. Heirs were raised in harems and denied a role in government
 - 1. These heirs had no experience, and as a result, janissaries ruled
 - 2. Frequently, janissaries were corrupt
 - ii. Brothers and sons of the sultan in power view for power – family conflicts
 - b. Rise of **nationalism** took effect
 - c. Lots of land was taken by Austria and Russia
- **Economic**
 - a. Didn't modernize; couldn't compete with EU capitalist powers who had undergone the Industrial Revolution
 - b. Trade shifted to the Atlantic
 - i. Less trade through the Ottoman Empire meant less taxes and less services
 - c. Europeans sold (cheap in terms of \$\$\$) manufactured goods in Turkey
 - i. Local industries were destroyed
 - d. Capitulations – trade concessions – made to Europeans
 - i. FR merchants exempted from Ottoman law - could travel, buy and sell throughout the empire with low duties
 - ii. As a result, less income for the royal funds
- **Religious**
 - a. Millet system – small community that could live according to its own custom and religion; no forced conversion to a national religion
 - i. When nationalism began to take hold, this freedom worked against Ottoman control (each cultural group wanted its own country)
- **Egypt**
 - a. Mehmet Ali
 - i. Ousted Ottoman and Fr control in 1801
 - ii. Wanted to adopt western reforms
 - iii. Advocated a system known as pan-Arabism, where Arab nations would be united under Islamic leadership
 - b. Ali's successors were not as successful or influential – Egypt begins to fall under the influence of Europe
 - c. Suez Canal – built by a French company 1859-1869
 - d. Ismail – ruled 1863-1879
 - i. Due to Egyptian bankruptcy, he borrowed money from BR for westernized development
 - ii. 1882 - When revolts broke out, Ismail used the help of the British; the British unofficially became the protector of Egypt

Ottoman Decline – Timeline

- 1699** – Hungary given to Austria
 - Transylvania given to Austria
- 1801** – Egypt gains independence
- 1803** – Mingreil to Russia
- 1829** – Greek independence
- 1830** – Algeria to France
- 1878** – Cyprus to Great Britain
 - Serbian independence
 - Montenegrin independence
- 1882** – Egypt to BR
- 1908** – Bulgarian independence
- 1913** – North Yemen independence
 - Albanian independence
 - Crete to Greece
- 1922** – Palestine to BR
 - Syria to FR

Russian Revolution

1894 Ascension of Nicholas II

Czar Nicholas II wanted to keep absolutism strong, a difficult prospect in the face of both growing imperialism as well as growing opposition to Tsar-rule by the Russians.

1905 Russo-Japanese War

The Russian loss to the Japanese during the Russo-Japanese war brought economic despair as well as food shortages to Russia. As a result, list of grievances were brought by protestors.

Bloody Sunday

Bloody Sunday occurred when a contingent of troops fired upon a group of protesters who were marching for food and better working conditions. As a result, public confidence in the Tsar dropped, and with workers calling strikes, some civil liberties were granted.

Opening of the First Duma

The First Duma was the first political legislature in Russia – however, this was a short lived attempt at creating a constitutional monarchy, as the Tsar reverted to his old ways. The failure of this plan served to show the political rut that Russia was in under Tsarist rule.

1914 WWI Begins

When Russia entered into the war, it had no competent military leaders (the Tsar himself wanted complete control of the military, even with no previous experience), poorly trained soldiers, and suffered from a serious lack of supplies. Over the course of the war, millions of Russian soldiers were killed, collapsing Russia's will to fight.

1916 Rasputin Assassinated

The assassination of Rasputin was led by members of the Romanov family, insiders fearing that increased influence of the monk would lead to the downfall of the empire. However, his assassination did not stop the fall of the aristocracy.

1917 Riots in Petrograd

The riots in Petrograd shut down all the factories in the city, causing an economic drain on the government – less tax revenue. When soldiers were ordered to kill demonstrators, they instead decided to join the protests, in contrast to the actions of Bloody Sunday.

Duma Declares a Provisional Government

The declaration of a provincial government by the Duma was significant because officially, the Duma had been dissolved. They urged the Tsar that it was in his best interest to step down, citing a lack of support even from the landed aristocracy.

Tsar Nicholas Abdicates

Upon the abdication of Tsar Nicholas, the provincial government appointed by the Duma took over; this government did not represent the "soviets," however, and did not have overwhelming support from the lower class. In order to

preserve Russia's honor, the new provincial government made a highly unpopular decision to continue Russian involvement in WWI, further eroding its support.

Lenin Returns to Russia

Lenin returned to Russia as a dedicated enemy of the Tsar, and began the Bolshevik party, an organization based on the principle of violent revolution. Using propaganda, Lenin was able to spread his idea which were highly anti-capitalistic.

Bolsheviks Take Over

The Bolsheviks were able to take over with surprisingly little bloodshed, and subsequently renamed themselves the communists. While they promised peace, especially in the WWI theater, they did not realize the difficulty in removing Russia from the conflict.

1918 Treaty of Brest-Litovsk

Upon signing the treaty of Brest Litovsk, Russia gave up Poland, Ukraine, Finland, and many of the Baltic states. Critics of the treaty contended that it was useless, and that the spread of communism would simply render the treaty useless. The treaty did not ensure peace, however, as civil war broke out soon thereafter.

Outbreak of Civil War

With the takeover of the Bolsheviks, opposition on many fronts was caused by anti-communists groups. With the war, the communists were able to gain control of many independent nations in the Caucasus.

Tsar Assassinated

The assassination of the Tsar and his family was led by members of the soviets, mirroring the violent overthrow of countless leaders throughout history. Afterwards, Lenin triumphed.

War Communism and the Cheka

War Communism was government control of heavy industries and the economic machine of Russia to ensure regular supplies for the Red Army troops. In order to maintain control, a secret police force, or Cheka, was formed. Like the Reign of Terror in France, the Cheka added an element of fear to the communist regime.

1920 Civil War Ends

After the end of the civil war (and the victory of the communist troops), anti-communist forces from countries such as the USA and Britain were sent. However, the presence of these troops had no effect on the outcome of the war.

1921 New Economic Policy

The New Economic Policy (NEP) was a modified version of the old economic policy, where peasants could sell openly in markets, and businesses with under 20 workers could be independently operated. However, banking and heavy

industry remained in the hands of the communist government.

1922 Establishment of the USSR

The establishment of the USSR signified the start of a decades-long communist rule over much of eastern Europe and northern Asia. However, state-owned industry stagnated; the NEP saved the USSR from complete economic failure.

Chinese Revolution Timeline

- 1911 The Ch'ing Dynasty is Overthrown**
The ending of the Ch'ing Dynasty marked the end of 5000 years of Chinese dynastical rule. With this, China was placed under military rules, and subsequently came under the control of warlords.
- Dr. Sun Yat-Sen Forms the Kuomintang**
Dr. Sun Yat-Sen's formation of the Kuomintang was aimed at creating a democratic system in China (military dictatorship → regional autonomy → full democracy). Even with popular support, he ceded power to the more influential Yuan Shih-kai.
- 1912 Yuan Shih-Kai Assumes the Presidency**
Yuan Shih-Kai's assumption of the presidency stalled Sun Yat-Sen's plans for a democracy in China, as Shih-kai wished to establish a military dictatorship which would *not* transition to a democracy.
- 1916 Warlords Seize Power**
The warlord's seizure of power led to China being broken up among competing powers, disjointed. This led to a severe political fragmentation, and as a result, opposition movements were able to sprout.
- 1919 The May Fourth Movement**
The May Fourth Movement was an anti-foreign movement in China, opposing both imperialism and the warlords. The movement split into two factions, however, one party supporting gradual cultural reform, the other supporting Marxist reforms in China.
- 1921 Chinese Communist Party Founded**
The founding of the Chinese Communist Party signified the start of a communist party that lasts to this day. With the founding of the party, the fact that support for communism was more than a handful in China became evident.
- 1926 Chiang Kai-Shek Establishes a Dictatorship**
In order to establish a dictatorship over China, Chiang Kai-Shek led a series of campaigns against the warlords, taking over cities such as Canton, Beijing, and Nanjing. However, his rule was not solid, as heavy opposition from the Communist Party existed.
- 1927 Shanghai Massacre**
The Shanghai Massacre was caused by the attack of Jiang Jieshi against the communists. The communists however, revolted, and as a result, thousands were killed.
- 1928 Chiang Becomes President**
Even though Chiang was elected to the position of president, he still faced heavy opposition from the communist party. As a result, he worked to consolidate his power throughout China. However, his control was not completely secure, as his army was not large enough to be in all places.
- 1930 Civil War Begins**

Communist uprisings were initially limited to guerilla warfare, due to small army sizes. However, the communist army soon numbered over 100,000, and as a result, the Communist party continued its expansion of territory.

1931 Japanese Invasion, Establishment of Manchukou

The Japanese invasion and establishment of Manchukou took place when the Japanese invaded the northeast peninsula and took over Manchuria and Korea. Placed under the control of the former emperor Pu-Yi, Japan's expansion into the mainland had begun.

1934 The "Long March"

The Long March took place when Jiang Jieshi wished to eliminate the communists. Mao's 'People's Liberation Army' marched over 6000 miles to reach a communist stronghold in northwestern China. After the march, only 9000 of the original 90,000 soldiers survived.

1939 World War II

The outbreak of World War II saw China being partially taken over by Japan. Many nationalist leaders such as Jiang Jieshi felt that the threat most predominant to China was Japanese takeover. Even with American objections to Japan's takeover, China remained a Japanese colony until the end of the war.

1946 Civil War Resumes

A full scale civil war between the Nationalists and the Communists was caused when efforts to form a coalition government failed. Many middle class in the city, as well as numerous peasants, joined the Communist movement as a way to further their position in society – like during the Petrograd Riots in Russia, even soldiers switched sides.

1949 People's Republic of China Established

The establishment of the PRC included the New Democracy (a system of modified capitalism), where major industries were placed under state ownership, and smaller businesses remained in the hands of private individuals. In addition, a massive land redistribution scheme was set up where two thirds of the Chinese peasantry received land.

World War 1

- **Cause**
 - a. M – militarism – arms initially stockpiled to *deter* attackers
 - i. “In times of peace, prepare for war” – Wilson
 - ii. Germany recently unified (1872)
 - 1. To prove itself as a power, builds up military
 - 2. FR begins to feel fear when a border dispute ignites over Alsace-Lorraine
 - 3. BR begins to feel fear when Germany (DE) begins to build an army
 - iii. In response, BR and FR begin to feel fear
 - b. A – alliances
 - i. Germany begins to make treaties with many nations – entanglement
 - ii. By 1914, Europe was divided into two camps
 - 1. Triple Alliance – DE, Italy, Austria
 - 2. Triple Entente – BR, FR, Russia
 - c. I – imperialism
 - i. Fashoda and Morocco – conflict areas
 - ii. Ottoman – competition for empire’s land by Russia and Austria
 - d. N – Nationalism
 - i. Balkan nationalism – the powder keg
 - ii. Serbia and Montenegro behaved in an independent manner
 - 1. Serbia – “southern states should unify and form Yugoslavia” (Southern Slavs)
 - a. Pan Slavism – movement to unite Slavs
 - iii. Austria and Hungary – 1908 – annex Bosnia-Herzegovina
- **1914 – The Outbreak of War**
 - a. June 28 – Archduke Ferdinand assassinated by member of the *Blackhand* – pan-Slavists who wanted a united Serbia)
 - i. Austria appalled – wondered as to the best course of action
 - 1. Afraid of alliances – Serbia allied with RU, Germany with Austria
 - b. July 23 – DE’s Blank Check – Austria offers ultimatum to Serbia
 - i. DE offered any support
 - ii. Suppressed anti-Austrian movements in Serbia
 - iii. Judicial action against killers of Archduke – while the black hand was secret, some gov’t worked for them
 - iv. Serbia asks for support, RU says yes
 - c. July 28 – Austria invades Serbia, RU begins to mobilize against Austria, RU mobilizes against DE when France mobilizes
 - d. August 1 – DE declares war on RU
 - e. August 3 – DE declares war on FR
- **Schliemann Plan**
 - a. DE had to cross through Belgium to go against FR
 - i. BR supported Belgian neutrality and entered the war

- **Western Front**
 - a. Marne – very close to Paris
 - i. Place where DE's plan came to an end
 - ii. Won with the help of BR's troops
 - iii. DE tries to block the N. coast of FR – blocks BR
 - b. Race to the Sea – defeated DE at Ypres
 - c. "Dig In" – trench warfare
 - i. 3 years of war - fought to preserve stalemate
 - ii. Millions of troops died – war of attrition

- **Technology**
 - a. On the ground
 - i. Machine guns
 - ii. Poison Gas – imprecise
 - 1. Carried by the wind – sometimes blown into own trenches
 - iii. Tanks
 - b. In the air
 - i. Zeppelin – hydrogen dirigible
 - ii. Dogfights – encounters between pilots in the air
 - 1. Fokker – invented timing chains to allow pilots to fire from inside plane
 - c. In/under the seas
 - i. German U-Boats – unrestricted submarine warfare – shot on any ship
 - ii. British Q Ship – warship disguised as a merchant ship

- **Other Fronts**
 - a. Eastern Front – Russia
 - i. 2 million soldiers died
 - ii. 1918 March – Brest-Litovsk – peace with Germany
 - 1. RU loses 1/3 of population to DE
 - iii. Italy – 1915 – originally a central power – shifted and became Allied
 - 1. Enticed by Allies for portions of Austria-Hungary
 - 2. Allies used Italy to open up a new front
 - 3. IT not equipped to handle DE – Allies had to go in and help
 - iv. Gallipoli – 1915
 - 1. Allied's massacred – fought using Australian troops
 - 2. Used to open another front
 - v. Africa, Asia, Middle East – Lawrence of Arabia
 - 1. "If you rise against the Ottomans, you will become independent"
 - 2. Because of colonial territories, countries fought in Asia and Africa

- **USA Enters the War**
 - a. 1914 – Wilson declares neutrality, supports the Allies with supplies
 - b. 1915 – Lusitania sunk
 - c. 1916 – DE resumes unrestricted submarine warfare
 - d. 1917 – U Boats attack US merchant ships – compelling US to attack
 - i. Zimmerman Telegram
 - 1. DE transmission to Mexico– if MX attacks USA, will gain territory
 - 2. War declared the next day

- **USA Involvement**
 - a. By late 1917, ~50,000 troops per month being sent
 - b. 1918 – Chateau Thierry – 2nd Marne – DE defeated
 - c. 8th August 1918 – Allies push past DE lines
 - d. Nov 1918 – central powers collapse, Weimar Republic set up (democratic)
 - e. Armistice – 11/11 at 11am

- **Treaty of Versailles – signed by DE under protest, had no ratification by USA**
 - DE colonies surrendered as mandated to League of Nations
 - Alsace-Lorraine returned to FR
 - Cession of lands
 - Demilitarization of Rhineland (buffer between FR and DE)
 - DE pays reparations (6600million UK pounds)
 - De/Austria union banned
 - War Guilt Clause – DE accepts guilt for causing war
 - War trials for Kaisers
 - Limitation of DE army; 100k men, no conscription, no tanks, no heavy artillery, no poison gas, no aircraft, no airships
 - DE navy limited to ships under 100k tons, no subs