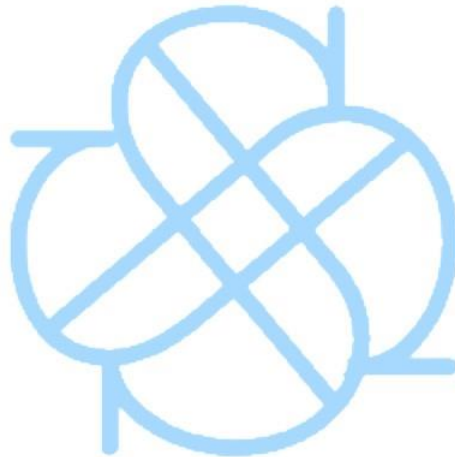


AP World History Modern Study Guide

Made by: Rma Polce for use at Simple Studies

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Instagram



Big Pictures of Each Major Time Period:

1200-1450

- Rise and growth of civilizations
- Religious developments and spread
- Technological advancements
- The decline of small states, local religions, and old technology
- State Building
- Chinese golden age
- Islamic Empire golden age
- Feudalism
- Trading and Crusading
- Black Death/Plague
- Pax Mongolica/The Mongols

1450-1750

- Global interactions
- How did land based empires gain and maintain power?
- Consolidating power
- Gunpowder Empires
- Empires of the Wind
- European developments and rivalries
- Exploitation of Africa and South America
- Isolationism
- changes in ways of life and thinking
 - Scientific Revolution
 - Enlightenment
 - Renaissance
 - Changes in England (Glorious Revolution, English Bill of Rights, etc...)

1750 - circa 1900

- European Dominance of long distance trade
- Industrialization's effects on the world
- Have and Have-not countries
- Imperialism and the inequalities it creates
- Political revolution/renewed spirit of wanting change
- Revolutions
- Policy changes
- English Imperialism
 - England and China (Opium Wars etc...)
 - England and India (Sepoy Rebellion etc...)
- Japan

1900- Present

- World Wars
- The Age of Anxiety
- The Cold War and Proxy Wars
- Gilded age
- Great Depression
- The rise of Tycoons, Barrons, and Monopolies
- Muckrakers and reporters
- International relations and agreements (Ex: founding of the United Nations)
- Genocide
- Technological Advancements
- The Soviet Union
- Political Scandals

1200-1450: World Building

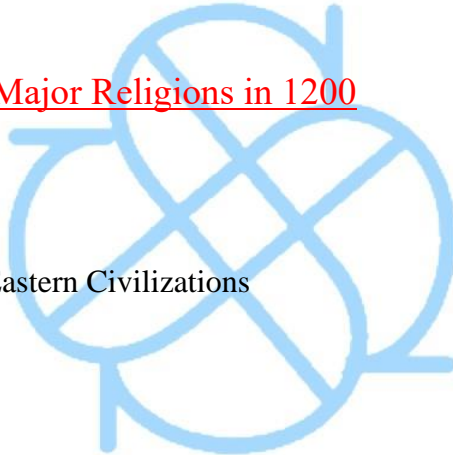
What are the characteristics of a civilization?

- I. Art and Architecture
- II. Social Classes/Pyramid
- III. Developed Cities
- IV. Specialized workers and jobs
- V. Organized form of Government
- VI. Record keeping
- VII. A form of writing
- VIII. Formalized religion(s)

Overview of the World's Major Religions in 1200

Buddhism

- I. Practiced typically in Eastern Civilizations
 - A. India
 - B. China
 - C. Southeast Asia
 - D. Japan
- II. Founded by Siddhartha Guatama, or Buddha



III. Beliefs

- A. Buddha: the Enlightened One
- B. There is no supreme being
- C. Follow the Four Noble Truths
 - 1. All life is suffering
 - 2. Suffering is caused by desire
 - 3. One can be freed of this desire
 - 4. One is freed of desire by following a prescribed path

IV. Schisms

- A. After the death of Buddha in 483 B.C.E., Buddhism split into two large movements
 - 1. Theravada (Hinayana) Buddhism
 - a) “The Way of the Elders”
 - b) Emphasizes meditation
 - c) Nirvana: renunciation of human consciousness and the self
 - 2. Mahayana Buddhism
 - a) “The Greater Vehicle”
 - b) More complicated
 - c) Involves greater amount of rituals
 - d) Open to the practices of other cultures
 - e) Spread more than Theravada Buddhism

V. Impact

- A. Appealed to lower classes
- B. Isn't attached to social structures and can apply to anyone and anywhere
- C. Spread rapidly through Asia
- D. Spread via trade routes
 - 1. Especially the Silk Road

VI. The Ancient Spread of Buddhism

A. Majorly spread in India (and ancient Asia) by Ashoka

1. Ashoka was part of the Maurya Dynasty in India

a) Ruled from 286 to 232 BCE

b) Ashoka's Edicts- large stone pillars with buddhists ideals carved into them put up all throughout the Indian subcontinent to encourage people to practice Buddhism

VII. Why did it spread/become popular?

A. Used to keep order and influence people to think the same thus uniting them

Christianity

- I. Practiced mainly in Europe, Northeastern Africa, and the Middle East
- II. One of the three Abrahamic faiths
- III. Came into existence with Jesus of Nazareth
- IV. Beliefs and Teachings
 - A. Devotion to God
 - B. Love for human beings
 - C. Followers believed that Jesus rose from the dead and ascended to heaven after being crucified in 30 C.E.
 - D. Based on the Old and New Testaments of the Bible
 - E. Jesus is the Messiah, or savior
 - F. Jesus Christ is the Son of God
 - G. Forgiveness of sins and ultimately everlasting life is achievable through belief in the divinity, death, and resurrection of Christ
 - H. The world was created by God
 - I. Humans are expected to seek, worship, service, and love God
 - J. Grace through faith

V. The Holy Trinity

- A. Jesus
- B. The Holy Spirit
- C. God

VI. Why so common?

- A. Many saw it as less extreme than Judaism
- B. Many liked that it did not require specific practices that other religions did such as: circumcision

VII. The Great Schism (1053 CE)

- A. Also known as the East-West Schism
- B. Caused by ecclesiastical differences
- C. Split the main faction into two:
 - 1. Roman Catholics
 - a) Based in Rome (at the time)
 - b) Believed the Pope should lead the church and the King below him
 - 2. Eastern Orthodox
 - a) Based in Byzantium (at the time)
 - b) Believed the King should lead the church and the Pope below him



VIII. Impact

- A. Appealed to women and lower classes
- B. By the third century, Christianity was the most influential religion in the Medeterranian region
- C. Was the driving influence in many conquests
 - 1. Some Christians believed it was their duty to spread the words and teachings of Jesus to other lands
 - 2. Missionaries

IX. Why did it spread/become popular?

- A. European states were weak and people felt lost the church gave them a place to still feel strong
 - 1. This is what lead to the large struggle between Church and State for power in Europe and the world

Confucianism

- I. Practiced mostly in China
- II. Founded by Confucius
 - A. Educator and political advisor
 - B. Tremendous influence over China
- III. Beliefs
 - A. The Five Fundamental Relationships
 - 1. Ruler and subject
 - 2. Parent and child
 - 3. Husband and wife
 - 4. Older sibling and younger sibling
 - 5. Friend and friend
 - B. Society is orderly and predictable when people live up to their obligations in their relationships
 - C. Focused on restoring social and political order to society
 - D. Filial Piety
 - 1. The respect of elders

IV. Impact

- A. Ethical, social and political belief that is compatible with other religions; flexible
- B. Embraced by government leaders to create order in society
- C. Evolved mainly in Chinese culture

V. Why did it spread/become popular?

- A. It was used to keep order
- B. Made people feel fulfilled and like they were a part of something

Hinduism

I. Practiced by the many cultures on the Indian subcontinent

II. Beliefs

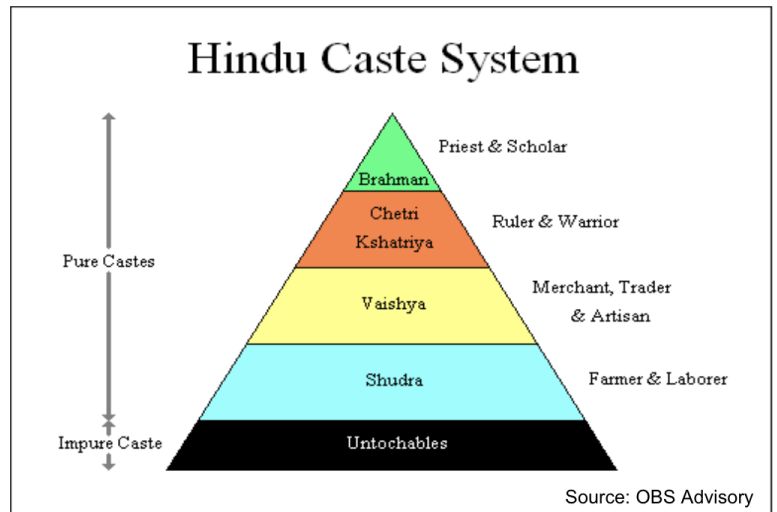
- A. Brahma: supreme force and creator; present in all things
- B. Gods are manifestations of Brahma
 - 1. Vishnu: the preserver
 - 2. Shiva: the destroyer
- C. Life goal was to merge with Brahma
- D. Who you are in this life is determined by who you were in a past life and how you conduct yourself in your assigned role
 - 1. Determines the caste you will be born into in your next life
- E. If you follow the dharma, you will move up the social ladder towards unification with Brahma
 - 1. Dharma: the rules and obligations of the caste that you are born into
- F. Cycle of life, death, and rebirth continues until you reach moksha
 - 1. Moksha: the highest state of being; perfect internal being and release of the soul
- G. No specific central sacred text- many prayers, texts, and holy books
 - 1. Vedas and Upanishads: sources of prayers, verses, and descriptions of the origins of the universe that guide Hindus
 - a) Oldest religious text ever that is still in use to this day - The Rig Veda

III. Impact

- A. Both a religion and social system
- B. Close relation to Indian social structure prevented wider acceptance of Hinduism
- C. Spawned another religion: Buddhism

IV. Why did it spread/become popular?

- A. Used to keep order
 - 1. Especially since it correlated with the Caste system
- B. Teachings were used to influence people and make them feel like their life had meaning
 - 1. Gave hope to the lower caste people by promising that one day by following their duties they could be better and part of a higher caste



Islam

- I. Practiced mainly in the Middle East, Northern Africa, Central Asia, and parts of Europe
- II. One of the three Abrahamic Faiths
- III. Beliefs
 - A. Monotheistic
 - B. Allah transmitted his words to the faithful through Muhammad who began to record those words in the Qu'ran
 - C. Salvation is won through the submission to the will of God
 - D. Follow the *Five Pillars of Islam*
 - 1. Confession of faith
 - 2. Prayer five times per day
 - 3. Charity to the needy
 - 4. Fasting during the holy month of Ramadan
 - 5. Pilgrimage to Mecca
- IV. Schism

A. Sunni and Shia

1. disagreed over who should succeed Muhammad as the leader of faith
 - a) Sunni believed it should be Abu Bakr, Muhammad's close friend and advisor
 - b) Shia believed it should only be blood relatives of Muhammad and therefore next in line after his death was Ali

V. Important cities to know

A. Mecca

1. Where Muhammad was born
2. Where people go for the Haj
3. When muslims pray they typically pray facing Mecca
4. Where the Kaaba is
 - a) Considered the most sacred "shrine" in Islam

B. Medina

1. The place from which Muhammad established the Ummah, Muslim community
 - a) This was after his flight from Mecca in 622 CE
2. Where Muhammad's body is entombed
3. Only Muslims are allowed to enter the main city
 - a) Outskirts of the city and the airport are open to all

VI. Impact

The fastest spread religion of the time- rapidly spread all over the Arabian Peninsula and to other areas of the world

A. Rapidly spread under the Umayyad Dynasty

B. Abbasid Dynasty succeeded in around 750 and continued the growth of Dar al Islam

1. *Dar al Islam*: the Islamic World

VII. Why did it spread/become popular?

- ##### A. Was able to connect vastly different people through one system of beliefs, one language, and one set of uniform practices

Judaism

- I. Practiced by the Hebrews in the Middle East
- II. One of the three Abrahamic Faiths
- III. Beliefs
 - A. God would preserve Hebrews for all time if they followed his laws, worshipped him, and were faithful
 - B. Monotheistic
 - C. Belief in an afterlife
 - D. Awareness of a unique relationship with God
 - E. Believe that they and the world were created by God
 - F. The destiny of the world is paradise, which can be reached by humans with divine help
 - G. All humans are created in the image of God
 - H. Have an obligation to serve and honor God
 - I. *The Torah*: sacred text consisting of the Old Testament
 - 1. Consists of miracles, laws, historical chronicles, sacred poetry, and prophecies
 - J. Set of religious guidelines and a cultural system

IV. The four Holy Cities

- A. Jerusalem
- B. Hebron
- C. Tiberias
- D. Safed

V. Impact

- A. First of the major monotheistic religions
- B. Spawned the two other major monotheistic religions: Christianity and Islam

Key Points

- Christianity, Islam, and Buddhism were *Converter Religions* - they sent people out to preach their faith and try to get others to convert to it
- Local religions/tribal religions fused with large ones or were severely weakened by military force, invasion, and the widespread impact and practice of the aforementioned religions
- Religions are NOT stagnant
 - They are always changing and there is multiple types of each religion
- There are schisms
 - Major groups split apart under the same religion because of difference of opinion and/or interpretation of the religion
- The major religions all have central ideals, texts, chants, matras, etc... that layout how the followers should act and worship

Developments in the Middle East

The Abbasid Dynasty: Golden Age to Remember

- I. The Abbasid Dynasty reigned from 750 to 1258 C.E.
 - A. Until the Islamic Empire was defeated by the Mongols
- II. Golden age in 9th Century C.E. where arts and sciences flourished
- III. Baghdad: capital of Islamic Empire, important cultural center of the world
 - A. In present day Iraq
 - B. The House of Wisdom aka the Grand Library of Baghdad
- IV. Cordoba: for a brief period was controlled by Abbasids
 - A. In present day Spain
 - B. In general flourished and was a center of learning and trade
 - C. Exported many goods
 - D. Eventually was taken back over by the Umayyads
- V. Built around trade
- VI. Developed a system of receipts, bills, and credit
 - A. Eliminated the danger and burden of carrying coins

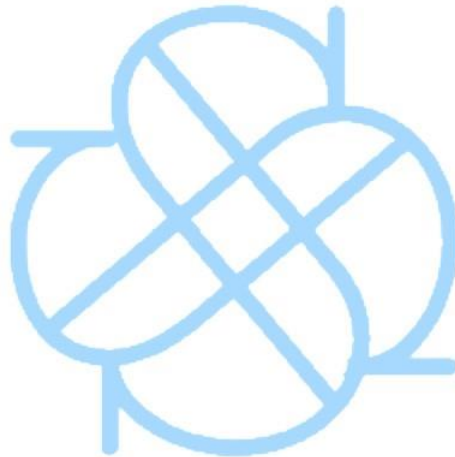
Decline of the Islamic Caliphates: Internal Rivalries and Mongol Invasions

- I. Internal Causes
 - A. Internal struggles and civil wars arose from differences between Sunni and Shia Muslims and ethnic differences
 - B. Rival factions and powers developed and destabilized central authority at Baghdad and cut tax revenues
 - C. Turkish warrior slaves revolted and established a new capital in Samaria (Central Iraq)
 - D. Groups carved out pieces of the empire
 - E. New Sunni dynasty in northern Iran
 - F. Threats from Seljuk Turks (nomadic Sunni group)
- II. External Causes

- A. Persians
- B. Europeans
- C. Byzantines
- D. Mongols overran the Islamic Empire and destroyed Baghdad and Abbasid Dynasty during the Crusades in 1258

III. Impact

- A. New strong Muslim groups and leaders appear in the world
 - 1. Examples: The Delhi Sultanate (India) and The Mamluk Sultanate (Africa)

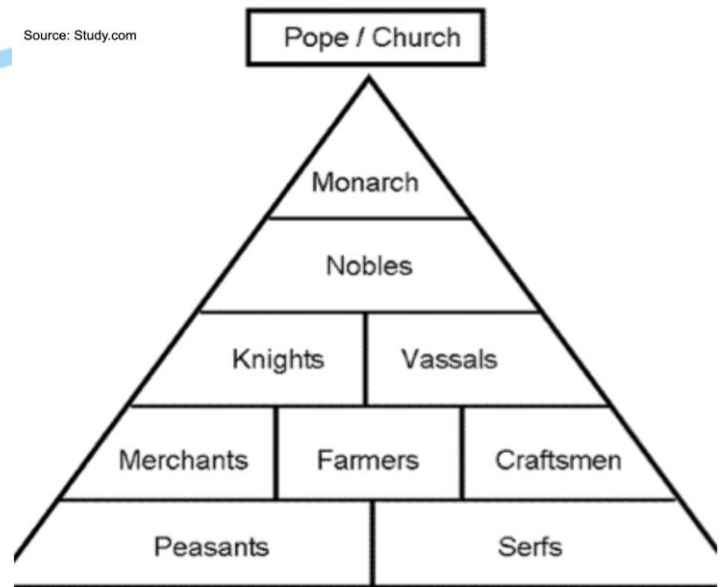


Developments in Europe

- I. Known as the *Middle Ages*
 - A. Period of time after the fall of Rome and before the Renaissance
- II. The Eastern Roman Empire was centered in Constantinople
 - A. Became the Byzantine Empire
- III. The Western Roman Empire collapsed entirely
 - A. The Dark Ages (500CE-1000CE)

European Feudalism: Land Divided

- I. Feudalism: the European social, economic, and political system of the Middle Ages with a strict hierarchy
 - A. Was how Europe built itself up
- II. Tiers of Feudalism
 - A. King: had power over entire territory, called his kingdom
 - B. Nobles: were granted power over sections of the kingdom in exchange for military service and loyalty to the king
 - C. Vassals/Lords: controlled smaller portions of the lord's land
 - 1. Controlled estates called fiefs, or manors
 - a) Peasants worked on the land on behalf of the lords in exchange for protection and a place to live
 - b) Manors were self-sufficient
 - D. Serfs/Peasants: worked the land; had very few rights



1. Serfs could not leave the manor without their lord's permission`
 - E. Everyone had to fulfill their roles in the hierarchy in order for the system to work
- III. The Three-Field System: rotation of 3 fields for farming
- A. One for fall harvest
 - B. One for spring harvest
 - C. One non-seeded to replenish nutrients in the soil
 - D. Helped to accumulate greater surpluses of food
 - E. Helped to keep the soil rich and stop it from deteriorating
- IV. The Code of Chivalry:
- A. Followed by most lords and knights
 - B. An honor system followed in feudalism
 - C. Condemned betrayal and promoted mutual respect
 1. Ex: you never attack an unarmed target nor do you abandon in a friendly/noble cause
- V. Land=Power
- A. Only males inherited land
 1. Land and title was passed down to the oldest son
 - B. Women had few rights and only possessed domestic skills
 1. Adored and considered beautiful
 2. Respected within the household
- VI. Middle class emerged when serfs began to develop new skills

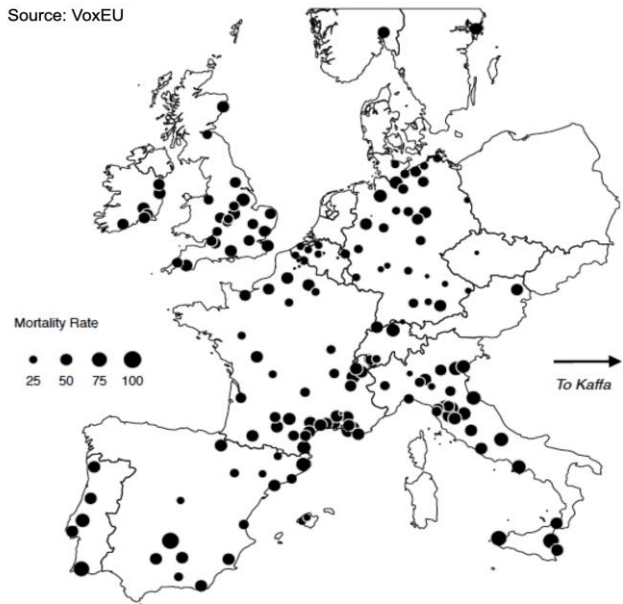
Height of the Middle Ages: *Trading and Crusading*

- I. Middle-class merchants/burghers became politically powerful in many towns
- II. Hanseatic League: alliance of towns similar to a city-state that was established in 1358
 - A. Controlled most Northern European trade
 - B. Guilds: Artisans and merchants who oversee the practice of their craft/trade in a particular area
 - 1. Most were forced to join guilds or forced out of business
- III. Crusades:
 - A. Military campaigns undertaken by Christians to take over the Holy Land (Jerusalem) and convert muslims and other non-Christians to Christianity
 - B. 11-14th centuries
 - C. Pope Urban II - called for the crusades and started the first one
 - D. Many men went to fight during the crusades
 - 1. Dying during a crusade in battle was seen as a noble and honorable death
 - E. There was more than 10 crusades
- IV. Heresies: religious practices/beliefs that did not conform to the traditions of the church
 - A. People began to question organized religions, especially Christianity
 - B. Scholasticism: relied on reason rather than faith; often conflicted with the church
- V. Pope Innocent III: issued strict church doctrines to reduce doubts about Christian supremacy- 4th crusade
 - A. Many heretics and Jews were persecuted
- VI. Pope Gregory IX: started an Inquisition, or formalized interrogation and persecution process for heretics
 - A. Exile, torture, execution, excommunication, etc.
- VII. The Church held supreme power during this time
 - A. Referred to as the Universal Church and Church Militant

The Bubonic Plague/Black Death

- I. Arrived in Italian port cities in 1347 from China and the Silk Road
- II. Spread due to crowded conditions in European cities
- III. $\frac{1}{3}$ of European population died
- IV. Led to a shift towards a commercial economy, individual freedoms, and new industries
- V. Gave the serfs more power as now they could request more from the vassals/leaders of the manor
- VI. Lead to the emergence of the middle class even more
- VII. People started to lose faith in the church
 - A. Felt their prayers were being ignored and that god did not care about them
 - B. The Church couldn't come up with a concrete reason as to why this happened so people became skeptical
 - C. Priests stopped doing last masses and prayers for the dying
 1. Because many of them died or were scared of dying
- VIII. Mass graves and dead bodies everywhere
- IX. Lead to the decline of manorialism and feudalism and people starting leaving the manor for towns and specialized work

Source: VoxEU



The Emergence of Nation-States: Power Solidifies

- I. Western Europe was not organized into countries, it was made up of feudal kingdoms
 - A. They began to organize based off of language after the Middle Ages
- II. Germany and Italy
 - A. Became decentralized and formed small kingdoms and city-states
 - B. Merchants and tradespeople became more powerful
- III. England unified quickly
 - A. Powerful nobles revolted and made King John to sign the Magna Carta in 1215
 - 1. *Magna Carta*: reinstated feudal rights of nobles, extended the rule of law to others, laid the foundation for Parliament; indirectly abolished absolutism because king's had to abide to the law and couldn't unjustly imprison people
 - 2. Parliament: an assembly of noble representatives that focused on law-making and taxation
 - a) Divided into 2 branches
 - (1) The House of Lords: members of the nobility and clergy that focused on legal issues and advised the king
 - (2) The House of Commons: knights and wealthy burghers who were concerned with trade and taxation
- IV. France
 - A. Joan of Arc: a farm girl who heard voices telling her to liberate France from England
 - 1. Convinced French that she was divinely inspired to lead men into battle and allowed her to do so
 - 2. Impacted the Hundred Years' War(1337-1453) between England and France
 - a) Led to England's withdrawal from France

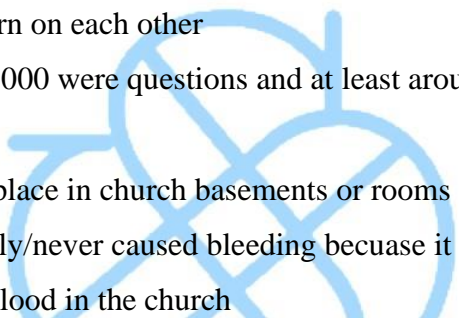
V. Spain

A. United by Queen Isabella of Castile

1. She married Ferdinand, the heir to the Spanish Kingdom of Aragon in 1469
2. Spain was united in a single monarchy

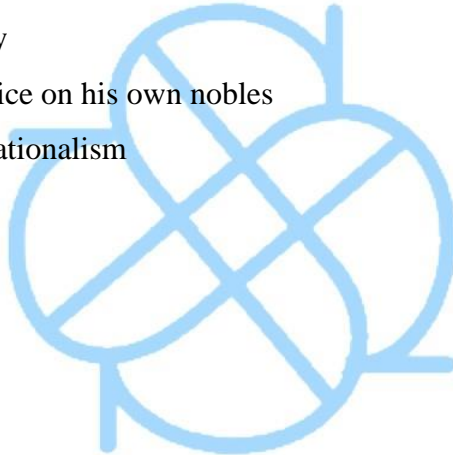
B. Enlisted Catholic Church as a strong ally

The Spanish Inquisition

- I. Non-Christians (called heretics) were forced to convert or leave the country
 - A. Specifically targeted Jews and Muslims
 - II. Those who didn't leave or convert were tortured
 - III. Caused neighbors to turn on each other
 - IV. It is estimated that 150,000 were questioned and at least around 30,000 of them were executed
 - V. The torture often took place in church basements or rooms
 - A. The torture rarely/never caused bleeding because it was considered a sin and wrong to spill blood in the church
- 

Russia

- I. Tatars: a group of Mongols from the east led by Genghis Khan
 - A. Controlled a large portion of Russia for over 2 centuries
 - 1. Caused a cultural rift that further divided Eastern and Western Europe
- II. Mongol power began to decline in the 14th century and the Russian princes of Muscovy gained power
 - A. Ivan III expanded territory into modern-day Russia and declared himself czar
 - 1. Czar: Russian word for emperor, or Caesar
- III. Moscow was the center of the Eastern Orthodox Church
 - A. Declared the Third Rome after Rome and Constantinople
- IV. Ivan the Terrible: centralized power over the Russian sphere in the 1500s
 - A. Ruled ruthlessly
 - B. Used secret police on his own nobles
 - C. First sense of nationalism



Developments in Asia

China and Nearby Regions

- I. The Song Dynasty (960-1279 C.E.)
 - A. China was reunified after the Era of the Warring States
 - B. Chinese Golden Age
 - 1. Started during the Tang Dynasty
 - C. Bureaucratic system based on merit
 - 1. Now people who were not rich could be apart of the government
 - D. Civil service examinations
 - 1. Focused on Confucian principles
 - 2. Many educated, talented, and loyal people worked for the government
 - E. Extensive transportation and communication system
 - 1. Canals
 - F. Paper money and credit were developed
 - G. Trade and cultural diffusion
 - H. New technologies applied to military
 - 1. Gunpowder
 - 2. Magnetic compass
 - 3. Watertight bulkheads
 - 4. Champa Rice
 - a) Could be harvested sooner and about 3 times a year
 - (1) *lead to more food and babies → large population growth
 - 5. Junk ships
 - a) Used for military and trade
 - b) Best ships during this time period
- I. Iron production increased tenfold to 120,000 tons per year

J. Production of steel using water-wheel-driven bellows to produce needed temperatures

K. Chinese Women Under the Song Dynasty

1. Women were subordinate to men

a) Where we see the major Patriarchal practices

(1) Foot Binding: widespread practice where a woman's feet were bound shortly after birth to keep them small

(a) Wouldn't grow as fast as the body

(b) Large feet were considered masculine and ugly

(c) Painful, deforming, and crippling process

(d) A marker of status - if a woman could bind her feet she was considered rich and high class

II. The Yuan Dynasty

A. A group of Mongol invaders who took over the Song Dynasty

1. Lead by Kublai Khan (the grandson of Genghis Khan)

B. Encouraged technological advancements and arts

1. Arts examples: ceramics, paintings, and dramas

C. Power lasted less than a century

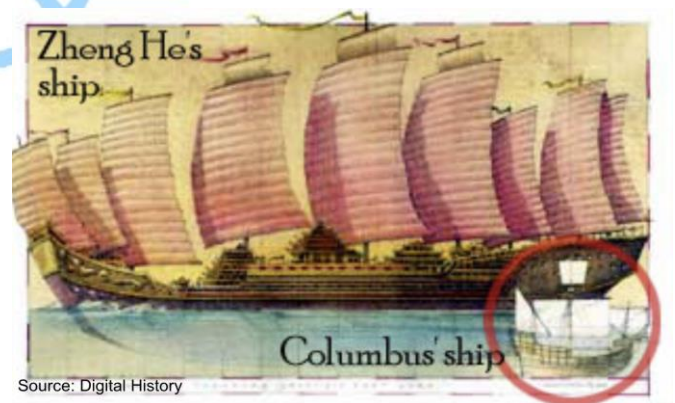
III. The Ming Dynasty

A. Came into power after the Mongols

B. Restored traditional Chinese rule

C. Majority of the Great Wall of China was built

D. Trade expansion



E. Zheng He and his fleet

1. Beautiful technological advance ships

2. Large and demonstrated China's power

3. Were eventually burnt when the Ming began to practice isolationism

F. Towards the end began to practice isolationism

1. Thought they were too good for the west and rest of the world
2. Stop interacting as much with them
3. Ultimately set China behind in the world exploration and technology

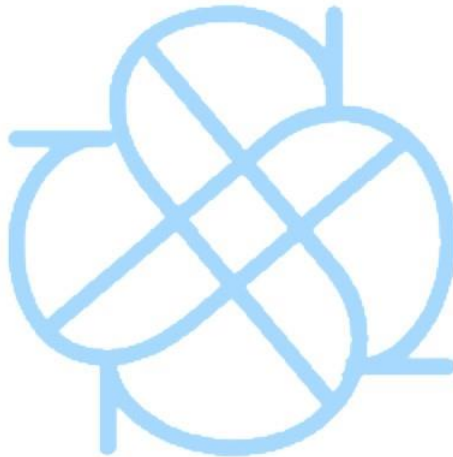
IV. Religion in China: Diverse Beliefs

A. Many religions

1. Ex: Nestorianism, Zoroastrianism, Islam, Buddhism

B. Most impactful was Mahayana and Chan Buddhism

C. Confucians and Daoists reacted strongly to the spread of Buddhism and considered them their rivals



Japan

I. Geography

- A. 4 main islands off of the coast of mainland Asia
- B. Isolated
 - 1. Limited exchange of ideas, religions, and goods between Japan and Asia

II. Feudal Japan

- A. Developed independently of European feudalism, but at the same time
- B. In 1192 C.E., Yoritomo Minamoto was given the title of chief general, or “shogun” by the emperor

C. Social Hierarchy:

- 1. Shogun: chief general
- 2. Daimyo: powerful samurai who were the owners of large amounts of land
 - a) Samurai: knights who were part noble and part warrior
 - b) Divided their land to lesser samurai
- 3. Peasants/Artisans: worked on the fields and in shops to support the samurai class
- 4. Land for loyalty exchange similar to European feudalism

D. *Code of Bushido*: strict code of conduct followed by samurai

- 1. Stressed loyalty, courage, and honor
- 2. If a samurai did not complete obligations, they were expected to commit suicide
- 3. Similar to the Code of Chivalry

E. Japanese women had no freedom and were forced to live harsh, demeaning lives



India

I. The Delhi Sultanate

A. Helped spread Islam throughout most of northern India and converted many Hindus to Islam

1. Hindus of southern India held onto their traditions and most did not convert
2. Converted around 25% of people to Islam
 - a) Especially the people in Northern India who practiced many different local religions

B. “Religiously tolerant”

1. Tried to convert most Hindus to Islam
2. Destroyed Hindu temples
3. Occasional violence
4. Sultans offended by polytheistic ways of Hindus
5. Non-Muslims in India had to pay a tax
 - a) Called the Jizya
6. Many converted to Islam to have more opportunities in government or business

C. Colleges were founded

D. Improved irrigation systems

E. Mosques built

II. Rajput Kingdoms

A. Consisted of several different Hindu principalities that were independent of one another

B. Had to unify against invading Muslim forces

C. Defeated by Muslim Mughal forces in 1527

****Note the Muhgals and Mongols are very different and not to be confused****

The Rise and Fall of the Mongols

- I. Genghis Khan: unified the Mongol tribes and set them on a path of expansion in the early 1200s
 - A. Unified tribes of Mongolia
 1. On the Steppe
 - B. Led the Mongol invasion of China in 1234
 - C. Education reforms helped Mongols to assimilate into Chinese culture
 - D. First pony express and postal system
 - E. Superior infrastructure helped the exchange of ideas
 - F. Gave tax breaks to teachers and clerics
 - G. Was very ruthless
 1. Would burn villages and brutally murder those that opposed him
- II. The Mongol Empire spanned from the Pacific ocean to Eastern Europe
 - A. Largest land based empire in history
- III. The Golden Horde: conquered modern-day Russia
- IV. Kublai Khan: ruled China
 - A. Destroyed Chinese cities
 - B. Ruthless warriors
 - C. Exchange of goods, ideas, and culture between regions
- V. Pax Mongolica
 - A. Mongol Golden Age
 - B. Flourishing Trade



VII. The Mongol Impact

- A. Great diffusers of culture
- B. Many Mongols assimilated into the cultures that they conquered
- C. Russia became a vassal state and didn't unify or culturally develop
- D. Lead to greater use of trade routes due to the protection they provided
 - 1. Prior to Mongols many got robbed on trails like the Silk Road
 - 2. Following and during Mongol rule the trade routes were much safer and more people used them
 - a) More safe mainly because criminals were brutally murdered and left as examples to others

Southeast Asia

I. Khmer Empire

- A. Established in the 9th century
- B. Predominantly Hindu
 - 1. Hindu beliefs were carried to Southeast Asia through the Indian Ocean trade network
 - a) Became the centerpiece for the growing Hindu empire
- C. Skilled at complex architecture
 - 1. Angkor Wat: most impressive construction; represented the entire Hindu universe in one stone structure
- D. Prosperous economy controlled majorly by women
- E. Practiced tolerance of other religions
- F. Thai people migrated to the Khmer Empire during Mongol conquests of China
 - 1. Wars with Thai people caused the fall of the Khmer Empire in 1431



Developments in Africa

- I. African kingdoms began trading with the larger Mediterranean economy
- II. Islamic traders were willing to do what they had to do to get the riches of gold out of the sand in the Sub-Saharan African deserts
- III. African traders began trading with Carthage and Tripoli
- IV. Gold-Salt trade began
 - A. Explosion of trade between Islamic and African traders

Mali and Songhai

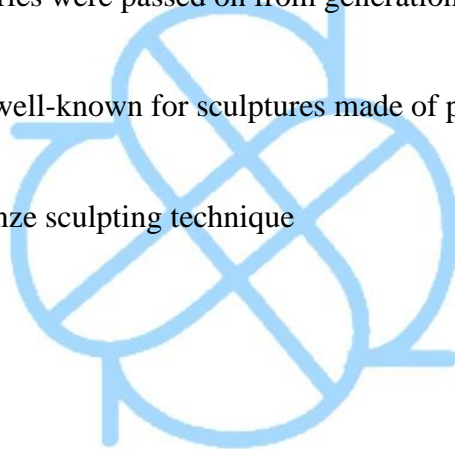
- I. Islamic traders were very interested in trading with West African Kingdoms
 - A. Gold in Mali
 - B. Brought Islam and goods to Mali and Ghana
- II. Mansa Musa
 - A. Greatest and most famous Malian ruler
 - B. Richest Man in history ever
 - C. Built capital in Timbuktu
 - D. Expanded the kingdom beyond the bounds of Ghana
 - 1. By using a centralized government
 - E. Made a pilgrimage to Mecca with hundreds of gold-carrying servants and camels
 - 1. Threw gold everywhere to show his wealth
 - 2. On the way back from Mecca brought with him architects and other professionals to help build-up and redesign Timbuktu

IV. Songhai Empire

- A. Largest empire in Western Africa
- B. Formed mid-15th century
- C. Established by Sonni Ali
- D. Lasted until around 1600 C.E.
- E. Timbuktu became major cultural center that drew scholars from around the Islamic world

The Arts in Africa

- I. Oral Literature
 - A. Important part of life in African communities
 - B. History and stories were passed on from generation to generation through storytelling
- II. African cultures were well-known for sculptures made of pottery and bronze
- III. The Benin Culture
 - A. Mastered a bronze sculpting technique



Developments in the Americas

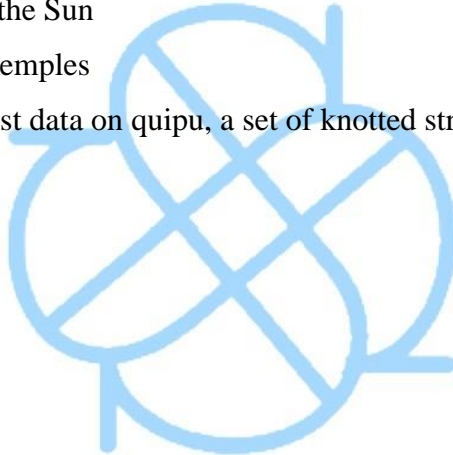
- I. Three main civilizations developed in Central and South America
 - A. Aztec
 - B. Inca
 - C. Maya
- II. Conquered by Europeans after 1450

The Aztecs: Trade and Sacrifice

- I. Arrived in Central Mexico in the mid-1200s
- II. Tenochtitlan: capital city
- III. Expansionist policy
 - A. Tribute System- conquered people paid a fine to remain part of the empire
- IV. Professional army
 - A. Dominated nearby states
 - B. Demanded heavy taxes
 - C. Took many people captive
 - 1. Needed to obtain victims for human sacrifices for religious events
 - a) Tens of thousands of people were killed annually
- V. Social Structure
 - A. Warriors were the elite
 - B. Everyone else was a peasant or slave
 - C. Women were subordinate
 - 1. Could inherit property
 - 2. Ran household
 - 3. Skilled in crafts and weaving
- VI. Built an empire of over 12 million people
 - A. Self-governed territories
 - 1. Had to pay tribute
- VII. Blood Tax- established a fierce army, places had to give people to be made into a part of this army

The Inca: My Land is Your Land

- I. Geography: Andes Mountains in Peru
- II. Controlled over 2,000 miles of the South American coastline using their professional army, bureaucracy, unified language, roads, and tunnel systems
- III. Humans were the prime source of labor due to the lack of animals
- IV. Women worked in the fields, weaved cloth, cared for the household, and could inherit land
- V. Human sacrifices in MUCH smaller numbers than the Aztec though
- VI. No private property
- VII. Rulers had to conquer new land to ensure their place in eternity
- VIII. Excellent builders, stone cutters, and miners
 - A. The Temple of the Sun
 - B. Machu Picchu temples
 - C. Recorded harvest data on quipu, a set of knotted strings
- IX. Mita System



Trade

Route	goods	technology	Religion
Silk road	Silk Porcelain Gunpowder Horses Textiles *luxury items*	Saddles Caravanserais- kinda like truck stops but for merchants	Buddhism Confucianism Islam
Indian ocean	Gold Ivory Textiles Fruit Pepper Rice *mostly common goods*	Maritime tech Astrolabe Compass Sternpost rudder Lateen sail	Christianity Buddhism Confucianism Islam
trans-saharan	Horses Salt gold slaves	saddles	Islam

Changes because of Trade

- I. Chinese and other east Asia embrace Buddhism
- II. Bantu in Africa became Muslim
- III. Birth of Swahili language - Bantu and Arabic mixed
- IV. Disease travelled- black death/bubonic plague
- V. Black death - change Europe - fall of feudalism/manorialism rise of middle class and specialized workers
- VI. Opening of people's imaginations to places far away
 - A. Ibn Battuta - traveler traveled through Islam territories and kept detailed notes
 - B. Marco Polo - traveler - China during Yuan Dynasty (Kublai Khan)

Global Interactions (1450-1750)

Revolutions in European Thought and Expression

The Renaissance: Classical Civilization Part II

- I. Humanism: A Bit More Focus on the Here and Now
 - A. Medieval Europe
 - 1. Thoughts of salvation and the afterlife dominated personal priorities
 - 2. Life became something people suffered through on the way to heaven
 - B. Humanity, personal accomplishment and happiness, was the central core of most literature and philosophy of ancient writers
 - C. Humanism: the focus on human endeavors
 - 1. Focused on present day life and achievements
 - 2. Led to focus on individuals and individuality
 - 3. Reduction of authority in institutions
- II. The Arts Stage a Comeback
 - A. Renaissance= “rebirth”
 - B. Medici Family: patron for art, architecture, and beauty created by many great artists
 - 1. Michelangelo
 - a) Painted the ceiling of the Sistine Chapel
 - 2. Brunelleschi
 - C. Leonardo da Vinci and Donatello: painters and sculptors
 - 1. Depicted the human figure as realistically as possible
 - 2. Use of light and shadow
 - 3. Full and real body figures
 - 4. Helped to fully understand human body structure
 - D. Tommaso Masaccio and Filippo Brunelleschi: used technique called linear perspective
 - 1. Nearer objects were drawn bigger and farther objects were drawn smaller

2. The lines of perspective merged into one distant focal point
 3. 3-dimensional quality
 4. Advancement of art and understanding of perspective
- E. Catholic Church noted artistic developments and began to have artists work on cathedrals and palaces
- F. Van Eyck: Dutch painter who adopted naturalism in his art
- G. Albrecht Dürer: German artist who adopted naturalism

III. Western Writers Finally Get Readers

A. Johannes Gutenberg: invented the printing press in the mid-1400s

1. Improved production of books
2. Books were now more affordable
3. More educated population
4. Translated books
5. Reading became a casual activity

B. *The Prince* by Machiavelli

1. Helped monarchs to maintain their power
2. Monarchy should be distinct from the church
3. Leaders should act purely in self-interest
4. Leaders - "It's much safer to be feared than loved"
5. "Machiavelli Man" - ideal man

C. *In Praise of Folly* by Erasmus

1. Counseled kings and popes
2. Talked about most foolish political moves to date

D. *Utopia* by Sir Thomas Moore

1. Described an ideal society
2. Everyone's needs were met
3. Everyone shared the wealth

E. William Shakespeare

1. Most famous European writer from this period
2. Exemplified humanism in its extreme
 - a) Character strengths and flaws

- b) Comedy and tragedy
- 3. *Julius Caesar* and *Antony and Cleopatra*

The Protestant Reformation: Streamlining Salvation

- I. The Catholic Church began to sell *indulgences*, a piece of paper purchased to reduce time spent in purgatory and atone their sins
 - A. Landowning nobles resented the church
 - B. Fueled anti-church sentiments
 - C. Corrupt nature of the church was exposed
- II. Martin Luther: Monk on a Mission
 - A. Martin Luther: a German monk who nailed a list of 95 theses on a church door
 - 1. Outlined frustrations with the church's practices
 - a) Selling of indulgences
 - 2. Church services should be conducted in local languages, not Latin
 - a) Translated Bible to German
 - B. Pope Leo X: outraged by Luther and ordered him to retract his theses
 - 1. Excommunicated Martin Luther
 - 2. Failed to prevent the spread of Luther's ideas
- III. Diet of Worms
 - A. When Martin Luther was told to retract his theses and he refused the church called this meeting
 - B. Was forced to defend his thoughts to church (he didn't)
 - C. They tried to have him kidnapped and killed but he was not and survived and still endorsed the theses
 - D. Pope Leo X was outraged by Luther's actions and excommunicated him
- IV. Christianity Splits Again
 - A. Lutherans: Luther's followers who split off from the Catholic Church
 - B. John Calvin: led a powerful Protestant group in France
 - 1. Calvinism
 - a) God had predetermined destiny for all people
 - C. The Church of England/Anglican Church

1. King Henry VIII: did not have a son as heir to the throne and wanted to end his marriage
 - a) The Pope denied annulment of his marriage
 - b) Formed the Anglican Church so he could divorce his wife
- V. The Counter-Reformation: The Pope Reasserts His Authority
- A. The Catholic Reformation/Counter-Reformation: the Catholic Church reformed itself during the 16th century
 1. Won back some followers lost to the Protestant Reformation
 2. Did not follow Protestant demands
 - a) Reaffirmed and “reformed”
 3. Ignatius Loyola: founded the society of Jesuits
 - a) Restored faith in Catholic Church’s teachings of Jesus
 - b) Stricter training system and expectations of the clergy
 - c) Believed prayers and good works led to salvation
 - B. The Council of Trent: a series of meetings of church officials to direct the Counter-Reformation
 1. Clarified Catholic Church’s positions on issues and questions
 2. Heretics were tried and punished
 3. Re-established Latin as language
 - C. Counter-Reformation was successful

The Scientific Revolution: Prove It or Lose It

- I. The Copernican Revolution: A Revolution About Revolutions
 - A. Nicholas Copernicus: developed mathematical theory that the Earth and the other celestial bodies revolve around the sun and the Earth rotates on its axis daily
 1. Published *On the Revolutions of the Heavenly Spheres* in 1543 to prove his points
 - B. Galileo: discovered the moons of Jupiter with a telescope, further proved Copernicus’ theory

1. Published his *Dialogue Concerning the Two Chief Systems of the World* in 1632

- a) Showed rotation of the earth on its axis
- b) Refuted the model used by the Catholic Church

- (1) Put Galileo on trial

- (a) Works placed on The Index, a list of banned heretical works

II. The Scientific Method: In Search of Truth

A. Reason was no longer good enough to prove something

B. Under the Scientific Method, people had to prove, document, repeat, and experiment their ideas

C. Fathers of the Scientific Method: Copernicus and Galileo

D. Contributors

1. Tycho Brahe (1546-1601): built observatory and recorded observations
2. Francis Bacon (1561-1626): published works on inductive logic (scientific method)
3. Johannes Kepler (1571-1630): developed laws of planetary motion; based off of observations and math
4. Sir Isaac Newton: invented calculus to prove the theories of other and developed law of gravity

- a) *The Mathematical Principles of Natural Philosophy* (1697)

E. Many people became *Atheists*

1. Believed that no god exists
2. Or that god desists: exists, but plays a passive role in life

III. Deism: God as a Watchmaker

A. Deism: a powerful god created an orderly realm but did not interfere in it

B. God was a watchmaker

1. Set up the world
2. Gave it natural laws to operate by
3. Let it run by itself using these natural laws

- C. Had no place in organized religion

The Enlightenment: Out of Darkness, Into the Light

- I. The Enlightenment: focused on the role of humankind in relation to the government
- II. Divine Right
 - A. Divine Right: monarchs believed that God ordained their right to govern and people had a religious and moral obligation to obey them
 - 1. Common belief during the Middle Ages, Renaissance, and Counter-Reformation
- III. Mandate of Heaven
 - A. Used in China
 - B. Dynasty had the gods' blessing to rule
 - C. Dynasty had it until something horrible happened which they believe showed the dynasty no longer had it
 - D. Part of the Dynastic Cycle
 - E. Oracle bones- used of ra long time by priests and officials to predict the future
- IV. The Social Contract: Power to the People
 - A. Philosophers and intellectuals began to rethink social and political structures
 - B. Thomas Hobbes (1588-1679)
 - 1. Wrote *Leviathan*
 - 2. People were naturally greedy and prone to violence and warfare
 - 3. Government should preserve peace and stability
 - 4. Needed an all-powerful ruler to suppress violent tendencies of the people
 - C. John Locke (1632-1704)
 - 1. Wrote *Two Treatises on Government*
 - 2. Optimistic views on human nature
 - 3. All men are equal
 - 4. Everyone has natural unalienable rights
 - 5. Government's only role was to secure and guarantee natural rights
 - 6. People were capable of ruling themselves
 - D. Jean-Jacques Rousseau (1712-1778)

1. Wrote *The Social Contract* (1762)
2. All men are equal
3. Society should be organized according to majority rule and general will of the people
4. Freedom is the ability to obey the laws that people prescribe for themselves
5. The individual is protected by the community, but free
6. Find freedom by sacrificing some individual rights for common good

E. Voltaire

1. Religious toleration

F. Montesquieu

1. Separation of powers into different branches of government

G. Hobbes- Very different from the rest of the thinkers

1. Liked Absolutism and Absolute Monarchs
2. Believed the King and Queen were above all the Estates.

European Exploration and Expansion: Empires of the Wind

I. Explorers

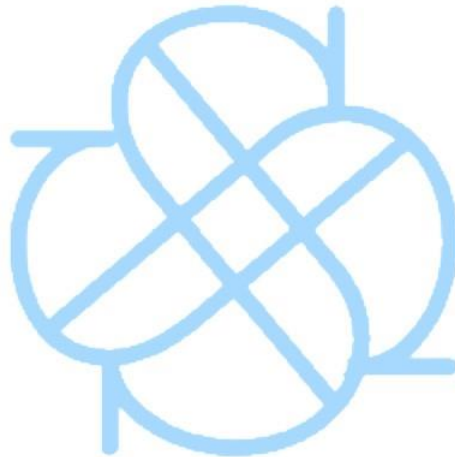
- A. Bartholomew Dias (1488): Portugese explorer who rounded the tip of Africa
- B. Vasco da Gama (1497): rounded the Cape of Good Hope, explored the east African kingdoms, traveled to India and established trade relationships
- C. Christopher Columbus (1492): Spanish voyager who reached Cuba and the West Indies
- D. The Treaty of Tordesillas (1494): treaty between Spain and Portugal that divided the new lands found in the Americas
 1. East=Portugese territory
 2. West=Spanish Territory
- E. Amerigo Vespucci (1500s): explored South American several voyages
 1. Realized that it was not part of Asia
 2. America was named after him

- F. Ponce de Leon (1513): explored Florida for Spain looking for the fountain of youth
- G. Vasco de Balboa (1513): explored Central America for Spain
 - 1. Saw the Pacific Ocean
- H. Ferdinand Magellan (1519): sailed around the tip of South America to the Pacific Ocean for Portugal
 - 1. Made it to the Philippines and died
 - 2. First to circumnavigate the world
- I. Giovanni da Verrazzano (1524): explored the North American coast for France
- J. Sir Francis Drake (1578): first Englishman to circumnavigate the world
- K. John Cabot (1497): explored the coast of North America for England
- L. Henry Hudson (1609): sailed for the Dutch looking for a Northwest Passage to Asia
 - 1. Explored the Hudson River and made land claims
- II. Innovations and Technologies
 - A. The Sternpost Rudder: allowed for better navigation and control of larger ships
 - 1. Invented in Han China and traded to Europeans
 - B. Lateen Sails: allowed ships to sail in any direction, regardless of the wind
 - 1. Standard on transatlantic voyages
 - C. The Astrolabe: portable navigation device that measures the distance of the sun and stars above the horizon
 - 1. Determined latitude
 - 2. Not invented during this time period but became extremely important
 - D. The Magnetic Compass: allowed sailors to determine direction without staying in sight of land
 - 1. Not invented during this time period but became extremely important
 - E. Three-Masted Caravels: large ships with larger sails meant for longer journeys
 - F. Fluty and Carrick Ships
 - 1. Small fast ships
 - 2. Strictly merchant ships

3. much cheaper than other ships



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IV. The New World: Accidental Empire

- A. Hernando (Hernan) Cortes (1519): landed on the coast of Mexico with 600 men in the Aztec Empire
- B. Motivation was to acquire spices and gold
- C. Seized Montezuma and sieged Tenochtitlan
 - 1. Sieged - a military blockade

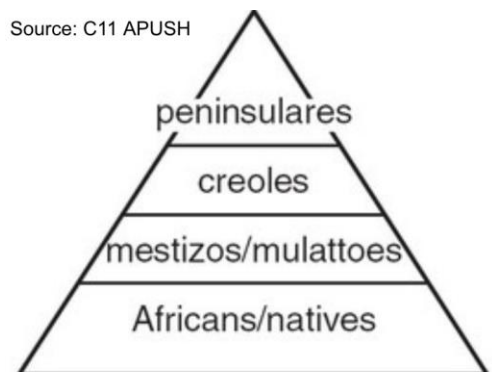
V. Disease: The Ultimate Weapon of Mass Destruction

- A. Spanish spread diseases, such as smallpox to the Aztecs
 - 1. Aztecs had no resistance to these diseases from Europe
 - a) Most of the Aztec population died
 - 2. Spanish seized control of Aztec Empire in 1525 because of the small remaining population
- B. Francisco Pizarro set out to find the Incas with 200 men in 1531
 - 1. Disease, superior weapons, and help from enemies helped Pizarro to take over the Incan Empire by 1535

VI. The Encomienda System

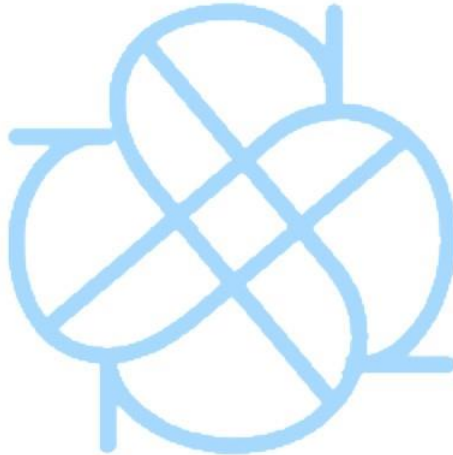
- A. A Caste system
- B. The Encomienda System Hierarchy
 - 1. Peninsulares: Spanish officials sent to govern the colonies
 - a) Given land and native labourers
 - b) Expected to protect Natives and convert them to Christianity
 - 2. Creoles: people born in the colonies to Spanish Parents

Source: C11 APUSH



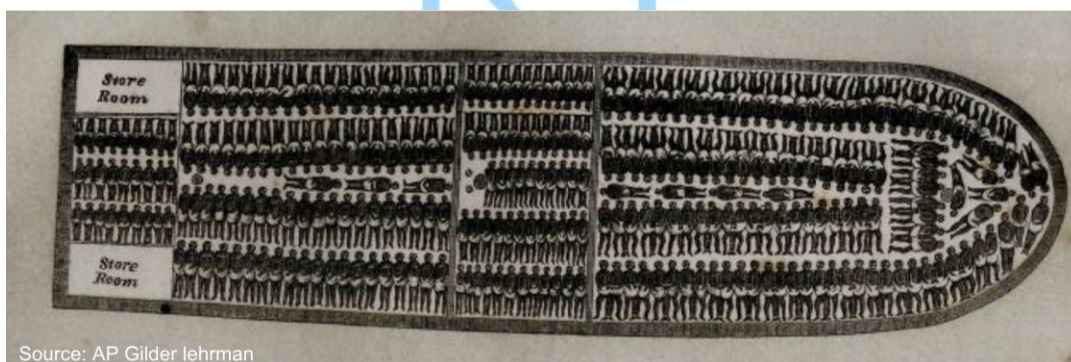
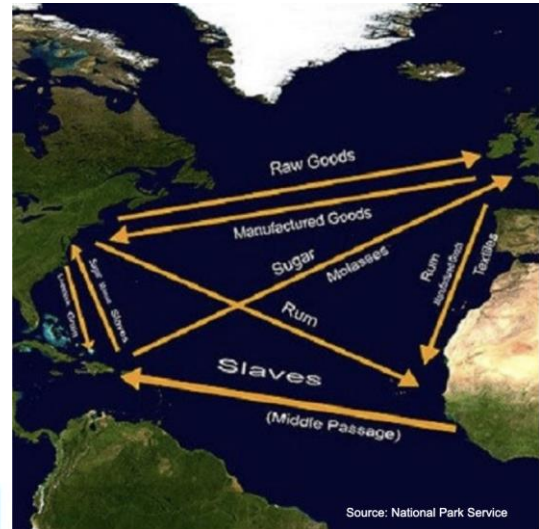
- 3. Mestizos: those with European and Native American parents
- 4. Mulattos: those with European and African parents

- 5. Native Americans: had no freedom and worked on estates or in mines
- C. Viceroy: appointed governor of each of the five regions of New Spain
 - 1. Established the Encomienda System: a system of forced labor
- VII. The African Slave Trade: The Love of Money at the Root of Evil
 - A. Europeans exploited a system of slavery that already existed in Africa
 - 1. Traded guns and other goods for slaves, but did not release them like the Africans did
 - B. Europeans became ruthless when acquiring slaves due to a high demand for them in transatlantic slave trade
 - C. Chattel Slavery: when slaves are treated as property (bought, owned, sold, etc...)
 - D. Angola- the Portuguese port dedicated to trading slaves



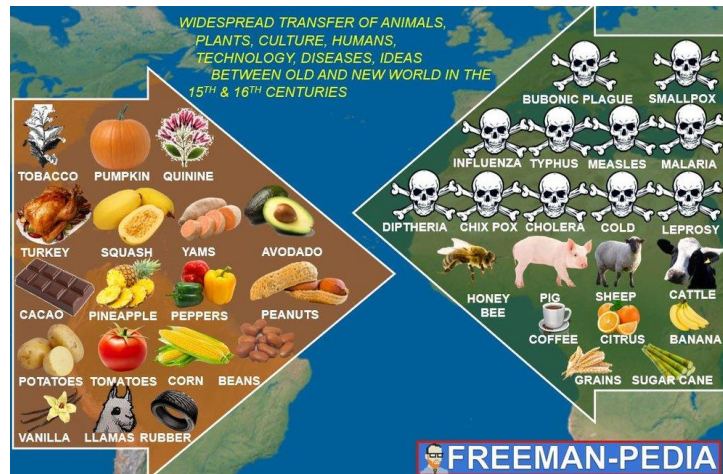
E. The Middle Passage: Africans were rounded up, put on ships, chained together, taken below deck on their journey to America

1. At least 13 million Africans were taken to the New World
 - a) 60% to South America
 - b) 35% to the Caribbean
 - c) 5% to North America
2. Many died on the voyage from starvation, disease, suffocation, suicide, or were killed for revolting
 - a) 20% mortality rate on ships



VIII. The Columbian Exchange: Continental Shift

- A. The Columbian Exchange: the transatlantic transfer of animals, plants, diseases, people, technology, and ideas among Europe, Africa, and the Americas
- B. "Triangle Trade"
- C. Old World- Europe and Asia, New World- The Americas and Caribbean
- D. Old World → New World: Horses, Pigs, Goats, Chili peppers, Sugarcane, The Bubonic Plague, Smallpox, Typhoid, Influenza, The Common Cold, Guns, Catholicism, Etc.
- E. New World → Old World: Squash, Cassava, Peanuts, Beans, Corn, Potatoes, Cacao, Chagas, Syphilis, Silver, Etc.



IX. The Commercial Revolution: The New Economy

A. *Joint-Stock Company*: an organization created to pool the resources of many merchants

1. Distributes costs and risks of colonization
2. Reduces risks for individual investors
3. Secured royal charters for colonies
4. Muscovy Company of England: monopolized trade routes to Russia
5. The Dutch East India Company: controlled routes to the Spice Islands (Indonesia)

B. Mercantilism: countries tried not to import more than they exported; balance in trade

X. Asia

A. China and Japan severely limited trade with European nations

1. Isolationist policies

The European Rivals

Spain and Portugal

- I. King Ferdinand and Queen Isabella: ensured survival and expansion of the Spanish language and culture
- II. Charles V: had land in France, the Netherlands, Austria, Germany, and Spain through a series of carefully arranged marriages
 - A. Handed power over to Austria and the Holy Roman Throne of Germany to Ferdinand I
 - B. Gave the throne of Spain and power over Burgundy(France), Sicily, the Netherlands, and the New World to Philip II
 - 1. Expansion into the New World
 - 2. Spanish Renaissance
 - 3. Continued the Spanish Inquisition
 - 4. Gained control over Portugal
 - 5. Fought for Catholicism
 - 6. Glory days ended in the mid-17th century

England

- I. Elizabeth I: daughter of King Henry VIII who oversaw a golden age
- II. Elizabethan Age: English golden age of the arts
 - A. Elizabeth I was in power
 - B. Boasted commercial expansion, exploration, colonization
 - C. Muscovy Company and the British East India Company were founded as joint-stock companies
- III. James I
 - A. Attempted to create reforms that accommodated other religions

- B. Puritans did not want to recognize James I's power over religion
 - 1. Claimed divine right
 - 2. *Puritans* crossed the Atlantic and established the Plymouth colony in 1620, as well as the Jamestown colony
 - a) Known as Pilgrims

IV. Charles I

- A. Signed the Petition of Right: document that limited taxes and forbid unlawful imprisonment
 - 1. Desperate for money from Parliament
 - 2. Ignored petition after getting funding
 - 3. Did not call Parliament meeting for another 11 years
- B. The Long Parliament: sat for 20 years to limit absolute powers of the monarchy
 - 1. Led by Puritans
 - 2. Denied Charles' funding requests
- C. Civil war was sparked
 - 1. Roundheads: army led by Oliver Cromwell; defeated the Cavaliers
 - 2. Cavaliers: army of James I
 - 3. King was tried and executed
 - 4. Oliver Cromwell rose to power, but was not king
 - a) Leader of the English Commonwealth
 - b) Then became the Lord Protector
- D. Charles II rose to power
 - 1. Restored limited monarchy
 - 2. Not openly Catholic
 - 3. Known as the Stuart Restoration
 - 4. Acknowledged the rights of the people
 - 5. Habeas Corpus Act: protects people from unlawful arrests
- E. James II rose to power
 - 1. Openly Catholic
 - 2. Unpopular ruler

3. Glorious Revolution: James II was driven from power by the Parliament
 - a) Ensured that rulers would be Anglican
 - b) Limited powers for monarchs

France

- I. France began to unify and centralize in a strong monarchy
 - A. Religious difference made this difficult
- II. The Edict of Nantes: created by Henry IV to create a religiously tolerant environment
- III. Cardinal Richelieu
 - A. Catholic
 - B. Chief advisor to Bourbonns
 - C. Strengthened the role of the French crown
 - D. Compromised with the Protestants
 - E. New bureaucratic class was established
 - F. Cardinal Mazarin: successor of Richelieu who prepared France for its strong position under Louis XIV
- IV. Louis XIV
 - A. 4 years old when he inherited the crown
 - B. Absolute monarch
 1. Ruled for 72 years
 - C. “The Sun King”
 - D. “The Most Christian King”
 - E. Glorification of France and its culture
 - F. Divine right- “I am the state”
 - G. Built the lavish Palace of Versailles
 1. Enforced his absolutism by making people scared of him
 2. Would summon them to come stay at Versailles where he could keep a close eye on them
 3. If someone was sent home from Versailles it was seen as a great dishonor

- 4. Had tons of rules and regulations making the life there very strict
 - a) Ex: had to eat dinner with a very specific set of utensils in a very specific manner

H. Put France in debt with his lavish lifestyle and excess personal spending using government funds

I. Never summoned the Estates-General, the lawmaking body

J. Not religiously tolerant

K. Jean Baptiste Colbert: managed royal funds

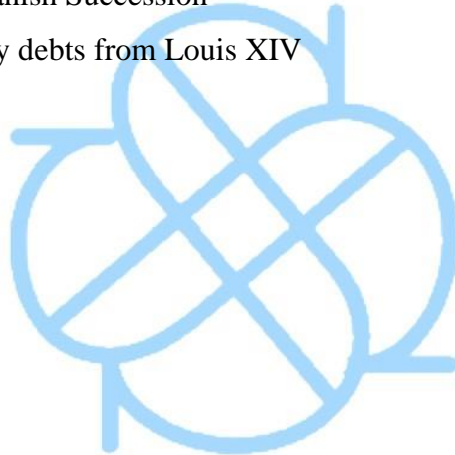
V. Colbert

A. Wanted to increase the size of French empire

B. Warfare and mercantilism worked only for a short period of time

C. The War of Spanish Succession

D. Needed to repay debts from Louis XIV



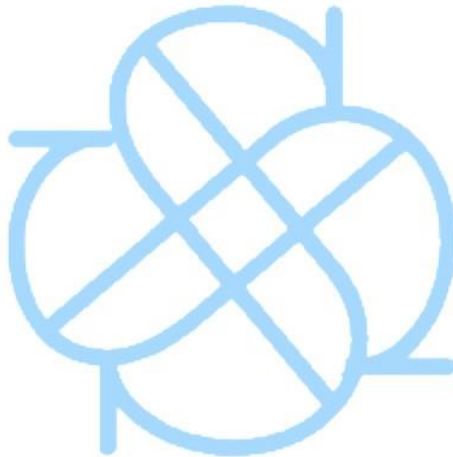
German Areas (The Holy Roman Empire)

- I. Germany was a collection of city-states
- II. Lost parts of Hungary to the Ottoman Empire in the 16th century
- III. The Peace of Augsburg (1555): wanted to bring an end to conflicts between Catholics and Protestants
 - A. Peace did not last
- IV. The Thirty Years' War (1618-1648): Protestants in Bohemia challenged the authority of the Holy Roman Catholic emperor
 - A. Emperor had less power
 - B. Decentralized and nation-states formed
 - C. The Peace of Westphalia (1648): small German states gained independence
 - 1. Prussia was the strongest
 - D. Territories reduced
 - E. The Hapsburg family lost power
- V. Northern German city-states were still gaining momentum and power during the 18th century
 - A. Especially Prussia

Russia Out of Isolation

- I. Russian leaders were overthrowing the Mongols
 - A. Ivan III
 - 1. Refused to pay tribute to the Mongols
 - 2. Declared Russia free of Mongolian rule
 - B. Ivan IV
 - 1. Established absolute rule in Russia
 - 2. United Russia
 - 3. Expanded eastward
 - 4. Known as “Ivan the Terrible”
 - 5. Reign of terror
 - a) Executed those who were a threat to his power
- II. The Time of Troubles (1604-1613): pretenders to the throne would kill each other almost constantly
 - A. Michael Romanov: elected czar by feudal lords and ended the Time of Troubles by stabilizing Russia
- III. Peter the Great
 - A. Ruled from 1682-1725
 - B. Wanted to Westernize Russia
 - 1. went on a tour all over Europe to see what other countries were like to replicate their style
 - C. Built St. Petersburg
 - D. Created Beard Tax- to keep their long beards men had to pay a tax
 - E. Russia becomes a little unstable in this period before it becomes a power
- IV. Catherine the Great
 - A. Ruled from 1762-1796

- B. Education
- C. Western culture was implemented
- D. Limited growth of merchant class
- E. Enforced serfdom
- F. Aggressive westward territorial expansion
- G. Ensured access to the Mediterranean
- H. Added another warm water port in the Black Sea



Islamic Gunpowder Empires: Ottoman, Safavid, and Mughal

I. The Ottoman Empire

- A. Founded by Osman Bey
- B. Istanbul: capital city originally named Constantinople
- C. Converted cathedrals into mosques
- D. Religiously tolerant
- E. Conquered most of the Old Byzantine Empire
- F. Religious persecution grew with the empire
- G. Selim I: greatly expanded the empire
 - 1. Claimed he was rightful heir to Islamic tradition
 - 2. Istanbul became the center of Islam
- H. Suleiman I/Suleiman the Magnificent: Ottoman Empire lasted until 1922
 - A. Greatly expanded the reach of Islam
 - B. Devshirme System- poor christian boys enslaved and forced to work in armies
 - 1. If they were good enough they were able to join the highly skilled Janissaries or worked in the bureaucracy
 - 2. Most of the boys became fiercely loyal to the ottomans
 - C. Tax Farming- officials went around and collected taxes often crops but also whatever else they saw fit and were told to take

II. The Safavid Empire

- A. Chief rivals of the Ottoman Empire
- B. Centralized state
- C. Based on military conquest
- D. Followed Shia Islam

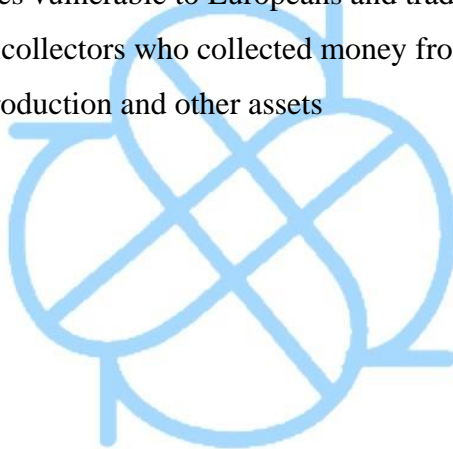
III. Ottaman-Safavid Conflict

- A. Hated each other
- B. Ottomans were Sunni and Safavids were Shia
 - 1. Considered each other heretics

IV. The Mughal Empire

- A. Babur: leader of Mongols who founded the Mughal Empire

1. Claimed to be a descendant of Genghis Khan
 2. Muslim
- B. Dominated and united the Indian subcontinent for 300 years
- C. Akbar: unified much of India
1. Religious tolerance
 2. Improved the role and position of women in society
- D. Shah Jahan
1. Golden age of art, architecture, and thought
 2. Built the Taj Mahal as a tomb for his wife
 - a) Demonstration of power and wealth
 3. Ended religious tolerance
 4. Port cities vulnerable to Europeans and trade
- E. Zamindars- tax collectors who collected money from people based off of their land size and production and other assets



Africa

- I. Songhai Empire
 - A. Sunni Ali: consolidated the valley of the Niger River into an empire
 - B. Imperial navy
 - C. Centralized government
 - D. Financed the city of Timbuktu as major Islamic center
 - E. Controlled trade routes
 - F. King demonstrated power
 - 1. Had rituals worshipping the king or that only the king could do
 - 2. The king was always on a pedestal surrounded by 700 military units
 - 3. Whenever approaching the king had to do so with your head down and could only raise it when he said you could
 - G. Fell to the Moroccans
- II. Ashanti Empire
 - A. Wealthy from gold trade
 - B. Highly organized military
 - C. Greatly expanded territory
- III. The Kingdom of Kongo
 - A. Bolstered by trade with Portugal
 - B. Close political and economic relationships with Europeans
 - C. King Alfonso I: converted empire to Catholicism
- IV. Angola
 - A. Portugese trading post
 - B. Purpose was to expand their slave trade
 - C. Queen Nzinga: resisted Portugese authority and control
 - 1. Led troops in battle for 40 years
 - 2. Studied European tactics
 - 3. Made alliances with Dutch
 - 4. Could not overcome weaponry of Portugese or unify allies

Isolated Asia

China

I. The Ming Dynasty

- A. Created centralized government
- B. Used traditional Confucian principles
- C. Civil service exams
- D. Removed Mongol influence
- E. Zheng He: Chinese navigator
 - 1. Led fleets throughout southeast Asia and the Indian Ocean to East Africa
 - 2. Stopped naval voyages were later stopped by the government
 - a) Became isolationist

II. The Qing/Manchu Dynasty

- A. Not ethnically Chinese- from Manchuria
 - 1. Tried to remain ethnically elite by not allowing people to adapt to the Manchu culture or language
- B. Needed help of ethnic Chinese to run the country
- C. Civil service exams back in use
- D. Kangxi: Confucian scholar who ruled
 - 1. Supported the arts
 - 2. Expanded empire into Taiwan, Mongolia, central Asia, Tibet
- E. Qianlong: another Confucian scholar who ruled
 - 1. Gained Vietnam, Burma, and Nepal as vassal states
- F. Protected Manchu culture
 - 1. Expelled Europeans who they felt threatened by
- G. Did not interact with much of the world
- H. Rising class of merchants in coastal cities due to trade with Europeans
 - 1. Trade was very controlled

Japan

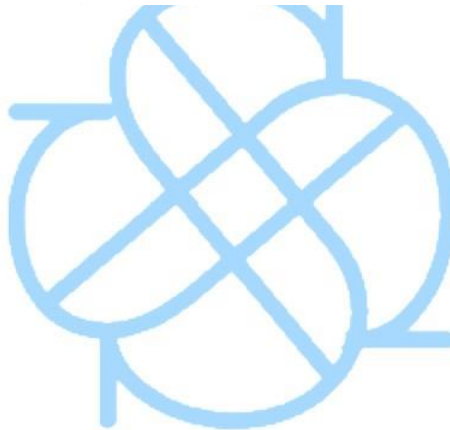
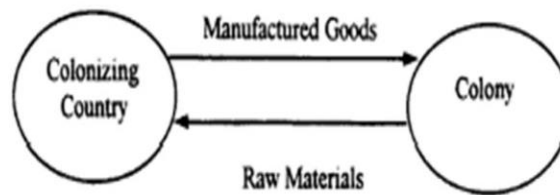
- I. Tokugawa Shogunate: a strict government that ruled Japan until 1868
 - A. Established by Tokugawa Ieyasu
 - 1. Claimed personal ownership to Japanese lands
 - B. Shogun consolidated power away from the empire
 - C. Rigid social classes
 - 1. No mobility
 - D. Known as the Edo Period
 - 1. Capital moved to Edo
 - E. National Seclusion Policy (1635): prohibited Japanese from traveling abroad and prevented foreigners from visiting
 - 1. Isolationist policies
 - 2. Tokugawa was worried that Japan would be overrun by foreign influence
 - F. Japanese culture thrived
 - 1. Buddhism and Shintoism
 - 2. Unique art forms
 - a) Kabuki theatre
 - b) Haiku poetry
 - c) Scrolls
 - (1) Wood-block prints
 - d) Paintings
 - 3. “Japanese Renaissance”
 - G. No writing system

Neocolonialism

- I. **Neocolonialism:** independent countries being largely controlled by outside economic and political interest
- II. Common occurrence in Latin American nations following their independence movements
- III. Riches from the increase in trade accumulated in only the higher classes
 - A. Led to working class movements

Mercantilism

- I. Economic system
- II. Developed in Europe
- III. Involves colonies



1750-circa 1900

The Industrial Revolution

- I. Late 1700 to Early 1800
 - A. Rural → Industrial and urban
 - B. Domestic system- people made products at home
 - a. The most common practice of
 - C. Prior to Urbanization:
 - a. People were mostly farmers
 - b. Typically lived in rural villages
 - c. Didn't travel far
 - d. Lived in small communities
 - e. Farmed to primarily provide for themselves
 - f. Low population density
 - D. Post/ During Urbanization:
 - a. Increase in people living in the same area
 - i. Overcrowding became very common
 - b. Change in lifestyle for many
 - E. Problems of Urbanization:
 - a. Overcrowding
 - b. Pollution
 - c. Easier and more widespread Disease
 - d. Very evident and growing class gap
 - i. The rich very rich the poor very poor
 - e. Poor working conditions
 - f. Emergence of child labour
 - g. Breakdown of typical family (at the time)
 - i. Women went out more
 - ii. Women got jobs in factories or other places instead of just doing domestic chores
 - iii. Young women got jobs in factories or other places

1. Contrast to the ways before urbanization where they would learn domestic skills and how to care for children/household from their mother

F. Started in England

G. Why England?

- a. Inspired by the Scientific revolution
- b. England had lots of colonies
 - i. Influx of money
- c. England was not in any wars
 - i. Peaceful so no other stressors on the people nor the economy allowed for innovation and advancement
- d. Plenty of food and natural resources available
 - i. Ex: Coal Mines
- e. Strong Government at the time
 - i. Stability
- f. Access to ports/the sea
 - i. Allowed for export
 - ii. Allowed for easy access to other lands and ideas and resources

H. *Sadler report 1832*- people testify about the bad conditions in factories

I. *Factory act 1833*- reforms in factories for better conditions

- a. Allowed children to start going to school
- b. No children under the age of 9 were allowed to work

Types of Economies

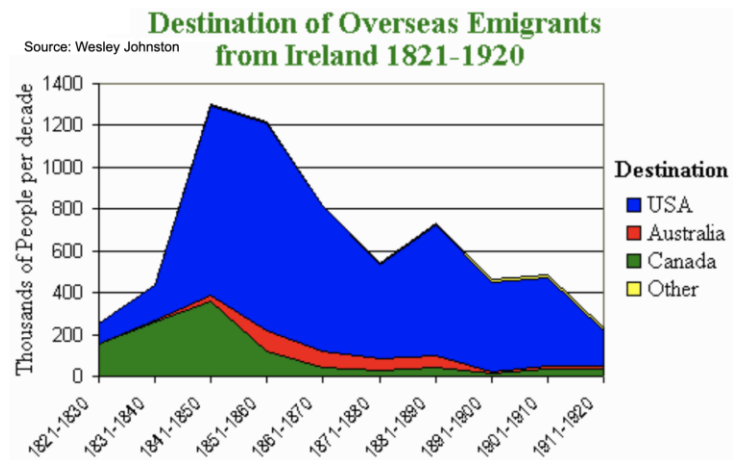
- I. Control Economy- Government controls all prices, taxes and trade.(disadvantages: no growth/stagnant, small room for entrepreneurship)
- II. Market Economy- People's companies get to trade freely. (disadvantages: Old people tend to fall into poverty, price raising and competition often caused raised prices of goods)
- III. Mixed Economy- Government controls parts of the Economy but the people also control parts of it. (Disadvantages: unsuccessful regulation leads to paralysis of production)
- IV. Traditional Economy- Traditions influence trade (Ex: In India they typically don't eat beef for religious reasons so they don't usually trade it)

Key People

- I. John Stuart Mill (utilitarian)- Socialsit utilitarian. Wanted the rich to stop getting money from the poor people's suffering. Voting rights for workers.
- II. David Ricardo and Thomas Malthus- Capitalism. Dismal Economist- pessimistic and expected the economy to crash. Believed in Laissez Faire. People should be allowed to work the hours they wanted. However if you worked more hours you should be able to move the "work food chain." believed in the Iron Law of Wages
- III. Ferdinand Lasalle- Iron law wages- the more money, the more kids, the less to go around for the family which leads to poverty.
- IV. Adam Smith- Capitalist. Laissez Faire.
- V. Karl Marx- Communist. Wrote the Communist Manifesto with Fredrick Engels- the workers would revolt and overthrow the higher classes. He thought the utopians were too optimistic.
- VI. Robert Owen- Utopian. Wanted better conditions and proposed the idea of unions
- VII. Thomas More- Utopian Socialist- People would have housing and be able to go to school. Even if they were working.

Irish Potato Famine

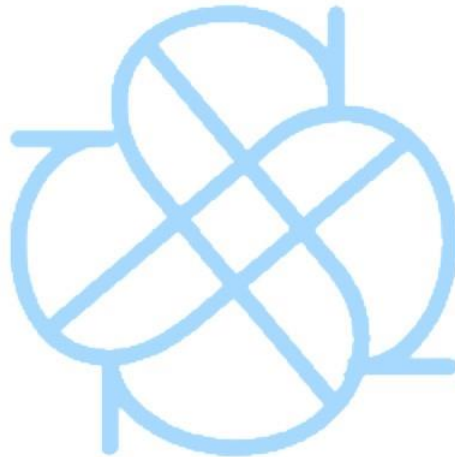
- I. 1845-1849
- II. Blyte (fungus) infects potatoes in Ireland
- III. It came from North America
- IV. Lots of Irish people starve and British Government doesn't respond
 - A. The good potatoes were sold instead of giving it to the people.
- V. Irish began to migrate to North America



The American Revolution

- I. Unpopular laws were being passed on behalf of the British government
 - A. The Revenue Act (1764)
 - B. The Stamp Act (1765)
 - C. The Tea Act (1773)
 1. Led to The Boston Tea Party
 - a) Dumped tea in the Boston Harbor to protest the Tea Act
 - D. Intended to raise additional revenue for the British government
 - E. Economically and politically unfair to the colonists
 1. No taxation without representation
- II. Independence Can't Happen Without a Little "Paine"
 - A. Most Americans were of English descent and had mixed feelings or were completely opposed to the movement towards independence from Great Britain
 - B. Thomas Paine: urged colonists to support the independence movement
 1. Wrote the pamphlet *Common Sense*
 2. The British monarchy was infringing upon the rights of the Americans
 3. Needed to form a new government
 - C. The Declaration of Independence was signed in 1776

- III. France: More than Happy to Oblige
 - A. The French committed weapons, ships, soldiers, and money to the American cause
 - B. Wanted to punish Britain due to their constant feuds
 - C. Helped to defeat the British army
- IV. The Constitution and Bill of Rights were written, ratified and in effect within a decade
 - A. Formed a democracy
 - B. Prior to them was the Articles of Confederation which failed miserably



The French Revolution

- I. Estates that existed:
 - A. 1st Clergy- Priest and religious officials
 - B. 2nd Nobles- King and Queen, government officials, Rich people, Owned land and farms. Poor people worked for Nobles.
 - C. 3rd Common Folk- Merchants, farmers, artisans. Paid all the taxes for France.
 - D. Made up the Estates General
 - II. Traditional system.
 - III. Religion was important
 - IV. Ruled by Monarchs. Estates-General could vote, each estate got one vote
 - A. Unfair bc 3rd estate was the largest
 - 1. 97% of the population
 - B. The rules being passed most often affected the third estate yet they had very little say as the first and second estate almost always voted the same
 - V. Conseravtive- resisted change
 - VI. Spark for revolution - people were tired and wanted reform this system
- ** The Revolution happened in four stages

STAGE 1

- I. Estates-General was called by Louis the 16th called to fix the financial crisis.
 - A. Cahiers was a collection of complaints/issues created by all 3 estates. Each estate had their own Cahiers.
 - B. Third estate is out voted. They receive more taxes
- II. Third Estate revolts.
 - A. Writes tennis court oath. Becomes National Assembly.
 - 1. Tennis court oath is an oath to never separate and that they were not going to stop until they got what they wanted.
- III. The National Assembly creates reforms.
 - A. All men are equal. Limited monarchy. Taxes were taxed based on the ability to pay. Took over the church and church land. Placed the church under state control.
 - B. Documents for these reforms include: Declaration of the Rights of Men. Civil Constitution of the Clergy, Abolition of Feudalism, Declaration of the Rights of Women.
- IV. Bastille Day significance- It was the first of many violent actions during the revolution. Was a sign to the King that the Revolution was happening.

Louis the 16 and Marie Antionette (his wife) were put on trial for treason. They were beheaded.

STAGE 2

- I. National Convention/ Radical Phase/ Reign of Terror
 - A. The National Assembly becomes radical.
 - B. Is led by Robespierre and the Committee of Public Safety (Basically the National Assembly with slightly different people)
 - C. Robespierre began killing people who were possible showing allegiance to the king. They did not do fair trials or investigate, they just killed them by guillotine.
 1. Killed approx. 40,000 people.
- II. The policy of killing anyone with any possible allegiance or tie to the king lead to people turn on each other and an abuse of the system
 - A. People would wrongfully accuse their enemy so that they would be killed
- III. Emigres- they didn't support the revolution. They told stories of pain and fear. Felt that their enlightenment ideals were being overpowered and threatened.
- IV. Jacobins- Supported revolution but non-violently. Used the press to their advantage.
- V. Sans-culottes- Very radical supporters of the revolution.

****Robespierre faces a similar fate as the King and Queen and gets beheaded****

STAGE 3

- I. Very Temporary government called the Directory established
- II. Directory fails and accomplishes very little
 - A. Overthrown by Napoleon.

STAGE 4

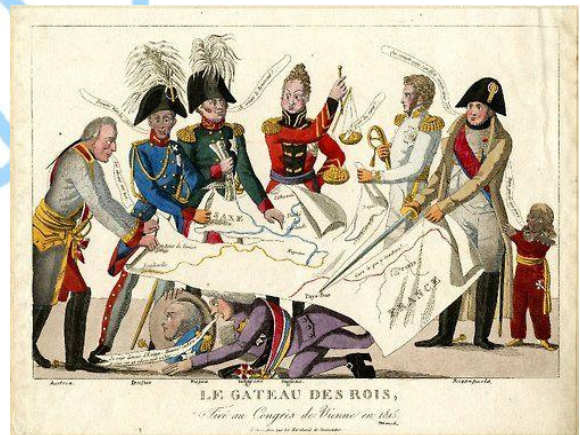
- I. Napoleon takes over. Becomes imperialistic.
 - A. Tries to take over Europe
- II. Napoleonic Code: Laws created to keep control over France and land he just conquered.
 - A. Very enlightenment inspired.
 - B. The code took away some rights from women that were established in the first phase
 - C. had good and bads to it
 - 1. Did not please everyone but majority
- III. To keep peaceful relations with the church Napoleon created the Concordat
 - A. An agreement with the church
 - B. Kept church under state control
 - C. Recognized religious freedom for catholics
- IV. Brought the Emigres back under his rule with an oath of loyalty
- V. Won many battles.
 - A. Valued fast, rapid, and unpredictable moves.
 - 1. They helped him conquer fast
 - 2. People did not expect him so they did not prep enough to fight him off
 - B. Destroyed the Holy Roman empire.

Downfall of Napoleon

- I. Alliance with Austria and Economic system
 - A. made Russia upset
- II. Enlarged Warsaw (borders Russia)
 - A. This scared the Czar.
 - B. Ultimately, Russia withdraws from continental system.
- III. Napoleon prepares to fight Russia.
 - A. He loses because he attacked during the Winter.
 - 1. His troops died from being unprepared
 - a) They could not endure the harsh cold winters
 - b) Were not used to the lack of natural resources
- IV. Napoleon gets defeated by British
 - A. They banish him to St. Heleana

Congress of Vienna

- I. This congress was held in Austria.
 - A. 1814
- II. Metternich- the chancellor of Austria and Leader of Congress
 - A. Alexander- Russia
 - B. Castlereagh-Britain
 - C. Talleyrand- France
- III. Wanted to preserve: conservatism and legitimacy. Wanted to destroy: Nationalism and Liberalism.
- IV. Goal was to stop future revolutions
 - A. Wanted “turn back the clock” to before the revolutions
 - B. Wanted to wish away Napoleon in a way
 - 1. Thought getting rid of his influence would preserve their power
- V. Broke down/split up Prussia, Germany, and Italy.





- VI. Strengthened the countries around France to keep France contained and under control.
- VII. Ultimately wanted a Balance of Power
- VIII. Congress of Vienna fails to stop revolutions

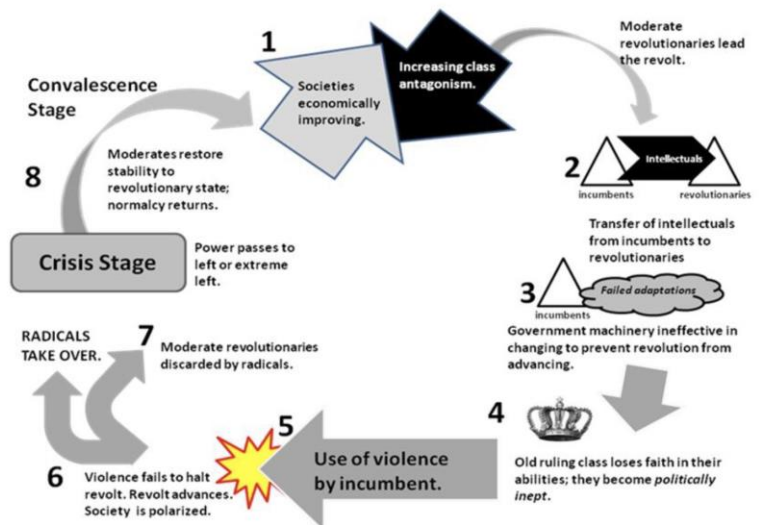
A. “When France coughs, all of Europe catches a cold.”

The Anatomy of a Revolution

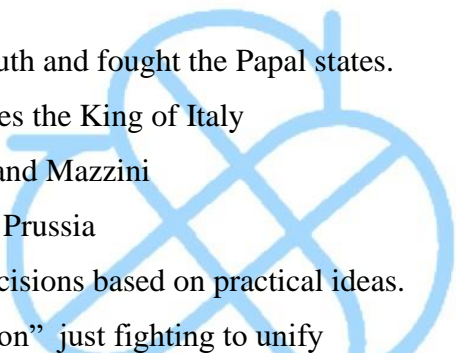
- I. Created by Crane Brinton

Crane Brinton's *The Anatomy of Revolution* “A Theory of Revolt”

Source: Sutori



German and Italian Unification

- I. Napoleonic Kingdom of Italy.
 - A. Napoleon inspires nationalistic views in the Italian people
 - B. It gets broken down by the Congress of Vienna
 - C. Control is given to Austria
 - D. Nationalistic views never disappear.
 - II. Mazzini- soul of Italian unification.
 - III. Garibaldi- gathered the “red shirts” to fight the Austrians.
 - IV. Victor Emmanuel the second- Supporter of the Italian Unification
 - V. Count Cavour- Part of council
 - VI. Emmanuel, Cavour and Napoleon used Military force to push Austria off the Italian peninsula.
 - VII. The army then went south and fought the Papal states.
 - VIII. Victor Emmanuel becomes the King of Italy
 - IX. Cavour gets Garibaldi and Mazzini
 - X. King William- King of Prussia
 - XI. Realpolitik- making decisions based on practical ideas.
 - XII. Bismarck- “blood and iron” just fighting to unify
- 

Latin American Revolutions

Discontent with the class pyramid

- I. Creoles didn't like being treated as second class citizens.
- II. Mestizos and Mulattos didn't like the fact that they were not citizens and not treated equally to the Whites
- III. Natives and Africans were upset that they were enslaved and mistreated

Beginnings of Revolutions

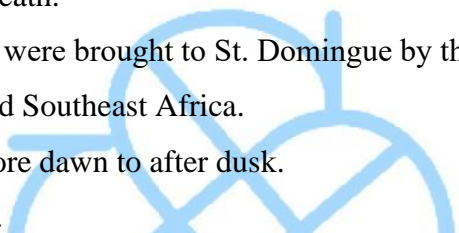
- I. 1700's- Educated Creoles read the works of enlightenment thinkers.
 - A. Many Creoles went to study abroad in Europe.
 1. They got exposed to revolutionary ideas.
- II. 1808- Napoleon invaded Spain and made his brother (Joseph) in control.
 - A. The Latin Americans saw this as a moment to reject foreign rule and demand freedom.
 1. They saw it as a moment of weakness as Joseph was not a strong a ruler

Life in St. Domingue

- I. St. Domingue existed for hundreds of years.
- II. Mid 1700's, it was the world's largest sugar exporter.
- III. St. Domingue had the largest growth of economy and slave population compared to all other Caribbean colonies at the time.
- IV. St. Domingue was under a mercantilist system
 - A. All goods were exported to France. France then sold the products.
- V. France used the majority of the land in St. Domingue for plantations in order to maximize profits.
 - A. Mainly:
 1. Coffee
 2. Sugar
 3. Tobacco
 - B. Also: cocoa and cotton
- VI. Plantation led to sophisticated infrastructure.
 - A. Roads and water systems.

- B. They created systems to clear large forests to make space for crops.
 - 1. This led to deforestation on the western side of St. Domingue.
- VII. The economic needs of St. Domingue created strain on the land.
 - A. This caused a struggle over the control of the borders with Spanish St. Domingo.
- VIII. By 1789 over 7,000 plantations
- IX. St. Domingue was considered a colony of production not of residence
 - A. By 1791 only 30,000 Europeans lived there compared to nearly 500,000 enslaved people
- X. Wealth determined by the number of slaves and plantations not by physical money.

Enslaved People in St. Domingue

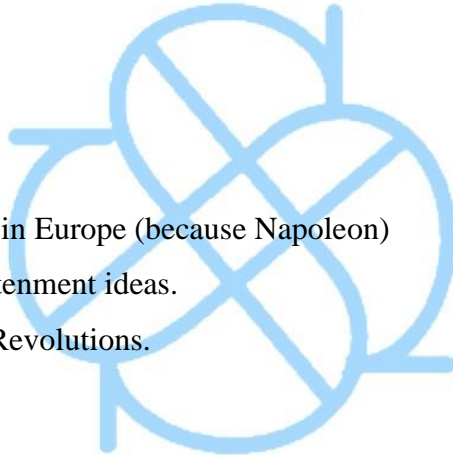
- I. They were worked to death.
 - II. Over 700,000 Africans were brought to St. Domingue by the 1800's.
 - A. From Congo and Southeast Africa.
 - III. They worked from before dawn to after dusk.
 - IV. Majority were starving.
- 

Small Review of Key Terms

- Nationalism~ The idea that each nation has its own national pride/culture. The belief ones nation is better than other people's nations
- Mother Country~ Country that controls a colony.
- Mercantilism~ Colony can only trade with Mother
 - Role of the colonies - provide raw materials so that the mother country doesn't have to import from other nations and markets from exports.
 - Economic policy stating that wealth is power, and the key to wealth is to export more than you import.
 - European countries competed for world power and needed colonies to provide necessary raw materials.

Causes for Revolution

- Social class division.
- Mercantilism
- Weakened monarchies in Europe (because Napoleon)
- Influence of the enlightenment ideas.
- American and French Revolutions.

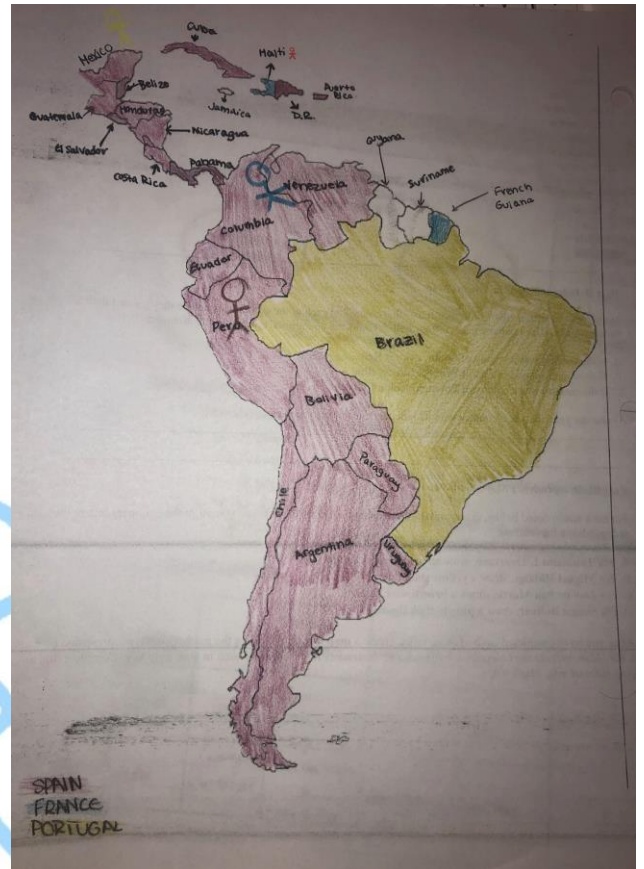
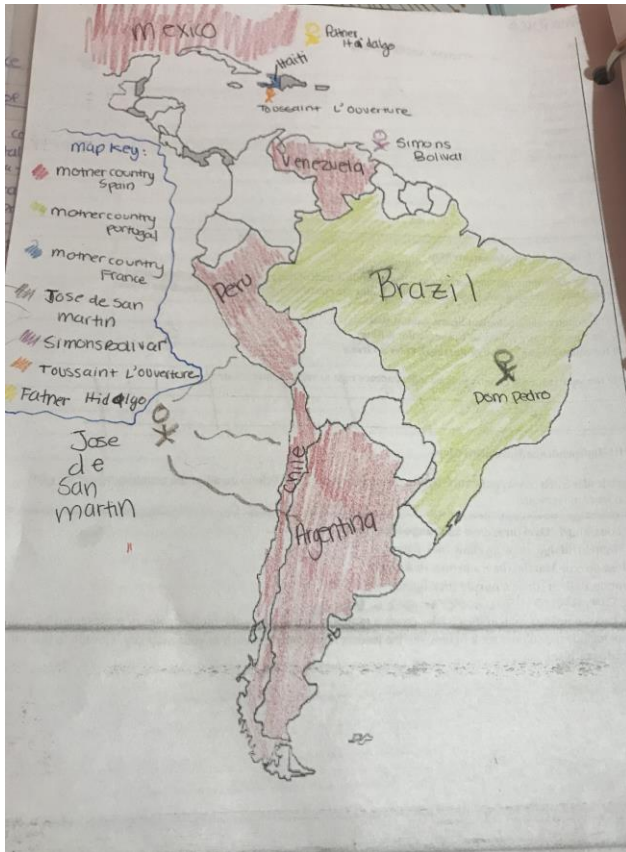


Revolutions

Location	Mother Country	Led By	Goals	Results	Year of Independence
Haiti	France	Toussaint L'ouverture	<ul style="list-style-type: none"> -Break free of slavery -independence - Control of their own economy 	<ul style="list-style-type: none"> -proclaimed independence -L'ouverture impressed -other nations openly uninterested in haiti and hated it -Plantations and trade relations ruined, these were largest parts of economy -Dessalines becomes ruler Murdered french in haiti -Christophe becomes leader, more successful than dessalines in the system of Fermage (system rebuilt the trade- land owned by government-- however free people got 25% of revenue to split) Christophe = "iron rule" and did not appoint other nobles This angered people -Haiti plunged into chaos and civil wars-- split into 2 haitis North by Chridtophe South by Pétion -By 1818 still look the same even though free people still struggling and doing subsistence farming and supplementing with the minute trade left 	1804
Spanish	Spain	-Jose De	-equality and	-Liberation of all of south america	Venezuela:

South America		<p>Sanmartin</p> <p>Did: Chile, Peru, and Argentina</p> <p>-Simons</p> <p>Bolivar</p> <p>Did:</p> <p>Bolivia, Peru, Venezuela, Colombia, Ecuador, And Panama</p>	<p>liberty</p> <p>-independence</p> <p>-one single country</p>		<p>1821</p> <p>Argentina: 1816</p> <p>Peru: 1824</p>
Mexico	Spain	Father Hidalgo	<p>-Political freedom</p> <p>-end slavery</p> <p>-improve conditions for poor</p> <p>-live under enlightened ideas</p>	<p>-became a republic</p> <p>-In Guatemala representatives of Guatemala, El Salvador, Honduras, Nicaragua, and Costa Rica formed the United Province of Central America</p>	1821
Brazil	Portugal	Dom Pedro	-independence	<p>-constitution</p> <p>-constitutional monarch</p>	1822

Latin American Revolution Maps



"The Slaves led a Rebellion"

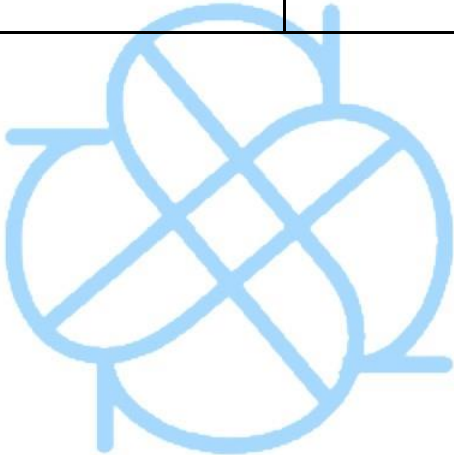
- I. Saint Domingue (1760-1789)
 - A. French Colony that is now known as Haiti
 - B. Richest Colony in the world
 - C. Relied on slave labor.

Comparison Chart of Independence Movements

Source: The Princeton Review

	American Colonies (1764-1787)	France (1789-1799)	Haiti (1799-1804)	Latin America (1810-1820s)
Causes	<ul style="list-style-type: none">-Unfair taxation-War debt-Lack of representation	<ul style="list-style-type: none">-Unfair taxation-War debt-Social inequalities-Lack of representation	<ul style="list-style-type: none">-French Enlightenment-Social and racial inequalities-Slave revolt	<ul style="list-style-type: none">-Social inequalities-Removal of peninsulares-Napoleon's invasion of Spain
Key Events	<ul style="list-style-type: none">-Boston Tea Party-Continental Congress-Declaration of Independence-Constitution-Bill of Rights	<ul style="list-style-type: none">-Tennis Court Oath-National Assembly-Declaration of the Rights of Man-Storming Bastille-Reign of Terror-5 Man Directory	<ul style="list-style-type: none">-Civil War-Slave Revolt-Invasion of Napoleon	<ul style="list-style-type: none">-Peasant revolts-Creole revolts-Gran Colombia

Important People	<ul style="list-style-type: none">-George III-Thomas Paine-Thomas Jefferson-George Washington	<ul style="list-style-type: none">-Louis XIV-Three Estates-Jacobin Party-Robespierre	<ul style="list-style-type: none">-Boukman-Gens de Couleur-Toussaint L'Overture-Napoleon Bonaparte	<ul style="list-style-type: none">-Miguel Hidalgo-Simon Bolivar-Jose de San Martin-Emperor Pedro I
Impacts	<ul style="list-style-type: none">-Independence-Federal Democracy spreads to France, Haiti, and Mexico	<ul style="list-style-type: none">-Rise of Napoleon-Congress of - ViennaConstitutional Monarchy	<ul style="list-style-type: none">-Independence-Destruction of economy-Antislavery movements	<ul style="list-style-type: none">-Independence-Continued inequalities-Federal democracy (Mexico)-Creolerepublics-Constitutional monarchy (Brazil)



The Age of Imperialism (1850-1914)

Basic Definitions

- ~Imperialism- the domination by one country of the political, economic, and/or cultural life of another country or region.
- ~Colony- a country or region controlled by another country
- ~Market- an area or arena where goods can be bought and sold
- ~Old Imperialism- “The Encounter”- meeting of the new and old world (Europe and America)
- ~New Imperialism- After the Industrial Revolution
- ~ Concessions- private companies of King Leopold that played him half of their profits

Reasons for Imperialism

- I. The Roman and Mongal Empire → two of history’s greatest early imperial powers
- II. Reasons for imperialism have changed over time:

1500s-1700s (14th-18th century)	1800s (19th century)
<ul style="list-style-type: none">• Empires conquered other civilizations with the economic goals of• Finding precious metals like silver and gold• Finding a direct source of Asian spices that had become too expensive due to muslim control of trade routes	<ul style="list-style-type: none">• Industrialized nations conquered other nations with the economic goals of securing raw materials needed to make goods• Secure markets to sell the goods manufactured in industrial factories

- III. Other reasons for Imperialism in the 19th century

- A. Industrial Revolution and the Birth of capitalism

- 1. Needed raw materials for factories
 - 2. Needed stable markets to sell their goods for profit
 - 3. Good and better weapons which made it easier to conquer

- B. Nationalism- strong feeling of pride in one’s country

1. During the 19th century this sense of pride often came from a nation believing they far surpassed other nations in economic success and political might

- a) Caused people to think they were the best so should expand

C. Racism and Social Darwinism

1. Social Darwinism- A theory derived from Charles Darwin's ideas. Stated that people were in a "struggle for survival" where the weakest people and nations should/would be destroyed and dominated by while the strong ones grew in power and influence

- a) Europeans argued that they were superior so by bringing their culture (christianity, capitalism, etc...) to other nations they were helping the inferior people become superior and better

- b) Herbert Spencer~ vocal promoter of social darwinism who created *pseudoscientific* ideas (ideas that were thought to be based off the scientific method later proved wrong that stated inferiority was based off skin color and that white > black)

D. Chritianity

1. Catholic missionaries believed it was their duty to spread chritianity to the world and convert the heathens and heretics (non-christians)
2. Thought saving non-christians from eternal damnation

E. Militarism

1. Advanced armies and weapons
2. Easier conquest
3. Wanted to use new technology

The White Man's Burden Vs. The Black Man's Burden

I. Poems written at the time describing the “hardships” each race faced

A. White Man's Burden- Rudyard Kipling

1. Save Africans
2. Protect the world
3. Help the inferior
4. Spread his “better” culture
5. Save the heathens (non-christians and non-whites)

B. Black Man's Burden- Edward Morel

1. Bare the work of the world
2. Have no escape from the evils of the whites
3. To be enslaved forcefully by the evil white man

Forms of Imperial Rule

I. Colonial Rule - countries took over that land/region and used it for benefits, usually a mercantilist system

- A. French-direct- appointed/sent officials to run their colonies
- B. British- indirect- allowed local leaders but influenced them and made/strongly suggest that their sons/successors go to school in Britain so that they would be educated on imperialism and westernization

II. Protectorates- local rulers left in charge but were expected to follow the advice of European governments and officials on things such as trade

- A. Costs less than a colony typically
- B. Requires less military support and use too

III. Sphere of Influence- an area in which an outside power claimed exclusive investment or trading privileges

- A. Ex: what Europe did to China

The Scramble for Africa

I. Why Africa?

A. Resources

1. Gold
2. Rubber
3. Oil
4. Etc...

B. People for slave labor

C. Easier access to ports and ocean

D. Possible easier way to Asia

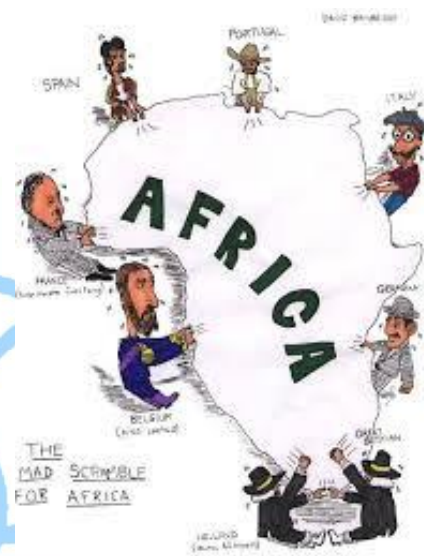
II. Chaos

A. Each nation wanted Africa

1. Caused frenzy and fights

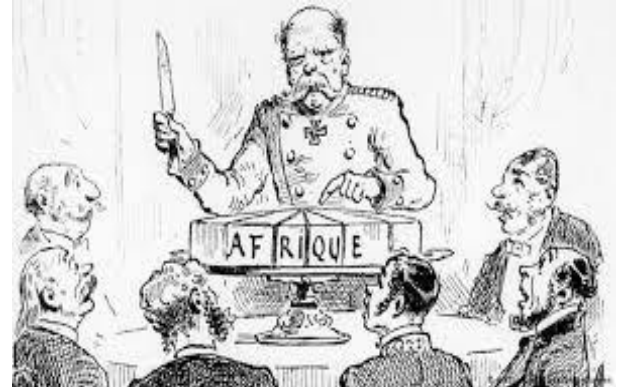
III. Which nations controlled most in Africa?

- A. England
- B. France
- C. Germany



The Berlin Conference (1884-1885)

- I. Europeans Divide Africa “peacefully”
 - A. No Africans present at conference
- II. Europeans draw lines through tribes and tribal nations
 - A. Why?
 - 1. Decrease potential of them rebelling
 - 2. Cause separation of people
 - 3. Make it harder for any Africans to agree
 - 4. Make it harder for them to communicate
 - a) Each tribe had its own customs and language
- III. What led to it?
 - A. The scramble for africa
 - 1. Nations did not want to fight anymore
- IV. Africa was very different before and after the berlin conference
 - A. Before: tribal and many small nations
 - B. After: tribes divided and areas controlled by large European nations



Belgium and The Congo

- I. May 29, 1885- *King Leopold II* Declared himself the supreme authority of the “Congo Free State”
- II. Congo was rich in materials
 - A. Rubber (important because rubber boom happened during this time)
 - B. Diamonds
 - C. Oil
 - D. Uranium
 - E. Minerals
 - F. Elephants (tusks used for ivory)
- III. Native (African people) only allowed to trade with Belgium or Leopold’s Concessions
- IV. Native people treated very poorly
- V. George Washington Williams (Journalist, lawyer, African American) reporter his findings when he visited Africa as follows:
 1. Government is cruel
 - a) The Natives have no love nor respect the government
 2. Nothing is done to protect the Natives by Belgium
 3. The Natives believe their land was taken from them
 4. Labor too extreme
 - a) Forced people to work at gunpoint
 - b) Government used extreme measures to reach quotas
 - (1) kept family of children hostage till a man would come back from rain forest with enough rubber
 5. Home conditions are horrible
 - a) Exposed to elements
 - b) Sleep on dirty decks
 - c) Sleep very close together
 6. Many died
- VI. “Rubber Coils”

- A. People of Congo bound by the greed and want for mainly rubber by Belgium king Leopold II

VII. Caused a small rebellion

A. Outcome:

1. Easily and quickly crushed by soldiers
 - a) Soldiers burned many villages
 - b) Tribes's cheif's heads were cut off
 - c) People slaughtered including women and children



VIII. Important people:

- A. Henry Morten Stanley- put in control of congo by Leopold
- B. George Washington Williams- African American who saw mistreatment of people rose awareness wrote letter to King about the mistreatment
- C. Edmund Morel- realized congo exported a ton of rubber and other materials to Belgium but only ever really imported guns and bullets. Rose awareness of the mistreatment of Congolese people- took photos, etc... showed Britain and U.S., turned public opinion against Belgium King

IX. Fate of the congo:

- A. Due to British and U.S. pressure Leopold turned over ownership of the Congo to Belgian government in 1908
- B. 1960- Congo finally achieved independence from Belgium
- C. Estimate 8-10million Natives died from Leopold's violence, forced labor, and starvation/mistreatment

African Resistance to Imperialism

- I. Many africans tried to resist European Imperialism
- II. Faced many difficulties because
 - A. European Advanced military
 - B. European Superior Technology
 - C. European money
 - D. European Maxim Gun (allowed for fast killing, somewhat automated, eliminated refill time after each bullet)

Ethiopia

****One of the only nations that withstood imperialism by the Europeans****

Emperor Menelik II

- I. Modernized Ethiopia by hiring Europeans to build roads, bridges, and schools
- II. Brought weapons from Great Britain, Russia, and France and used them
- III. “Beat Euripeans at their own game”- used their tech and weapons against them to beat them
- IV. Successfully played Italians, French, and British who all wanted to bring Ethiopia into their sphere of influence
- V. Ethiopia was well suited to these things
 - A. Very wealthy country and Menelik was a very wealthy man
 - B. Very organized country
 - C. Very smart when it came to transactions and decisions

Italy and Ethiopia

- I. At first good relationship
- II. Got along well
- III. Traded and worked well together
- IV. Relationship deteriorated after Treaty of Wuchale

Treaty Of Wuchale

- I. Caused problems between Italy and Ethiopia

II. Causes of problem

A. Stated different things in Italian versus Amharic

- III. Lead Menelik to believe he was giving away a small piece of Ethiopia but really stated that he was giving all to Italy as a protectorate
- IV. Lead Menelik to believe that Ethiopia could use the services of Italy when trading with and in Europe but really stated that Menelik and Ethiopia had to make all foreign trades through and with the permission of Italy
- V. Italy when confronted refused to change it

The Battle of Adwa (1896)

- I. Ended conflict between Italy and Ethiopia
 - A. Ethiopia won and remained independent
- II. Aftermath: Ethiopia continued to build up weapons and train soldiers incase another power tried to imperialize them

The Struggle for South Africa

- I. 1652- Dutch began to establish a trading post called Cape Colony in South Africa
- II. Dutch Settled the region and began to build communities and farm
- III. Overtime the dutch there began to see themselves as south africans and were called *Boers*, the dutch word for farmers, or *Afrikaners*, even developing a language called *Afrikaans*
- IV. The *Khosian*, the indigenous people, resisted dutch attempts and were forced off their land after a series of wars
- V. In 1814 the British took over cape colony
 - A. Cecil rhodes had the idea of connecting africa through railroads and roads in general
 - B. He put all of his efforts into this
- VI. British
 - A. settled in cape colony for the decades to come
 - B. Freed the Boer's slaves
 - C. Gave the former slaves equal rights including right to vote



- VII. Great Trek~ when many Boers left the land the british took over because of the changes the british made, the boers traveled more north and east and found their own states in south africa ex: Orange Free State and South African Republic (or Transversal)
 - A. Enacted laws that reflected their religious and cultural views
 - 1. Ex: whites superior to blacks
 - B. While on the trek conflict broke out between indiginous tribes and Boers
 - 1. Main tribes: Zulu and Batsu
 - 2. Boers Defeated the tribes because of advanced military technology
- VIII. 1867- Diamonds and Gold was discovered in Boer land
 - A. Caused *Boer Wars* (1899-1902)
- IX. Boer Wars (1899-1902)
 - A. Very violent
 - B. 500,000 British vs. 70,000 Boers
 - C. Established first concentration camps
 - 1. Women and children were rounded up and moved into them because men were fighting
 - 2. Treated them horrible on purpose to kill them off
 - a) Starvation
 - b) Malnutrition
 - c) Etc...
 - D. Around 20,000 Boer civilians died
 - E. Many africans died (some fought with boers and were killed too)
 - F. British win
- X. Apartheid

A. Set up by british to control Black majority after they killed off the boers

B. Type of segregation

XI. Union of South Africa

A. 1910- Boers and British created the Union of South Africa

1. Made Peace via the Treaty of Vereeniging

B. Included south africa, boer territory, and cape colony

C. Part of british empire

D. Run independently and democratically

E. Black retained right to vote in some of the states but could not vote in former boer states

F. Boers took control of newly established parliament by winning elections

1. After winning boers pushed their anti-black, religious, and culture views

2. Boers separated the races and restricted rights of the Natives



British Imperialism in India

I. India was the “jewel in the crown of the British Empire” because very prosperous

II. British East India Company

A. Way England was able to organize and manage money and wealth from India

B. Sepoys- Indians who worked for the company

1. Soldiers

2. Used guns, the cartridges of gunpowder had to be unscrewed a little to allow for easy firing

a) Manufacturer used pork and beef fat to make it a little easier to do

(1) Problem: muslim can't eat pork and hindus can't eat beef

(a) Lead to *Sepoy Rebellion/Mutiny (1857)*

III. Sepoy Rebellion/Mutiny (1857)

A. Lead by Mangal Pandey-”India’s first freedom fighter”

1. Put to death for leading rebellions
- IV. After sepoy rebellion/mutiny
- A. British government takes control in India
 1. Stricter control and harsher conditions
 - B. Representation for Indians, but little power
 1. British realized problem that caused Sepoy rebellion/mutiny was their lack of consulting the Indians and their lack of cultural knowledge
 2. 1861- Indian-nominated group of representatives held seats in Legislative council
 - a) Were “non-official” members
 - b) Had little power
 - C. Continued modernization and westernization of India
 1. British expanded the Indian education system, public works programs (road, railways, telegraphs, and irrigation)
 2. British built up communication and transportation network to prevent another rebellion like the ones led by Sepoys
 3. Westernization threatened Indian culture, caste system, and society

British Imperialism in China

- I. British Trade Imbalance
 - A. British imported opium from India to China
 - B. British were interested in China because silk, porcelain, tea, etc...
 - C. During 1830s volume of opium going into China = a large increase
 1. About: 10 million regular smokers and 2 million addicts
 2. Lead to opium dens where people went to smoke together
 - D. British did this because they knew it was addicting and because they knew when they sold opium they made a lot of Money (specifically silver) which they could use to buy the goods they wanted and needed from china
 - E. Lead to chinese emperor banning opium and punishing anyone who used it (punishments were severe often death)
 1. Because he realized how much money they were losing

- F. British went to war over the ability to have free trade
- II. Letter to Queen Victoria
 - A. From Lin Zexu- chinese official in charge of stopping british from selling opium in China
 - B. Wrote very respectfully
 - C. Asked England to stop
 - D. Described problems it caused
 - E. Described how China felt wronged because none of its exported goods caused problems for other nations
- III. Opium Wars (1839-1860)
 - A. There were 2 of them
 - B. British wanted to be able to free trade with china
 - C. Britain won because of China's lack of modern weapons
 - 1. Their lack was caused by their isolationism they started during the Ming Dynasty
- IV. The Treaty of Nanking (1842)
 - A. After the end of the first Opium War
 - B. Called the "Unequal Treaty"
 - C. Required China to pay a lot of money to England multiple times
 - D. Stated the British could peacefully live in China
 - E. China had to follow British rule
 - F. Hong Kong put under British control
 - G. Split China into spheres of influence run by
 - 1. France
 - 2. Britain
 - 3. Germany
 - 4. Japan
 - 5. Russia
- V. Chinese reactions
 - A. Taiping Rebellion (1850-1864)
 - B. Boxer Rebellion (1900)

The Boxer Rebellion

I. Boxers

- A. 20th century: Nationalism among Chinese peasants and local leadership was festering
- B. Consisted of anti-Mach, anti-European, and anti-Christian
- C. Aka the Society of Righteous and Harmonious Fists
- D. Organized in response to the Manchu government's defeats and concessions to the Western powers and Japan
- E. Goal: Drive Europeans and Japanese out of China
- F. Slaughtered Christian missionaries and seized control of foreign embassies with guerilla warfare
- G. Not successful in achieving their means

II. Results of the Boxer Rebellion

- A. Dispatch of foreign reinforcements who quickly and decisively put down the rebellion
- B. Manchu government humiliated
- C. China forced to sign the Boxer Protocol
 - 1. Boxer Protocol: Demanded that China not only pay the Europeans the cost associated with the rebellion, but also to formally apologize for it

Manchu Dynasty

- D. Could not prevent the forces of reform from overtaking it from within and without
- E. Chinese culture started to crumble
 - 1. 1901: Foot binding abolished
 - 2. 1905: 2,000 year old Chinese Examination System eliminated
 - 3. 1911: government was toppled and imperial rule came to an end
- F. Leadership of Sun Yat-sen
 - 1. Republic established for the first time in China
 - 1.
 - Both were against foreign powers both failed

Japan

- I. Potentially imperialized → Imperial power
- II. Followed pattern of isolationism → modernization → imperialism
- III. Isolationism
 - A. Cut themselves off from the rest of the world
 - 1. Closed country edict
 - 2. Portugese are expelled
 - 3. Dutch and Chinese only allowed to remain in Nagasaki
- IV. Modernization
 - A. Starts around when U.S. commander Perry visits in 1853
 - B. Meiji dynasty = modernization
 - 1. Adopt constitution
- V. Imperialism
 - A. Sino-Japanese- Japan takes Taiwan and Korea
 - B. Russo-Japanese- Japan gets port arthur and Russia's position in manchuria
 - C. Japan annexes Korea
 - D. Japan sets up puppet states in China
 - E. "Greater East Asia Co-prosperity Plan" is set up
 - F. Japan attacks pearl harbor

- G. World war 2 ends Japan surrenders
- VI. Nanking/Nanjing Massacre and Rape of Nanking/Nanjing (1937-1938)
 - A. Ordered by Matsui Iwane
 - B. Japan invades china/ starts second sino-japanese war
 - C. Successfully takes over most of the east coast of China
 - D. Invade and secure capital of china, nanking/nanjing
 - E. Period of mass killing and ravaging
 - 1. "Pillage the Village"
 - F. Japan kills everyone
 - 1. Civilians
 - 2. Surrendered soldiers
 - 3. Soldiers
 - 4. Officials
 - G. About 100,000-300,000 chinese killed
 - H. Close to 20,000-80,000 women raped
 - 1. One of the reasons it got its name
- VII. Nanking made the capital of the Japanese puppet government in 1940
 - A. Lead by Wang Ching-wei
- VIII. Shortly after WWII Matsui and Tani Hisao (a lieutenit who took part in the massacre and rape) were found guilty of war crimes by thr International Military Tribunal for the far east and were exucuted

The Meiji Restoration: Shogun Out, Emperor In, Westerners Out

I. Meiji Restoration

- A. Ushered in an era of Japanese westernization
- B. Japan emerged as a world power
- C. 1870s: Japan was building railways and steamships
- D. 1876: Samurai warrior class as an institution had been abolished and universal military service among all males was established

II. Westernizing Japan

- A. Deliberate attempt to westernize while strengthening Japanese imperial traditions during the Meiji led to increased cultural creativity
 - 1. Rituals aimed at developing national identity
 - a) Most of this identity was centered on military pageantry celebrating Japanese victories over China and Russia in the early 12th century

III. Japanese Industrial and Military Powers

- A. 1890s: Japanese industrial and military power really started to roll
- B. Powerful enough to substantially reduce European and US influence
- C. Maintained trade on an equal footing with Western powers
- D. Went through an incredibly quick Industrial Revolution
- E. 1895: Japan defeated China in a war for control of Korea and Taiwan
- F. Became an imperial power

The Middle East

- I. The Middle East has always been highly sought after land because of its location
 - A. Crossroads between civilizations in the Eastern hemisphere
 1. Ex: where silk road started
- II. European countries got control of the Ottoman empire territories and loaned money to middle east countries/governments to fund projects to modernize their countries
- III. When the middle east countries could not pay back debt the Europeans (Britain, France, Italy, etc...) took control of the regions ‘
 - A. Ex: Egypt to Britain in 1882
- IV. Suez Canal
 - A. In the 1800s Europeans saw a chance to cut the time it took them to travel to Asia by going through the isthmus of suez, a small strip of land connecting egypt to asia
 - B. Opened in 1869
 - C. In egypt
 - D. Owned by the French and British
 - E. Lead to greater naval presence for both countries and commercial trade
- V. At the end of WWI with the decline of the Ottoman empire and the European imperialism the European nations carved up the middle east among themselves
 - A. Arab nationalists also wanted claim to the area
- VI. Nationalism after the French Revolution soared helping to lead to the downfall of the Ottoman empire
 - A. Greek nationalist revolt in 1821
 - B. Bulgarians revolted in 1876
 - C. Moldovians gained independence in 1861



D. Pan-Arabism (lead early on by Husain Bin Ali and his son Ali Bin Husain) spread throughout the Arabian peninsula

E. Non-arab Turks took control of ottaman empire

F. In Istanbul (capital) “young turks” a youth nationalist group got control

1. Wanted to make it a democratic state

2. Turned historically welcoming empire against non-turks



VII. Young turks redefined Ottaman empire and ethnic groups made plans to carve out their own lands from the empire if the “sick man of europe were to die”

VIII. Zionists

A. Started by Theodor Herzi

B. Derived from zion the name of a mountain near jerusalem

C. Wanted a jewish homeland in the middle east region called palestine

D. Thought the homeland was their biblical right because historically was where they were kicked out of and biblically was where they originated from

E. Started to move to Jerusalem (and palestine) in 1882

F. The first Aliyah (return) saw about 30,000 jews return over 20 years

G. Most came from Russia where antisemitism was common

H. Although small the waves Jews were enough to cause discomfort in the Palestinians who were typically muslims who had lived there for years

Other Political Developments

Russia: Life with Czars

I. 19th Century

- A. Russia consolidated power over its vast territory by giving absolute power to its Romanov czars
- B. Vast majority were serfs with no rights, living an almost slavelike existence
- C. Alexander I and Nicholas I used the secret police to quash rebellions or hints or reform
- D. Increasing number of Russians demanded change

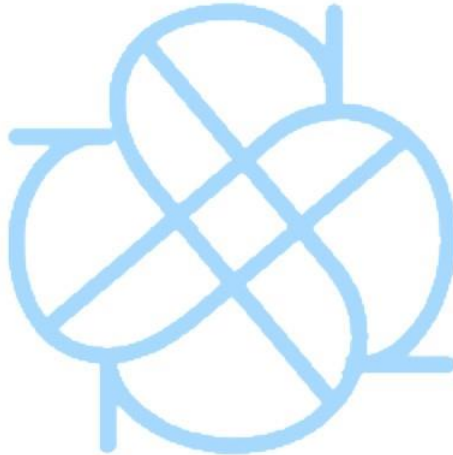
II. Alexander II

- A. 1860s: Long after the Enlightenment had an effect on the west, Alexander II began reforms
- B. Emancipation Edict
 - 1. Essentially abolished serfdom
 - 2. Did little good
 - 3. Serfs given very small plots of land for which they gave huge payments to the government to keep
 - 4. It was difficult for serfs to improve their lot
 - 5. Some peasants headed to cities to work in Russia's burgeoning industries
 - a) Peasants continued to live a meager existence

III. Second half of the 19th century

- A. Small but visible middle class started to grow
- B. Arts began to flourish
 - 1. Tolstoy wrote *Anna Karenina* and *War and Peace*
 - 2. Dostoyevsky authored *The Brothers Karamazov*
 - 3. Tchaikovsky composed *Swan Lake* and *The Nutcracker*
- C. Intellectual class acquainted with political and economic thought in the rest of Europe began to assert itself against the monarchy
- D. *The People's Will*

1. Political group
 2. Assassinated Alexander II
- IV. Russification
- A. Alexander III attempted to suppress anything that he perceived as anti-Russian
 - B. Russification
 1. A policy that all Russians, including people in the far-flung reaches of the Empire that did not share a cultural history with most of Russia, were expected to learn Russian and convert to Russian Orthodoxy
 - a) People who didn't comply were persecuted, especially Jews
- V. Terrible conditions in factories continued



The Ottoman Empire: Are They Still Calling It an Empire?

I. Ottoman Empire

- A. Began its decline in the 16th century and never gained a second wind
- B. 17th and 18th centuries
 - 1. Ottomans continually fought Russians for control of the Balkans, Black Sea, and surrounding areas
 - 2. Most of the time, Russia was victorious
- C. 19th century
 - 1. Ottoman Empire considerably smaller and less powerful and in danger of collapse

II. Britain and France

- A. Greece, Egypt, and Arabia launched successful independence movements
 - 1. This worried Britain and France
 - 2. If the Ottoman Empire fell the Russian Empire would take over the eastern Mediterranean
- B. Tried to keep the Ottoman Empire going to prevent Russian expansion as they did in the Crimean War
 - 1. *Crimean War* (1853): Britain and France prevented Russian expansion
- C. Increased their influence in this region
 - 1. 1882: Britain gained control of Egypt

U.S. Foreign Policy: This Hemisphere is Our Hemisphere

I. Early 19th century

- A. Europe found itself shut out of developments in the entire western hemisphere after Latin American independence movements

II. United States

- A. Didn't want Europe to recolonize the Americas

B. Monroe Doctrine

1. President Monroe declared in his 1823 State of the Union Address that the western hemisphere was off limits to European aggression
2. The US was hardly in a position to make enforce this declaration
3. Britain agreed to back up the US in fear that Spain would rekindle with the Americas

C. Result of the Monroe Doctrine

1. European powers continued to invest huge sums of money in Latin America businesses
2. Europeans didn't make territorial claims
3. *Roosevelt Corollary* to the Monroe Doctrine
 - a) Cause
 - (1) 1904: Europeans sent warships to Venezuela to demand repayment of loans
 - b) Austria-Hungary declared war on Serbia
 1. Russia declared war on Austria-Hungary
 2. Central Powers: Germany, Austria-Hungary, and The Ottoman Empire

World War I: The War to End All Wars?

- I. Known as the Great War at the time
- II. “The War to End All Wars”: never imagined another war that would reach the magnitude of the Great War/WWI
- III. More than 40 countries began taking up arms and joining alliances
- IV. The United States’ involvement
 - A. Declared neutrality at first- isolationist
 - B. German submarine sank the Lusitania in 1915
 1. Killed 100 American passengers
 - C. The Zimmerman Telegram/Note: suggested that Mexico might want to join forces with Germany to regain lost territory from the US
 - D. Entered the war with the Allies in 1917
- V. Trench warfare
 - A. Led to long stalemates
- VI. Brutal battles
- VII. Enormous loss of life
 - A. 8.5 million soldiers were killed
 - B. 20 million civilians died
- VIII. Women took the jobs of men in factories
 - A. Sparked the women's suffrage movement
- IX. War ended when the Central Powers surrendered on November 11, 1918
 - A. 11th hour of the 11th day of the 11th month

The Treaty of Versailles

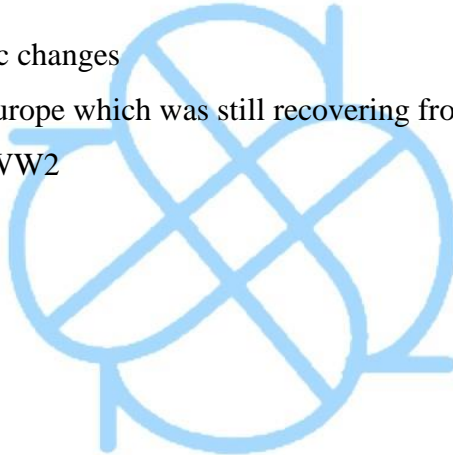
- I. The Treaty of Versailles (1919): brought an official end to WWI
- II. France and Britain wanted to economically cripple Germany so it couldn't rise to power, threaten, or invade other European states again
 - A. Demoralized the Fourteen Points
 - B. Needed to justify economic and human costs of the war
 - 1. Blamed Germany
- III. Germany had to release territories and downsize its military
 - A. Weakened economy
 - B. Resentment among the German people
- IV. Austria-Hungary was split into smaller nations
- V. *President Wilson's Fourteen Points*: more focused on establishing future peace and a balance of power

The League of Nations

- I. The League of Nations: organization made to preserve peace and establish humanitarian goals
 - A. Proposed in the Fourteen Points by Woodrow Wilson
 - B. The United States **did not** join due to isolationist policies, even though they were the ones who proposed it

Global Depression

- I. Following the roaring 20s in the U.S.
 - A. Party time
 - B. Time of good hope and happiness
- II. World economy changed after the world wars
- III. U.S. enters Great Depression
 - A. American Stock Market crash in 1929
 - B. Many people became impoverished and died
 - C. Malnutrition
 - D. “Run on the banks”
 - 1. People went to get all their money
- IV. Following WW2
 - A. Major economic changes
 - B. Especially in Europe which was still recovering from all the problems and destruction of WW2



Road to World War II and World War II

Facist and Totalitarian States

- I. Facism: governmental system, far-right, based in extreme nationalism, militarism, and consolidation of power- lead by one person
 - A. Benito Mussolini- Leader of Italy's Blackshirts
 - 1. Supported facism as an anti-communism movement
 - 2. Established fascists government in 1922
 - B. Adolph Hitler- planned to restore Germany to its pre war status
 - 1. Austrian-born
 - 2. Used militarism, ultranatioanilism, violence, and anti-semitism
 - 3. Appointed chancellor in 1933
 - 4. Leader of the National Socialist Workers Party (NSDAP)
 - a) Aka the Nazi Party
 - C. Joseph Stalin
 - 1. Took control of Russia after Vladimir Lenin
 - 2. Created Stalinism
 - 3. Mass purges and programs in Soviet Russia 1953

Age of Anxiety (1914-1950)

- I. Time between wars
- II. People felt like their world was turned upside down and were living in constant crisis
- III. The Russian Revolution led to the fear of communism spreading
- IV. Led to changes in philosophy, art, music, and style
 - A. Ex: Cubism

World War II

- I. Largest war in human history
 - A. Involved countries, colonies, and territories around the whole world
 - B. By then end close 70 million dead
- II. 1939-1945
- III. Causes
 - A. **W** world war 1 and Treaty of Versailles
 - B. **A** appeasement
 - C. **R** rise of totalitarianism
 - D. Also **M** ilitarism **A** lliances and appeasement **I** mperialism **N** ationalism
 - 1. “MAIN”
- IV. Leaders
 - A. Axis: Adolph Hitler (Germany), Emperor Hirohito (Japan), Benito Mussilini (Italy)
 - B. Allied: Stalin (Russia), Franklin Roosevelt (USA), Winston Churchill “Bulldog” (UK)
 - 1. Russia and U.S. joined in 1941
- V. What did Hitler Want?
 - A. Power
 - 1. One elected Chancellor he began to rearm Germany
 - a) Breaking the Treaty of Versailles
 - 2. Moves troops to Rhineland
 - a) Breaking the Treaty of Versailles
- VI. The Munich Conference (Sep 30th, 1938)
 - A. Appeasement
 - B. Attendants: Nazi Germany, UK, France and Italy
 - C. Gave Hitler Sudenteland
 - 1. Part of Czechoslovakia
- VII. Official start of WW2
 - A. When Hitler invaded Poland on Sept. 3rd, 1939

- B. Allies declare war on Germany (Britain and France)
- VIII. Germany then Invaded: France, Belgium, and Netherlands
- IX. Then Invades Russia
- X. Germans use a special kind of warfare to overwhelm enemies
 - A. “Blitzkrieg” - lightning warfare- strike fast and hard
- XI. Battle for France
 - A. May 10th, 1940: France is invaded by Hitler’s army through the Ardennes (a forest)
 - B. France believed the forest would protect them, but it couldn’t
 - 1. Hitler’s Panzer Division (tank division).
 - C. On June 22nd, 1940: France Surrendered Germany.
 - D. 6 weeks after the original invasion
- XII. Battle for Britain
 - A. British citizens helped to evacuate 300,000 soldiers from France who were escaping the German Army.
 - B. Their plan was to weaken the will of the British.
 - 1. Germany bombed London for over 50 days, slaughtering civilians, destroying ancient buildings.
 - a) During the bombings people would hear a siren and hide underground in various locations - often train/subway stations
 - b) At night people had to black out their windows and keep their lights off
 - (1) Did not want planes flying above to see the lights and know where to bomb
 - c) Churchill kept up moral by encouraging people to keep focussed on the goal of defending “their island” and by always promising there will be a better day when this all ends
 - C. After the invention of Radar technology, German forces were unable to make many successful attacks on Britain.

D. By 1941, Germany could not continue to lose planes/pilots on London Bombing Raids

1. Stalemate
2. During the course of the bombing around 30,00 people died, 70,000 buildings were destroyed, and 1.7 million buildings were damaged

XIII. Battle Against the Soviets

A. After failing in Britain

1. Hitler set his sites on Russia once again

B. In June 1941 Germany invaded the Soviets

1. force of 3 million troops
2. At first the assault is highly effective
 - a) but as winter sets in German machines and people are unprepared for Soviet Winter.
3. After Winter, Stalin's forces regroup and millions begin marching against the Germans

XIV. Pearl Harbor

A. The U.S. was the allied power that mainly fought Japan

B. December 7th, 1941("Day of Infamy") Japan bombed Pearl Harbor in Hawaii

1. To destroy US military bases and ships there
2. Goes on for about 2 hours
3. Killed about 2,000 civilians and most US navy ships destroyed

C. Japanese Kamikaze

1. Suicide pilots
2. Would fly into allied ships just to kill people or explode them

D. US entered the war officially the Next day (Dec 8)

XV. Internment Camps in the US

A. Japanese people were forced out of their homes and into internment camps in the US

B. This was because of fear after the bombing

C. Italian and German people also treated poorly during this time

D. Korematsu V. US

XVI. The Battle of Midway (June 4th-7th, 1942)

- A. Exactly six months after the bombing of Pearl Harbor
- B. Seen as a turning point in the war
- C. Protected the US naval base on the island of Midway
- D. Stopped Japan's hope of destroying the US as a naval power during the war
- E. Involved naval forces and air forces

XVII. The Normandy Landings

- A. June 6th, 1944
- B. Aka Operation Overlord and D-Day
- C. Largest seaborne invasion in history
 - 1. Around 150,000 soldiers landed on the shores of Normandy after crossing the English channel
- D. Began the liberation of German occupied France and victories for the allied in the west
- E. Turning point in the war
 - 1. The beginning of the end of Hitler
- F. Forced the Germans to fight a two-front war
 - 1. 1- the soviets
 - 2. 2- the other allied forces near france and europe area

XVIII. The Battle of the Bulge

- A. Dec 16, 1944- Jan 25, 1945
- B. German army used up so many resources could no longer run offensive campaigns
- C. Made it easier for the allies to win as the Germans were now low on supplies, men, and were weak
- D. Marked the near end of the war

XIX. The dropping of the Atomic Bomb

- A. August 6th, 1945

B. Retaliation from the US after the bombing of Pearl Harbor

C. Two dropped

1. Hiroshima

2. Nagasaki

D. Led to the death about 130,00-250,000 people

XX. Technology of the war

A. Mustard Gas

B. Firebombing

C. The Atomic Bomb

D. Many new guns

E. New types of planes

1. Ex: B-17 flying fortresses

XXI. Official end of World War II

A. September 2nd, 1945

1. The formal surrender documents were signed aboard the USS Missouri

a) "V-J Day"

(1) Victory over Japan day

B. Germans Surrender after Hitler's suicide

XXII. Holocaust

A. Hitler wanted "cleanse" the world

1. Believed in the superior Aryan Race

B. Used the Jewish people as Scapegoats for World War II

C. Six million Jews were murdered in Interment Camps

1. Most famous one is Aushwitz

D. Five-six million others murdered (gypsies, mentally ill, and members of the what is now known as the LGBTQ+ community)

E. Genocide - the mass murder of an ethnic, religious, or other group

1. Ethnic cleansing

XXIII. Nuremberg Trials

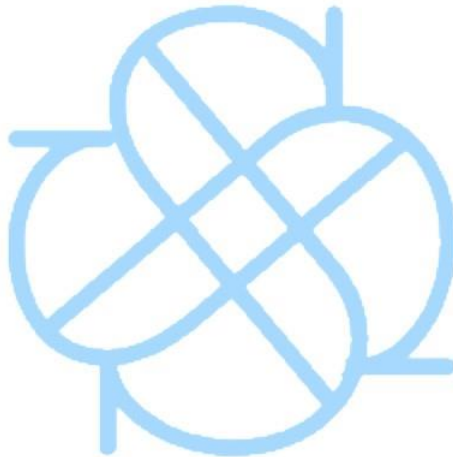
A. Allies divide Germany up between them.

1. This helps start the Cold War.

B. Held in Germany (and Japan) to try the people responsible for the war.

1. Many are executed and jailed for war crimes.

XXIV. The Tokyo Trial (1946-48)



The United Nations

- I. International Organization
 - A. Founded in 1945
- II. Intent of settling postwar concerns
- III. Create peace based off of mutual peacekeeping
- IV. Set up rules for war to avoid these wartime atrocities from ever happening again
- V. Still working and present in the modern era
- VI. Security council created
 - A. Fiver permanent members established after WWII and are the same today
 - 1. France, United States, China, Britain, and the Soviet Union
- VII. General Assembly - every country

The Cold War

- I. Arms race between the United States and Russia
 - A. Russia - communism and totalitarianism
 - B. United States- Capitalism and Democracy
- II. Led to other races like the race to space
 - A. US wins - Neil Armstrong on the moon
- III. Proxy Wars- regional conflicts that typically involve tacit or hidden support from major powers who are antagonistic to one another but not openly at war
 - A. Source: the Kaplan Review
 - B. Major Proxy wars
 - 1. Korean War
 - a) First time major proxy war
 - b) Ended in a armistice
 - (1) A truce
 - c) Korea divided at the 38th parallel
 - d) North- supported by the Soviet Union- currently socialists
 - e) South- supported by the US - currently communist
 - 2. Vietnam
 - a) Divided into north and south

- b) Reunited into one country after US withdrawal in 1973 and communist victory in 1975

IV. NATO

- A. North Atlantic Trade Organization
- B. Founded in 1949 by the North American and Europe Nations to counter the spread of communism in easter europe

V. Warsaw Pact

- A. Alliance formed in 1955 by the Soviet Union and seven Eastern bloc countries
- B. Counteract the growing influence of NATO

VI. Non-aligned movement

- A. Created during the period of decolonization to promote a middle path for newly independent nations

VII. European Union

- A. Supranational organization
- B. Promoted common economic regulation and growth'
- C. Became a thing because of the European Economic Community
 - 1. Which was founded in 1957
- D. Commonly referred to to as the EU

VIII. The Berlin Blockade and Wall

- A. Cut off West Berlin from East Berlin
- B. Constructed Aug 13, 1961
- C. Taken down November 1991

IX. The Cold War ended in 1991

India and Pakistan

I. Indian National Congress

- A. Political party founded in 1885
- B. Hindu British-educated officials and leaders
- C. Pushed for Indian independence
- D. Mohandas Gandhi aka Mahatma Gandhi
 - 1. A leader of the independence movement in Indian
 - 2. Known for being nonviolent
 - 3. Salt March
 - 4. Inspired Martin Luther King Jr. and the Dalai Lama
- E. India gained independence from British rule on August 15th, 1947

II. India/Pakistan Partition

- A. Was laid out in the Indian Independence Act of 1947
 - 1. Was the division of British India
 - 2. Divided the states of Bengal and Punjab
 - a) Based on the Muslim or Hindu majority
- B. Also divided the British Indian Army, Royal Indian Army, Indian Civil Service, railways, and the central treasury
- C. On August 15th, 1947 at midnight the two nations became separate and their own
- D. Resulted in the Dissolution of British Raj, crown ruler in India
- E. 10-12 million people displaced based off the border
- F. Very violent partition
 - 1. Estimated up to 2 million killed
- G. The hostility created during the partition still plagues the relationship of India and Pakistan
 - 1. Still fight over Kashmir
 - a) A region that both India and Pakistan claim
 - b) Still a lot of bloodshed
 - c) Indian controls about half of the area 55%
 - d) Pakistan controls a third 30%
 - e) China controls the rest 15%

Russian Revolution

- I. Russia overview pre-revolution
 - A. Very large
 - B. Experiencing great hunger
 - C. Extreme classgap
 - D. Political corruption
 - E. Domestic abuse was very common
 - 1. Males using fear and domination tactics
 - 2. Believed in “ball and chain”
 - a) Women should not leave their homes
 - F. Very hard labor because they were not technologically advance like other places yet
- II. Background of the Russian Revolution
 - A. Attempts to modernize
 - 1. Peter the Great
 - 2. Czar Alexander abolishes serfdom
 - B. They modernize very quickly (steel, railroad, etc...)
- III. Problems with Russia/ Why did the revolution happen?
 - A. Peasant’s lives were horrible
 - 1. Started working at 4:00am and worked sunrise to past sundown
 - 2. Worked all day and often got burns from the sun
 - 3. Had very little to eat and little sleep
 - 4. Environment was cold wet/damp
 - 5. When serfdom was still a thing the lords were very harsh and crue
 - B. Working conditions
 - 1. Typically an 11 hour work day
 - 2. Low wages
 - 3. Harsh condition/not forgiving at all

4. Not really allowed off time if sick just had to work through it

C. George Gapon

1. Russian priest
2. Like everyone else was frustrated with the conditions of life
3. Lead a peaceful group in creating a petition
 - a) They marched to the capitol to present the petition in peace

D. Bloody Sunday

1. January 22, 1905
2. When Gapon and the people reached the St. Petersburg (the capital)
 - a) Czar Nicholas II was scared
 - b) Ordered military to open fire on them
 - (1) Thought they were coming to attack him
 - c) Murdered around 200 peaceful protestors

E. Corruption in Czar's family

1. Prince Was very sick and the queen was desperate to find a way to save him
2. Met Rasputin
 - a) Considered a magical man
 - b) Considered special in the way that he could heal people
 - c) He helped the prince
 - d) People began to believe that because the czarina was so close with Rasputin she was having an affair
 - (1) "Ra ra rasputin lover of the Russian queen"
3. People wanted to kill him
 - a) Thought he was too close to the czarina
 - b) Prince Usupa was the main leader of trying to kill him
 - c) Survived so many of their attempts
 - (1) poisoned his wine and cake and he still lived
 - (2) Was pronounced dead then lived

- (3) Shot him he lived
- (4) Wrapped him in a carpet and through him in the ice dive
 - (a) Broke through the ice and lived
- (5) Finally died when they shot him when he was in the water and drowned

F. Czar Nicholas II

- 1. Good
 - a) Created the transsiberian railroad
- 2. Military woes were his downfall
 - a) Low resources, no ability to boost moral, people felt bad
 - b) Russo-Japanese War
 - (1) Lost
 - (2) Material and resources run low
 - (3) Inflation
 - (4) Moral dwindles
- 3. Involvement in WW1
 - a) Basically get destroyed by Germany
 - (1) Scorch the earth policy
 - (a) Russians burned crop and destroyed land to avoid German advances
 - b) Are unable to continue and have to back out of the war in 1917
 - (1) Low material
 - (2) People mad
 - (3) Lose alliances and world position
- 4. Eventually abdicates (gives up thrown)

IV. How did Lenin Change Russia

- A. Bolshevik Revolution
- B. Created the Union of Soviet Socialist Republics (USSR)

- C. “Peace, Land, Bread”
- D. Peace- Treaty of Brest-Litovsk
- E. Land- peasants wanted land he gave it to them
 - 1. Land taken from the rich and given to the poor
 - a) Agrarian reform
 - b) Collectivism
 - c) Communes - state owned land
- F. Bread - wanted food and money
 - 1. Introduces the New Economic Plan (NEP)
 - 2. Replaced War Communism
 - a) Becomes semi-capitalism
- V. Timeline of the Russian Revolution
 - 1. 1905 - Bloody Sunday
 - 2. 1917- February and March Revolution- Czar Nicholas Abdicates
 - 3. 1917- October Revolution- Bolsheviks led by Lenin seize power
 - 4. 1918- Russia officially backs out of WW1 with the Treaty of Brest-Litovsk
 - a) Very harsh on Russia and Czar and his family executed
 - 5. 1917-1923- Russian Civil War
 - a) Reds- communists
 - b) War Communism
 - c) New Economic Plan
 - 6. 1924- Lenin’s death- power struggle between Stalin and Tratsky

Stalin

- B. Ruled Russia from 1929 to 1953
- C. Transformed Russia from peasant country to a industrial military power
- D. Ruled with terror

1. Stalinism
 - a) Created by Stalin
 - b) The idea of centralization, totalitarianism, and the pursuit of communism
2. Millions died
3. Gulag
 - a) Labour camps
 - b) Where Stalin sent people who disobeyed him and citizens who tried to go against him
 - c) Set up by Lenin but highly used by Stalin
 - d) 1928-1950 close to 10 million people sent there
4. Lithuania
 - a) An example of Stalin's use of force
 - b) Sent close to 300,000 to the Gulags
5. Ukraine
 - a) Stalin created a famine there
 - (1) Aka the Holodomor or Red Famine
 - b) Exported almost all the food and goods
 - c) Kulaks
 - (1) Farmers who Stalin marked as enemies of the State and kicked off their land
 - d) Mass graves of bodies
 - e) Sometimes people died and were just left in their house due to the large amount of bodies piling up
 - f) 1932-1933
 - g) Around 7-10 million died
6. Great Purge
 - a) 1936-1938
 - b) Stalin eliminated anyone he saw as a threat
7. Censorship of photos

- a) Stalin would erase people from photographs and other things



- b) As a way of censoring history

E. The Death of Stalin

1. Died on March 5th, 1953
2. Became increasingly worrisome in his old year
3. Died of a stroke
4. Buried in Lenin's mausoleum in Red Square

- a) Until 1961 when it was moved by his successor Khrushchev during the de-stalinization of Russia

VI. Nikita Khrushchev

A. After Stalin

B. The Cuban Missile Crisis (October 16-28, 1962)

1. Caused because he positioned missiles 90 miles from Florida

C. De-Stalinization in Russia

D. Approved the construction of the Berlin Wall

E. Known for His eloquent speeches

F. 1953-1964

G. Lost popularity and was removed in from office in 1964

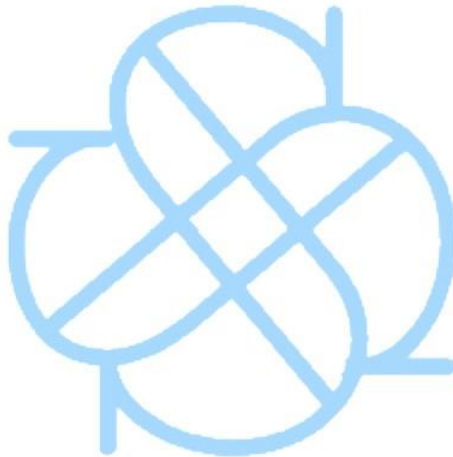
H. Died in 1971 from a heart attack

VII. Succeeded by Leonid Brezhnev (1964-1982)

VIII. Succeeded by Yuri Andropov (1982-1984)

IX. Succeeded by Michael Gorbachev (1985-1991)

- A. Pivotal role in ending the Cold War
 - B. Supported changes to the Soviet Union
 - C. *Glasnost*- openness
 - D. *Perestroika*- reconstructing
 - E. Pushed for disarmament of Europe
- X. Boris Yeltsin (1991-99)
- XI. Vladimir Putin (2000-present)



Political Reform and Economic Changes

I. Mao Zedong

- A. Leader of the Chinese Communist Party in the 1920s and 1930s
- B. Fought the Nationalists (Kuomintang) under Chiang Kai-shek in the 1940s
- C. leader of China from 1949–1976
 - 1. mass purges
 - 2. modernization
 - a) Followed the Stalinist example.
 - 3. Communal based houses
 - 4. Backyards with furnaces for steel production
 - 5. Lead to million to die
 - a) Starvation

II. Deng Xiaoping

- A. Leader of communist China from Mao Zedong's death in 1976 to his own death in 1997
- B. instituted the Four Modernizations
 - 1. introduced capitalist reform in China

III. Tiananmen Square

- A. Large public square in Beijing, China
- B. Site of a 1989 conflict between students protesting for democratic reform and the Chinese military
 - 1. defended the leadership of Deng Xiaoping

IV. Green Revolution

- A. 1960s-1970s
- B. Increased worldwide production of crops

V. Cholera

- A. Acute Bacterial infection
 - 1. Small intestine
 - 2. Associated with third world countries
 - a) Poverty

- b) Developing countries
- c) Inadequate sanitation and unsanitary drinking water

VI. Liberation Theology in Latin America

- A. Movement in Roman Catholic Church
- B. Wanted the church to focus on world issues
 - 1. Human rights
 - 2. Poverty
 - 3. Civil rights

VII. Fidel Castro

- A. Cuban Revolutionary
- B. Served from 1976-2008
 - 1. Resigned in 2008 in favor of his brother Raul Castro
- C. Guerilla leader
- D. Allied Cuba with Soviet Union

VIII. Watergate Scandal

- A. Involved President Nixon of the US
- B. Led Nixon to resign in 1974
- C. Political spying and sabotage

IX. Civil Rights Movement

- A. Dr. Martin Luther King Jr.
 - 1. March on Washington
 - 2. I have a Dream Speech
- B. Malcolm X
- C. Called for the rights of African Americans

D. Important laws

- 1. Civil Rights Act of 1964
- 2. Voting Rights Act of 1965
- 3. Fair Housing Act of 1968

- E. Important cases
 - 1. Brown V Board of Ed
- X. Women Rights Movement
 - A. Women are equal to men
 - B. Women's Suffrage - right to vote
 - 1. 19th amendment
 - C. Call for Equal pay
 - D. Prohibition

Helpful External Resources

AP Handbook

<https://apcentral.collegeboard.org/pdf/ap-world-history-modern-course-and-exam-description.pdf?course=ap-world-history-modern>

Heimler's Review

<https://www.youtube.com/playlist?list=PLEHRHjICEfDXNtAZd1O6RqK7OjEg0twF2>

Crash Course

<https://thecrashcourse.com/about#:~:text=John%20Green%20is%20a%20host,and%20literature%20on%20Crash%20Course.&text=Stan%20produces%20Crash%20Course%20Humanities.>

Credits given to The Princeton Review, jeanettewhalen.

India/Hinduism/Buddhism Unit Flashcards (Quizlet), and Carpkyla.

AP World History Chapter 8 Key Terms (Quizlet)

