



Bronx Engineering and Technology Academy (BETA)
99 Terrace View Avenue, Bronx, New York 10463
Karalyne Sperling, Principal

AP World History Review Packet

This study guide will assist you in preparing for the
College Board Examination in World History.

Mr. Bennett
Mr. Bogolub
Mr. Mena
Mr. Ott
Mr. Urrico

**Social Studies
Department
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Specific Terms, People, Ideas, and Events
AP WORLD HISTORY REVIEW

<u>CONTENT</u>	<u>EXPLANATION / SIGNIFICANCE</u>
Demographics	Population settlements; who lives where, why; birth-rates – increase or decrease; urban or rural
Foraging	Hunters and gatherers
Civilization	Societies that have advanced culture including a political system, job specialization, written language, and complex religions
Independent Invention	The idea that two or more different cultures could have invented the same thing without being influenced by another. Example: the wheel was invented in different places at different times
Metallurgy	Melting of metals for human use; examples: copper for decorations, iron for tools and weapons, etc. Civilizations that mastered metallurgy advanced quicker than others.
Polytheism	The belief in more than one god. Dominate belief system prior to Judaism.
Harrapan Civilization	Another name for the Indus River Valley civilization; known for advanced cities of Mohenjo-Daro
Shang Dynasty	Developed along the Yellow River (Huang He); known for oracle bones
Social Structure	All civilizations have some type of social structure. Most early societies had a social structure that included rulers and priests at the top of the social structure and peasants and slaves at the bottom.
Loss of Empire	There are major upheavals when an empire collapses. The Han, Roman, and Gupta Empires all collapsed during the Foundations era. The collapse of the Roman Empire was more significant because of centralization that had been placed on all aspects of society to the institutions in Rome. Europeans were lost and shocked after the fall of the Roman Empire. In China, their concept of Dynastic Cycle led to acceptance of the fall as a natural occurrence.
Caste System	Aryan/Hindu system of social divisions based upon birth. People could not move caste except through reincarnation. Associated with racism. Comparable to Confucian concept of order. Most social systems are pretty class-restrictive – most people stay in the class he/she was born into.
Classical Civilizations	Refers to civilizations that were considered far more advanced than others. These included: Han, Gupta, Greek, and Roman. They all had major advanced in technology, art, trade, and political systems.
Neolithic Revolution /Agricultural Revolution	Movement from foragers to permanent settlers. Led to villages and communities. Also led to gender restrictions.
Patriarchal Systems	Male dominated societies. All major civilizations have been patriarchal.
Bureaucracy	An elaborate government system that has numerous people involved in processing and administering the government. Most known in China and is associated with the Scholar-Gentry class created through the Civil Service Exams.
Aristotle	Greek philosopher who is also known for scientific observations. Most of his conclusions were not challenged until the Scientific Revolution.
Indian Ocean Trade	Provided trading opportunities between Africa and Asia. Europe was included somewhat.

Bantus	Nomadic peoples from Africa who traveled around Africa spreading language and farming methods
Caliphate	Arab/Islamic religious and political leader. The first caliph after Muhammad was Abu Bakr.
Polynesians	Peoples of southwest Pacific Ocean who traveled from island to island via boats; includes natives of New Zealand, Samoa, and Hawaii
Dar al-Islam	Unity in the Islamic world through language and religion. Similar to "nationalism" but transcends boundaries of race and ethnic background.
Missionary	A person who intentionally spreads a faith. Historically, Buddhists, Christians, and Muslims have been active in missionary outreach.
Economic Revolutions	Refers to major advances and changes occurring in an economic system. Historically would apply to the major changes in Tang and Song China.
East-West Schism	The split in Christianity in 1054. Prior to this time there was only one "Christian Church." The Catholic (universal) Church split into a Roman/Western Church and an Eastern Orthodox Church. Issues that led to the schism included the use of icons, the role of the Pope, and the celibacy of priests. They remain split today. Roman Catholics are dominant in Western Europe, Canada, Australia, and Latin America. Eastern Orthodoxy is dominant in Greece, Russia, eastern Europe, and the Middle East (those who are Christians in the ME are predominantly Orthodox. During one of the Crusades the Europeans actually sacked Constantinople, the center of Orthodox Christianity. Pope John Paul II apologized in the 1990s.
Migrations	Movements of large groups of people from one place to another. Normally very disruptive to the area being "invaded." Warfare, political upheaval, and conflict normally occur, as does cultural diffusion. Most notable migrations: Huns, Germans, Arabs, Vikings, Bantu, Mongols, Turks, and Aztecs.
Plague	Black Death that devastated Europe during the Middle Ages. Came from Asia along trade routes and were spread by the fleas on rats. Was called a pandemic due to its quick nature.
Urbanization	The settlement of people into cities. Normally associated with industrialization, as that would cause large numbers of people to settle near each other. China was the most urbanized during the Middle Ages, while European cities became the most urbanized after the Renaissance.
Feudalism	Political system used in Europe and Japan. The system was based on military service (knights and samurais) in exchange for land grants made to the lords or shoguns. In Europe the King had a lot of power while in Japan, the Emperor was only a figurehead. The Code of Chivalry guided the behavior of the European knights while the Code of Bushido guided the behavior of the Japanese Samurai.
Byzantine Empire	The Eastern Roman Empire that outlasted the Roman Empire by hundreds of years. It's location and control of the Dardanelles provided riches to the empire. It served as the center of Christianity for the eastern part of Europe. It encompassed large sections of Asia and parts of Europe and Africa. Nationalism caused problems in the empire as Arabs sought to separate themselves from the Byzantine Empire and support Islam and conquest.
World Trade Network	During the period prior to Columbus the major trading networks were the Indian Ocean Trade, the Silk Roads, and the Trans-Saharan trade routes. These allowed for a trading network that included Asia, Africa, and Europe. A truly "world" trade network would not develop under the discovery of the Americas.
Columbian Exchange	Exchange of food, animals, and diseases from the Americas to Europe and Asia; led to the death of millions of Native Americans; led to the survival of millions of Europeans (potato)
Mamluks	Christian slaves who were used as soldiers in the Abbasid and other Islamic dynasties.

	Since the Koran forbids Muslims from fighting each other, Mamluks were useful. Many converted to Islam, but their lack of allegiance to tribes helped the caliphates conquer areas. On several occasions they actually rose to power and ruled. Mamluks took over Egypt and ruled from 1250 – 1380 and defeated the Ottomans. Mamluks also served in Napoleon's army and briefly overthrew Ottoman rule in Baghdad.
Manorialism	The economic system of the Middle Ages that was centered on the manor (like a plantation). Manors were self-sufficient and were awarded to lords by the Kings in the feudal contract.
Crusades	Begun in 1095 as an effort by European Christians to take the Holy Land (Jerusalem) from the Muslims. The 1 st Crusade was somewhat successful in that Jerusalem was secured; however, other crusades were all failures. This era did bring about trade between the "Crusading" states (European countries like France, Spain, and England) and the Islamic States. Desire for Asian goods increases and Europeans begin to focus on finding water routes to Asia.
Papacy	The Pope and the leadership of the Roman Catholic Church. Historically the papacy has played a large role in political affairs in Europe and Latin America. After the fall of the Roman Empire, the Papacy and the Roman Catholic Church provided stability to Europe during the Middle Ages.
Empires	Major empires during the 1450 – 1750 period controlled large segments of territory. The term "gunpowder empires" applies to most because of their ability to use force to seize large segments of land. Empires included: China, Ottoman, Portugal, Spain, Russia, France, England, Mughal, Kongo, Benin, Oyo, and Songhay.
Slave Systems	Slavery has existed since the earliest known history. During the 1450 – 1750 time period most slaves were from Africa. Fellow Africans sold many into slavery. Female slaves made up the bulk of the slaves sent from Africa to the Islamic states. They were usually concubines. The Atlantic Slave Trade sent millions of Africans across the Atlantic to serve as slaves in agriculture.
Scientific Revolution	The era of European history when great scientific advances were made. These include Copernicus and Galileo's astronomy, Newton's gravity, physics, and calculus, and explorations into different types of power. These discoveries helped to start the Industrial Revolution. They also proved to be challenging for the population and rulers as many ideas challenged traditional Biblical and governmental teachings.
Enlightenment	The period dominated by French thinkers. Basic challenges to the authority of the king, freedom of speech, press, and religion, and the role of commoners in the government were revolutionary. These ideas led to the American, French, and Latin American Revolutions.
Neo-Confucianism	A mixture of Confucianism and Buddhism.
Artistic Movements 1450 – 1750	The Renaissance dominated Europe with its glorification of human achievements. The Mughal (Indian) art of the period was inspired by Islamic design and the Taj Mahal is an example. The Ming Dynasty was building the Forbidden City and mastering porcelain production. The Tokugawa Shogunate had Kabuki theatre and Haiku poetry. Russian architecture mirrored that found in the Byzantine Empire. In Africa, the Benin civilization was using bronze in sculpture.
Imperialism	The first wave of imperialism refers primarily to European colonization of the Americas, Africa, and Asia. One country takes over another for economic reasons.
Coercive Labor Systems	Included slavery, indentured servitude, serfdom, and indentured servitude.
Empire Building	Process of creating empires. In Africa, it was a system of successor states with new states

	<p>simply building upon previous states. In Europe, nations emerged under powerful monarchs who sought out new territory to improve economic conditions. In Asia, China conquered most areas directly. Some areas allowed being “tribute states” where regions pay money not to be conquered.</p>
European exploration	<p>China controlled the exploration (Zheng He) until the Portuguese begin to explore in search of water routes to Asia. Important explorers included da Gama, Columbus, and Magellan.</p>
Absolutism	<p>European monarchs concept that the monarch, normally king, is absolute in power and does not have to seek approval, advice, or input from anyone or anything else. Often associated with the Divine Right of Kings concept that the king is only answerable to God. Louis XIV was an example of an absolutist monarch.</p>
Reformation	<p>Led by Martin Luther, it brought about the Protestant movement that broke from the Catholic Church. Prior to Luther, all Christians in Western Europe were Catholic. This limited the authority and influence of the papacy, but also resulted in massive wars. The Thirty Years War devastated Europe.</p>
Constantinople	<p>Capital city of the Byzantine Empire. It was sacked by the Turks during the 15th century and was renamed Istanbul.</p>
Siege of Vienna	<p>The farthest north the Ottomans got in Europe. The Siege ended with the Ottomans retreating. The Ottomans continued to hold large sections of the Balkans (areas around Greece and the former Yugoslavia) under their control until World War I.</p>
Harem	<p>Refers to the area where the Sultan’s women were kept. Included wives and concubines. Importance is found in the influence that the mothers of the sultans played in affairs. They had great influence in the Ottoman Empire.</p>
Industrial Revolution	<p>Effort to build factories for massive production. Occurred in China first, then in Europe, Japan, and Russia. Greatly altered economic and social systems.</p>
Emancipation	<p>1833 Britain abolishes slavery 1861 Serfs freed in Russia 1863 Emancipation Proclamation in the United States 1888 Brazil becomes the last country to outlaw slavery</p>
Nationalism	<p>Pride and unity in one’s background and common heritage. Includes common religions, ethnic groups, languages, and histories. Used as a political force in history as people sought to break free from rule of “others.” Seen in 19th century Europe with the unification of Germany and Italy. Seen in uprisings against expansive empires like the Ottomans and Mongols. Was a major cause of World War I. Found in Europe in the late 20th century with the breakup of Yugoslavia. Also seen in Africa as countries sought to eject European rule. Pan Arabism is a major force in the Middle East where Arabs see Westerners as interfering.</p>
Nation-State	<p>Having a political boundary that is made up of one “nation” of people. Example would be Serbia for Serbs.</p>
Racism	<p>Believing that one race is superior to another. Used historically to justify imperialism and human rights abuses.</p>
Western Dominance	<p>The disproportionate share of the world’s wealth and resources as found in “Western” countries. This wealth and power is seen as abusing the developing countries of the world.</p>
Modernization Theory	<p>The belief that technology will be able to bring developing nations to higher economic standards and production.</p>
Role of Women	<p>During the 19th Century the role of women began to change as more women participated in the industrial revolution. Some female rulers of note included Queen Victoria of England and Empress Dowager of China. In the 20th Century the role of women became expanded</p>

	through suffrage movements. Women serve in government and business positions in many parts of the world.
Foreign Domination	One country being controlled by another. Can be through economic control rather than actual occupation.
Western Intervention	The tendency of “Western” countries (United States and Europe) to intervene in developing countries.
Meiji Restoration	Overthrow of the Japanese feudal system. Led to increase trade and opening up of ports to Westerners. Modernized Japan through Industrial Revolution.
Jacobins	Radical political group that was responsible for the Reign of Terror during the French Revolution.
Boxer Rebellion	When a group of Chinese began attacking foreigners in China. After an attack in Peking (not Beijing) U.S. ships arrived to “help.” This just increased the xenophobic feelings in China.
Suez Canal	Connects the Mediterranean Sea with the Red Sea. Built with funds from Britain and France but controlled (now) by Egypt.
Muhammad Ali	Leader of Egypt who helped fight Wahabbis and gained recognition for Egypt in the 1800s. Set out many domestic reforms that helped Egypt gain independence from Great Britain.
Marxism	The economic theories proposed by Karl Marx that called for collective ownership of the means of production. Most associated with Communism.
Social Darwinism	The concept that the strongest and most able in society will survive (the survival of the fittest). Used to justify imperialism – non-western people were struggling because they were not strong enough to prosper – up to Westerners to help them – The White Man’s Burden
Impressionism	European artistic movement that sought to create a first “impression” rather than exact details; took many artistic clues from Japanese prints
Balance of Power	The concept that world power should be “balanced” so that no one country or group of countries control too much.
League of Nations	Created at the end of the World War I as the brainchild of President Woodrow Wilson. The intent was to prevent further war through international dialogue. Failed to act effectively to deal with Hitler and Mussolini and was replaced by the United Nations.
United Nations	Body that provides dialogue for international concerns and an option of collective security to areas in need (UN troops).
Non-Aligned Nations	Developing nations that meet together to try to deal with issues and concerns.
Decolonization	The process in Latin America, Africa, and parts of Asia of Western powers leaving. Some was accomplished through rebellions and wars.
Genocide	Intentional efforts to annihilate a group of people. In the 20 th century the most well known was the Holocaust, but others occurred. These included: 1.5 million Armenians killed by Turks.; about 7 million Ukrainians and other non-Russians, under Stalin; Rape of Nanking resulted in about 300,000 Chinese killed by Japanese; and 2 million Cambodians died under the Khmer Rouge leader Pol Pot.
Breakup of Soviet Union	1991 breakup of the Soviet union into 15 separate countries. Marked the official end of the Cold War as the United States obviously didn’t have anyone to fight.
Great Depression	Massive economic collapse of economies all over the world. The United States and Europe were hit most directly, but other regions lost crucial export income.
Pacific Rim	Refers to China, Australia, Indonesia, Korea, Malaysia, Singapore, Thailand, Vietnam, Cambodia, Japan, Laos, and the Philippines. Has become a major economic bloc in world

	production and trade.
Multinational Corporations	Corporations that are international in nature. They include Coca Cola, Nike, Exxon, Toyota, and Sony. They normally as associated with taking advantage of cheap labor in developing countries and not helping the countries economically.
Feminism	Women's rights in regards to political, economic, and social participation and power.
Globalization	The concept of the world being made "smaller." Includes concepts of technology and communications/transportation. Also associated with multi-national corporations and the dominant western culture.
Resistance and Religious Responses	In the 20 th century the Tibetans have resisted Communist China rule. Buddhism has supported this. Also, in Poland, Pope John Paul II's religious condemnation of communism helped to lead to free elections and the fall of the Soviet Union.
Deforestation	Massive cutting down of rain forests in Latin America and Asia. Leads to economic development for the country, but leads to environmental problems for the rest of the world.
Green Movement	Environmental movement
The West/The East	During the Cold War, the was seen as either "communistic and dictatorial" or "capitalistic and democratic." Eastern countries were aligned with the Soviet Union and included the Eastern Bloc (Poland, Romania, and East Germany), Cuba, and China. The western countries aligned with the United States and Western Europe.
Consumer Society	Society that is dominated by buying and spending.
High Tech Warfare/Guerrilla Warfare	High tech warfare includes missiles, submarines, and fighter jets. Most developing nations lack such weapons and rely upon guerrilla tactics like ambush, civilian soldiers, and homemade bombs.
Third World Economic Development	Economic development in developing countries is very challenging. Most are still agricultural and rely on cash crops. Some have begun to industrialize but are normally being controlled by multi-national companies. Most are highly indebt to industrialized countries.
Fascism	Extreme nationalism in a state where the glorification of the state is the defining characteristic. This included: Hitler's Nazi Germany, Mussolini's Italy, Franco in Spain, and Japan prior to WWII.
Internationalizati on of Culture	Local cultures and traditions being replaced by an "international" culture. For example, in Japan, traditional Japanese music, art, clothing, and entertainment has been almost replaced by Western culture.
Artistic Modernism	20 th Century art that focuses on non-representative art. Think Picasso and Jackson Pollock; Cubism was inspired by African masks

Foundations Review

Neolithic Revolution

- Agriculture
- Domestication of animals
- Leads to more people
- Food surplus
- Job specialization
- Land “ownership” – social classes
- Changing gender roles

Technology

- Copper, bronze, and later iron was used for tools, weapons, and jewelry
- Wheel – Sumerians had by 3,200 BCE

Civilizations

- Began near water – rivers except for Mesoamericans
- Factors of civilization include cities, organized religion, organized government, written language, and arts/architecture

Mesopotamia

- Fertile Crescent – between the Tigris and Euphrates Rivers
- Modern day Iraq
- Sumer
- Ziggurats
- Slaves – all civilizations
- *Epic of Gilgamesh*
- Cuneiform
- Hammurabi
- Polytheistic
- Extensive trade

Egypt

- Nile River
- Pharaohs
- Hieroglyphics
- Polytheistic
- Afterlife
- Insular

Indus

- Polytheistic
- Indus River
- Harappa and Mohenjo-Daro – advanced, designed cities
- Trade

- Writing system – not deciphered

Aryans

- 1700 BCE migrate to India
- Vedas – form the foundation of Hinduism
- Caste System developed

Huang He River

- Shang -- bronze
- Zhou – Mandate of Heaven; Era of Warring States

Mesoamerica and South America

- 1500 BCE Olmecs along Gulf of Mexico – big heads
- Andean areas – Chavins

Hinduism

- Oldest of these
- Evolved over time; no “founder”
- Have dharma – moral duty leads to good karma
- Reincarnated until moksha is reached
- Caste System – Brahmins at the top and untouchables at the bottom – no mixture of castes

Buddhism

- Siddhartha Gautama 563 BCE to 483 BCE
- Find way to end suffering
- Asoka became a Buddhist – Mauryan Empire adopts Buddhism
- Four Noble Truths
 - Life is suffering
 - Suffering is caused by desire
 - There is a way out of suffering
 - Follow the eightfold path
- Eightfold Path
 - Right understanding
 - Right purpose
 - Right speech
 - Right conduct
 - Right livelihood
 - Right effort
 - Right awareness
- Right concentration
- Spread to Central Asia, China, Japan, Korea, and Southeast Asia

Confucianism

- Confucius 551-479 BCE

- Era of Warring States led to instability
- Stressed relationships
- Filial piety – respect for family
- Educated is the most worthy
- Thrived during Han Dynasty
- Civil Service Exam system
- Scholars – peasants – merchants

Daoism

Laozi

“the way”

harmony with nature

reject government involvement

Legalism

Strict law and order

Judaism

2000 – 1000 BCE Hebrews end up in Egypt

Ten Commandments

Monotheistic tradition

135 CE – Romans led to Diaspora

Christianity

- Jesus – 4 BCE
- Started as a sect of Judaism
- New Testament
- Edict of Milan legalized Christianity in the Roman Empire – 313 CE

Greece

- Polis
- Sparta – military society
- Athens – golden age
- Democracy
- Persian Wars against Persia
- Delian League formed after the Persian Wars – centered in Athens
- Peloponnesian War – Sparta wins
- Philip of Macedonia next great leader
- Alexander the Great
- Mediterranean Sea allowed for massive trade
- Patriarchal – women were under authority of men
- Women could not own land and wore veils in public
- Slaves due to debt, prisoners of war, or bought from other areas of the world
- Polytheistic
- Philosophers – Socrates, Plato, and Aristotle

India

- Mauryan Empire in 320s BCE
- Chandragupta Maurya filled vacuum left when Alexander the Great retreated from India
- Ashoka declares Buddhism the official religion
- Ashoka expands trade, builds roads, hospitals, and rest houses
- 320 CE India united under the Gupta Empire – Chandra Gupta
- Connected to China by the Silk Roads
- Indian Ocean Trade – monsoons
- Patriarchal society
- Women were legally minors
- Women set themselves on fire
- Advances in geometry and math – Arabic numbers

China

- Era of Warring States 403 – 221 BCE
- Qin – legalism dominated; Great Wall of China; unified laws, currencies, weights, and measures
- Han dynasty 206 BCE – 220 CE – centralized rule; Wu Di – most important emperor; civil service exams, foreign expansion; tribute system
- Trade was important
- Silk Roads
- Scholar-gentry highest level in society
- Wheelbarrow, horse collar, watermills, paper

Rome

- 509 BCE – Republic is formed – Senate
- Patricians and plebeians
- Expansion through Mediterranean world
- Carthage – Punic Wars
- Julius Caesar conquered Gaul – declared emperor
- Octavian/Augustus = Pax Romana
- Twelve Tables
- Extensive roads
- Uniform currency
- Latin language
- Patriarchal; women supervised domestic affairs
- Adopted Christianity as the official religion in 380 CE

Trade

- Silk Roads – led from China through Asia and to the Mediterranean Sea
- Indian Ocean
- Mediterranean Sea

- Height of trade – population decreases 25% due to diseases

Movements of Peoples

- Bantus – moved through Africa; spread language and agriculture techniques
- Polynesians – accidental settlements across the South Pacific

600 – 1450

Tang Dynasty 618 - 907

- After fall of the Han, small kingdoms dominated until the Tang
- Used both Buddhism and Confucianism
- Grand Canal
- Scholars most important
- Spread to Tibet and Korea
- Civil service exams
- Equal field system – effort to distribute land
- Largest cities in the world
- Empress Wu – loved Buddhism
- Neoconfucianism developed that mixed Buddhism with Confucianism
- Upper class women could own property, move in public, and remarry
- Poetry flourished
- Kowtow ceremony
- Higher taxation created tension – peasant rebellions
- Regional warlords rule again

Song Dynasty 960 – 1279

- Civil Service exam
- Tribute system
- Military and economic weaknesses
- Inflation and nomadic invasions caused problems
- Economic revolution – rice doubled
- Industrial, manufacturing center – cannons, moveable type, looms, porcelain, copper coins, letters of credit – checks
- Hangzhou – capital
- Cotton sails and magnetic compasses
- Women could keep dowries, but footbinding became common

Islam

- Mohammed 570 CE – Mecca
- Widow named Khadija
- Allah
- Quran
- Missionaries
- 5 Pillars of Faith

- One god – Allah and Mohammed is his messenger
- Pray five times a day facing Mecca
- Give alms
- Fast during Ramadan
- Pilgrimage to Mecca
- Dar-al-Islam – “all under Islam”
- Umayyad Caliphate – 661 CE created a hereditary monarchy that was centered in Damascus; conquered Syria, Egypt, Persia, and Byzantine Territory in West Asia, North Africa, and Spain; tolerated all cultures
- Abbasid Caliphate – 700s moved capital to Baghdad; grew too large; use of slaves – Mamluks – weakened; Mamluks later took over Egypt
- Economics – rules for merchants; huge trading network
- Culturally – built mosques, hospitals, schools, and orphanages
- House of Wisdom built in Baghdad in 830 – Greek and Persian books – kept classical world “alive”; use of images was forbidden; used calligraphy and geometric shapes and designs
- Islam spread to Africa through trade; spread to China through trade; spread to India through the Turks

Byzantine Empire

- Eastern Roman Empire since 375 CE
- Justinian – most influential ruler – Civil Laws – Justinian’s Code was based upon the Roman Twelve Tables
- Greek was the official language
- Eastern Orthodox Christianity – Constantinople
- Silk, glass, linen, jewelry, gold, and silver were major commodities
- Official split between Roman Catholicism and Eastern Orthodox Christianity occurred in 1054

Western Europe

- After the fall of the Roman Empire, Germanic tribes took over
- Very backward compared to the rest of the world
- Franks came under the control of Charlemagne
- Feudal system developed to protect from invasions from Vikings, Turks, Arabs, and others
- Lords and vassals
- Serfs provided the labor – tied to the land on which they were born
- Manors were the plantations on which the economy ran
- Women could have political power through marriage; upper class women could inherit if they didn’t have sons; Christian nuns gave some women options
- Chivalry ruled
- Church was very powerful; monasteries were dominant; all answered to the Pope

Japan

- Geography protected it from invasion
- Fujiwara clan dominated from 710 – 785 CE
- Japanese feudalism developed – emperor only symbolic
- Shoguns had the power
- Economically ruled by artisans; some trade and manufacturing; most people worked on the land
- Genin – were those unable to pay taxes and they could be bought or sold and they performed jobs like working with the dead
- Shinto religion becomes dominant – everything has a spirit and should be honored
- Strongly influenced by Korea and Japan – written language, architecture, technology, Zen Buddhism
- Heian Period – 794 – 1185 – cut off contact with China to stress their own values
- *The Tale of Genji* written by Lady Murasaki; wives could inherit; priestesses

Vikings

- Nomadic group 800 – 1100 CE most important
- Scandinavia
- Raided Europe to supplement farming income – small coastal communities along France, Scotland, Ireland, and England; as far south as Sicily
- Traded extensively throughout Europe
- Settled northern France – Normans
- 1066 – William of Normandy invaded England

Turks

- 1000-1450
- Nomads of Central Asia
- Seljuk Turks – converted to Islam; invaded Abbasid territory and captured Baghdad in 1055
- 1071 defeated the Byzantines and took Anatolia (Turkey)
- Afghan Turks raided India in the 10th century; gold and jewels; destroyed Hindu temples
- 12th century set up the Delhi Sultanate in northern India (1206-1526)

Mongols

- 1200 – 1500 CE
- Nomads from Asia
- Genghis Khan united tribes
- Horsemen
- Submit and live. Resist and Die.
- Yuan Dynasty in China – Kublai Khan defeated the Song Dynasty; strong central government run by non-Chinese; civil service exam was NOT used; Chinese had different laws; set up postal system; trade flourished; secured the Silk Roads

- Ilkhanates – Middle Eastern Mongols led by Hulegu (Kublai's brother); defeated the Abbasids; used local bureaucrats in government; converted to Islam by 1295; local rulers could rule as long as they paid taxes; trade flourished; mixed culture; were defeated by the Mamluks in Egypt and stopped their spread
- The Golden Horde – Batu conquered and ruled Russia; kept local rulers; taxed peasants; trade was supported; were Muslims, but allowed all religions
- Pax Mongolia – largest land empire in the world; brought peace to the “world” Silk Road reached its height; Mongols continued to adopt local cultures and religions, but were tolerant of most groups
- Mongol Decline – 1274 – 1281 Mongols tried to expand, but failed; Japan typhoons kept them from invading; poor administrators; overspending led to inflation; weak leadership

Ghana

- West Africa 500 – 1200 CE
- Trans-Saharan trade led to growth – ivory, slaves, horses, cloth, gold, and salt
- Kings and nobility converted to Islam in the 900s, but others were not forced to
- Tax on trade led to wealth for more
- Absorbed by Mali

Mali

- 1235-1400s CE
- Gold and Salt trade was taxed
- Muslim nobility and royalty
- Mansu Musa 1312-1337 ruled; went on a pilgrimage (hajj); built libraries, schools, and mosques
- Timbuktu was the political capital of Mali

Egypt and Ethiopia

- Christian tradition due to St. Mark – Coptic Christianity

East Africa

- Indian Ocean Trade made rich
- Bantu had settled along the coast; language mixed with Arabic from merchants = Swahili
- Important trade ports – Mogadishu, Kilwa, and Sofala
- Traded in gold, slaves, ivory, pottery, glass, and textiles
- Zimbabwe became a major kingdom in the 1200s
- Most were Muslims with some Christians

European Recovery

- Bruges, Hamburg, and Florence begin to recover economically -- dominated by town guilds – blacksmiths, jewelers, tanners, etc.

- Crusades – 1095 – 1204; called by Pope Urban II to kick the Muslims out of the Holy Land; led to trade with Asia and Muslims; took Jerusalem once, but the rest of the crusades were military disasters; Venice and Genoa become extremely wealthy through trade

Trade Continued

- Dominated by Trans-Saharan trade, Indian Ocean, Silk Roads, and Mediterranean Sea
- Created the feeling of a “world trade network” – minus the Americas
- Cities like Hangzhou, Samarkand, Baghdad, Kilwa, Venice, and Timbuktu connected the world

Missionary Campaigns

- Buddhism spread to Southeast Asia (the very strict Theravada) and to Central and East Asia (Mahayana); Mahayana was very tolerant and focused on meditation and peace; Tibet became a Central Asian center of Buddhism – Dali Lama; Buddhism adopted a “personal salvation” strand and appealed to Korea and Japan; syncretism has made Buddhism very diverse
- Christianity was spread through church sponsored missionaries; converted the Germanic people; pagan heroes were modified to resemble saints; holidays were replaced with Christian holidays; Christianity spread throughout the Middle East and India; did not appeal to the leaders of China, so did not catch on as well
- Islam took two forms – conquest and trade; very tolerant, but encouraged conversion through tax benefits; Sufis from Persia were very active missionaries;

Famous Travelers

- Few famous travelers emerged during this time in addition to Mansa Musa
- Ibn Battuta was traveling on pilgrimage to Mecca; went to lots of Muslim places; from Morocco
- Marco Polo was an Italian merchant; spent time in Mongol controlled territories; traveled along the Silk Roads
- Rabban Sauma was a Christian from Mongol China; went to Jerusalem; became a “diplomat” to European Christian courts

Plague

- 1340 – 1600s
- Came from China through trade
- Caused economic decline – loss of labor and loss of buyers
- Blamed the Jews
- Killed over 40% of the population in some areas of Europe

Ming Dynasty

- 1368 defeated the Mongol Yuan dynasty

- reinstated the Civil Service Exam
- Confucianism
- Built irrigation systems to improve agriculture
- Private merchants flourished
- Neo-Confucian schools supported self-discipline, filial piety, and obedience
- Chinese Yongle Encyclopedia was produced
- Novels produced
- Jesuit missionaries, such as Matteo Ricci, arrived in China, but were unsuccessful in spreading Christianity
- Exploration began – Zheng He – Muslim Chinese sailor sailed throughout the Indian Ocean and may have gotten across the Pacific Ocean; ships were four times as large as Europeans; quit exploring because of invasions and domestic problems; canals were repaired for internal trade

Europe Recovers

- Strong monarchies emerge in Spain, England, and France who start to create our ideas of “European countries”
- Began to rebuild Europe
- Italy has a cultural rebirth – Renaissance; scholars from the sacked city of Constantinople come to Florence; Greek and Romans “reborn”
- Humanism dominates – glorify man
- Portuguese start to explore

Mesoamerica

- Maya 300 – 900 CE – very advanced; agricultural economy; temples; polytheism; urban areas; trade; maize and beans; astronomy; written language
- Aztecs 1400 – 1521 CE; militant warriors; conquered many; priestly class; human sacrifice; polytheistic religion; urban cities; millions of people; tribute state; written language; calendars
- Inca 1400 – 1540 CE – South America Andes; clans; Cuzco capital; extensive roads; urban centers; polytheistic; sun worship; no written language; calendars

1450 – 1750

European Exploration

- Desire to trade directly with Asians
- Wants spices
- Portugal leads the way – Dias gets to the Cape of Good Hope
- Spain – Columbus; de Gama; Magellan
- Joint stock companies emerge to fund exploration
- Columbian Exchange – was the exchange of food, animals, and diseases between Europe and the Americas – very deadly for the Americans; 100 million died between 1500 and 1800; American foods led to increased population abroad

- Silver from the Americas was at first great, but led to slave labor in Americas and eventual economic collapse for Spain
- Sugar plantations were very labor intensive and led to massive slavery

Ottoman Empire

- 1300 – 1923
- Turks in Anatolia began to conquer others, especially areas controlled by the Byzantines
- Janissaries were Christian slave boys who were trained as soldiers
- 1453 conquered Constantinople
- Mehmed and Suleyman were major sultans of the Ottomans
- Istanbul continued as a major trading city and made the Ottomans rich
- Sultan's mother was called the Queen Mother and had a role with the Harem – women who had political power with the Sultan'
- Began to decline after 1600 – called the *sick man of Europe*

Mughal India

- 1523 – 1700
- 1526 Akbar ruled India
- Strong military commander
- Abolished the jizya (non-Muslim tax)
- Encouraged intermarriage
- Patrons of the arts; built Taj Mahal
- Weakened and soon was dominated by European trading companies and eventually conquered by Great Britain

Songhay

- 1464 – 1591
- West African state took over Mali
- Sunni Ali consolidated power
- Navy controlled the Niger River
- Trans-Saharan Trade – city of Gao; salt, textiles, and metal
- Muslims
- Fell to the Moroccans in 1591

Kongo

- 1300 – 1600
- west coast of central Africa; king ruled
- Traded with the Portuguese; eventually conquered by the Portuguese
- Converted to Christianity
- Slave trade caused problems
- Defeated by the Portuguese in 1665

Overseas Empires

- Spanish viceroys controlled colonies

- Treaty of Tordesillas divided the American
- Encomienda System of the Americas created social stratification; peninsulares were the upper class who were born in Europe; children of Europeans were creoles; mixes of other races were lower on the social scale
- Plantation system emerged with slaves from Africa
- Missionaries spread Christianity to Americans; some mixed with other religions

Qing Dynasty 1644 – 1911

- From Manchuria
- Confucian Civil Service Exams
- Global trade network

Russian Empire 1480 – 1917

- Russian Orthodox Church became the center after the fall of Constantinople
- Romanov Family
- Peter the Great tried to westernize Russia
- St. Petersburg became the capital
- Catherine the Great tried to end serfdom, but was really expanded

Tokugawa Shogunate

- 1600 – 1867
- Edo capital
- Shut out the outside world
- Little trade, except with the Dutch and Chinese
- Peaceful times
- Christian missionaries converted 150,000 then were expelled

Atlantic Slave Trade

- 15 million were forced from Africa to the New World
- Brazil was the major source of slave destinations
- Middle Passage – 4 – 6 weeks; millions died
- Triangular Trade developed that traded rum, sugar, and slaves
- Slaves in Caribbean and South America were likely to die from diseases
- North America began to close off slave trade

Renaissance and Reformation

- Renaissance – art, literature, music, and science
- Reformation – separation of the Christian Church into Protestant and Catholic
- Martin Luther criticized the church
- Changed the political structure of Europe

Foundations 14% of the AP Exam

Climate

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

Time Periods

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

THE RIVER-VALLEY CIVILIZATIONS

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

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

COMPARISONS OF EARLY RIVER VALLEY CIVILIZATIONS

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

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

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

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

Classical Civilizations

COMMON FEATURES OF CLASSICAL CIVILIZATIONS

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

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

CLASSICAL CIVILIZATIONS

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

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

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

Fall of Civilizations

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

SIMILARITIES

Several common factors caused all three empires to fall:

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

DIFFERENCES

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

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

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

COMMON CONSEQUENCES

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

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

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

MAJOR MIGRATIONS

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

Basic features of major world belief systems

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

Class/Social Systems:

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

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

Diverse interpretations

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

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

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

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

Major comparison and snapshots:

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

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

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

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

Major events which caused change:

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

Emergence of new empires and political systems

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

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

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

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

2. *The Islamic World*

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

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

Islamic political structures, notably the caliphate

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

Islamic Arts, sciences, and technologies

- | | |
|----------|--|
| Art: | Arabesque design – geometric designs; no human figures in art
Miniature painting in Persia
Poetry
Mosques with domes, pillars, and minarets |
| Science: | Knowledge of earth rotating on its axis and revolving around the sun
More accurate calendar than Europe's
Improved astrolabe
Medical treatises
Use of steel for swords |

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

Interregional networks and contacts

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

Trans-Saharan trade

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

Indian Ocean trade

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

Silk routes

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

Missionary outreach of major religions

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

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

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

Impact of Mongol empires

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

THE IMPORTANCE OF THE MONGOLS

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

THE RISE OF THE MONGOLS

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

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

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

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

THE MONGOL ORGANIZATION

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

China's internal and external expansion

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

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

ECONOMIC REVOLUTIONS OF THE TANG AND SONG DYNASTIES

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

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

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

Chinese influence on surrounding areas and its limits

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

Developments in Europe

Restructuring of European economic, social, and political institutions

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

The division of Christendom into eastern and western Christian cultures

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

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

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

Demographic and environmental changes

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

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

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

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

Consequences of plague pandemics in the 14th century

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

Growth and role of cities

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

Diverse interpretations

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

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

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

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

Was there a world economic network in this period?

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

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

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

Major Comparisons and Snapshots

Japanese and European Feudalism

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

Economic Base	Small agricultural population	Large population engaged in agriculture Change over time as trade and cities grew
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Developments in political and social institutions in both eastern and western Europe

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

Compare the role and function of cities in major societies

- Centers of religion, trade, government

TWO TRAVELLERS

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

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

1450–1750: 22% of the AP Exam

Overall Changes

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

Knowledge of major empires:

The Ottoman Empire:

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

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

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

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

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

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





Mughal Empire

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

TOKUGAWA JAPAN

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

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

THE MING AND EARLY QING DYNASTIES IN CHINA

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

Some particular factors that weakened Ming China included:

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

The Early Qing Dynasty

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

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

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

Chinese Contact with Europeans

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

CULTURAL AND INTELLECTUAL LIFE IN CHINA

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

AFRICAN EMPIRES

KONGO/CONGO West Africa 1379	African merchant princes connected to Atlantic trade network economy Women traders used marriage to European merchants to ensure power Set up trade with Portuguese Converted to Christianity Became a major center of the slave trade
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BENIN West Africa	trade economy palace in walled city skilled in bronze work
SONGHAI Sudanic (southern border of Sahara)	trade city controlled salt, gold and copper was once controlled by Mali Sunni Ali was the leader who brought Timbuktu and other trading cities under his control Lacked gunpowder; was defeated by Moroccan forces in 1591 difficult to find evidence

EUROPEAN EMPIRES

Key European Empires emerged during this time. They included:

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

Patterns of Social and Gender Change

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

RUSSIA

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

EXPLORATION AND COLONIZATION OF THE AMERICAS

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

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

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

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

Some major population shifts included:

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

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

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

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

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

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

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

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

CULTURAL AND INTELLECTUAL DEVELOPMENTS

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

Diverse interpretations

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

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

1750 – 1914 Review

Revolution, Nationalism, Industrialization, Imperialism, and Emancipation!!!!

Revolutions:

- American Revolution – 1775 – 1783
 - Declaration of Independence expressed Enlightened Ideas (Voltaire, Rousseau, Locke)
 - Ideas really only applied to rich, white guys
 - Economy was based upon slavery
 - Americans received aid from France (the enemy of my enemy is my ____)
 - Americans win!
- French 1789 – 1803 (Napoleon from 1803 to 1815)
 - Caused by financial issues and social class structure
 - Declaration of the Rights of Man declared the equality of all men, regardless of wealth or birth
 - Violent phase led by the Committee of Public Safety – Robespierre and the Jacobins
 - Napoleon Bonaparte became the Consul and later the dictator
 - Began wars across Europe – spread Enlightened ideas; defeated at Waterloo
 - Congress of Vienna met to decide what to do about Europe – pretend it never happened
- Haiti
 - Slave plantations for sugar
 - 500,000 slaves, 40,000 whites, 30,000 other
 - French sent some of the “other” (free blacks) to fight in the American Revolution and they returned with radical ideas – led to civil war in Haiti
 - August of 1791 a slave revolt erupted – led by Toussaint Louverture
 - 1801 Haiti Constitution
 - 1803 Independence official declared
 - 1804 First to abolish slavery in the Americas
- Latin American
 - Colonies were very racially diverse with slaves and free people of various colors
 - 1807 Napoleon took Spain and Portugal
 - Spanish colonies questioned why they should remain loyal
 - Portuguese royals moved to Brazil
 - Mexico – peasant rebellion in 1810 led by Father Miguel de Hidalgo, but conservative (RICH) landlords suppressed them
 - South American revolts were led by Simon Bolivar and San Martin — 1824 Spanish armies defeated
 - As a result of the Latin American revolutions, most Spanish whites returned to Spain while Creoles (Spanish born in the Americas – still wealthy, but were treated poorly compared to Native Spanish) maintained control – kept slavery and poor conditions for Native American peasants

Nationalism

- Desire to be united with people who share your language, religion, culture, and history
- Italy and Germany became two European countries that unified during this time
- Zionism emerged as a movement for Jews to “return to Palestine” and form a Jewish state – led by Theodor Herzl
- Latin American constitutions limited participation of the poor peasants, and Native Americans sought some power – failed; Catholic Church remained very powerful
- Rumblings in Austrian Empire and Ottoman Empire by various groups (LEADS TO WWI)

Industrialization

- Science and Technological advances of the previous period led to the Industrial Revolution in the west – machine parts, trains, steamships, etc.

- Major impact on family and women as young women and children worked in factories; married men works in factories; slums developed in cities; factory workers were extremely poor, but factory managers became middle class
- Raw materials for factories led to imperialism – rubber from Africa, Asia, and Latin America; cotton from Egypt and India, etc.; non-western world did not prosper from European Industrialization
- The economic conditions developed from the Industrial Revolution led to a call for economic reform.
- Socialism grew out of Karl Marx – workers were poor while owners were rich – should share wealth
- Unionism – organized workers demanded better pay and better working conditions – outlawed in most countries

Ottoman Empire

- Lost power compared to Europeans
- Controlled huge numbers of nationalities, including Greeks, Arabs, and Persians
- Napoleon came to Egypt and “liberated” Egypt (well, he tried to defeat the British there) – after Napoleon left Muhammad Ali took control of Egypt
- Under Ali’s son, the French helped to finance the Suez Canal (1869) opened up more trade through Egypt = wealth
- Ottomans lost more territory when the Greek’s rebelled
- Mahmud II tried to create a more efficient system, built schools, roads, telegraph lines, and a postal service; he also allowed for a more fair legal system (Tanzimat Era – used French legal system)
- Young Turks was a group that wanted reform and moderate Muslim systems; fought for universal suffrage, rights for women, and equality before the law for all groups – 1908 Young Turks overthrew the Sultan and began a road to a new Ottoman Empire and a “Turkey”

Russia

- Many nationalities under an absolutist Czar
- Expanded during this time period – into parts of Chinese controlled Asia
- When they tried to take land from the Ottomans, the Europeans declared war (didn’t want Russia to get more land in the Balkans, not because they liked the Ottomans) – this was the Crimean War
- Russia was defeated in the Crimean War – problems for the Czar
- 1861 – Czar Alexander II issued the Emancipation Order for the Serfs (1865 deadline)
- Built the Tran-Siberian railroad brought economic growth, but workers were very poor
- Factories were “encouraged” by government money, but most of the wealthy of Russia weren’t interested; factory workers had very poor wages and often went on strike
- 1897 limited factory workday to 11.5 hours
- University students studied revolutionary ideas (Enlightenment and Marx) and started to push for economic and political reforms – equal distribution of power and wealth
- 1904 Russo-Japanese War was a humiliation to for the Russians
- 1905 protest in St. Petersburg led to peaceful protesters being fired upon – Bloody Sunday (Revolution of 1905) – government created a Duma – congress, but it had little power

China

- Qing/Manchu dynasty was very ineffective
- Chinese population grew to 420 million – strains on food supply and job opportunities
- 1839 Opium War between China and Britain – led to demand for “equal” trade of all European countries in China
- Taiping Rebellion – Hong Xiuquan (brother of Jesus) created an army – 10 years of conflict with China
- “Great Strengthening Movement” -- 1860s and 1870s Chinese built modern shipyards, railroads, and weapons

- Founded schools of science
- Hundred Days of Reform – reinterpret Confucian thought to justify radical changes – constitutional monarchy, civil liberties, international associations – resisted by the Emperor and the Dowager Cixi
- 1900 Boxer Rebellion sought to expel all foreigners; supported by the Empress; the U.S. Russia, and Japan defeated the Boxers
- 1911 Sun Yat Sen became the first “president” of China, but corruption remained
- Sun Yat Sen stressed nationalism, democracy, and socialism

Japan

- Meiji Restoration changed from a feudal to a commercial economy
- Under the Tokugawa Shogunate Japan was isolationist and the emperor didn’t have any power
- Meiji brought government sponsored industrialization, modern infrastructure, and a modern army

Imperialism

- Europeans wanted cheap raw materials and a place for manufactured goods
- Harbors were needed for military and political reasons
- Spread of Christianity and the desire to take on the “White Man’s Burden” and civilize the world – if only everyone were like us
- India was taken over after the British East India Company took an interest
 - Sepoy Mutiny should problems between British and locals (1857)
 - India became a place for tea, coffee, opium, and cotton
 - Railroads, telegraphs, canals, harbors, and irrigation systems were built
 - British schools
 - Indian National Congress founded in 1885 sought Indian Independence
 - All-Indian Muslim League joined with the INC for independence
 - 1909 wealthy Indians were given the right to vote, but independence became more of an issue
- Africa
 - Prior to the Berlin Conference Europeans were mainly in trading coastal cities
 - After the Conference Africa was divided up to use rubber, diamonds, and other minerals and goods – forced labor
 - Suez Canal major concern and the British occupied it for a time
 - King Leopold II of Belgium took control of the Congo – cruelest labor conditions of all
- Japan
 - Government-sponsored industrialization created a powerful country that Europe couldn’t control
 - Japan sought to create its own imperialist empire
 - Korea came under control through treaties
 - Sino-Japanese War led to Japan defeating China and officially taking Korea, Taiwan, and various islands
 - Russo-Japanese War led to Japan taking Manchuria and the rest of Korea
- Impact of Imperialism
 - Countries became dependent upon Europe
 - Migration increased – Europeans wanted cheap land in new colonies
 - Indentured Servants became a major source of labor and provided the poor a chance to migrate
 - Social Darwinism emerged as an argument that darker people were inferior to whites

Emancipation

- Slavery became less profitable – defending against revolts was a problem, factories made them less necessary, machines decreased the need for human labor, sugar prices decreased
 - 1807 Great Britain ended the slave trade
 - 1808 US ended the slave trade
 - 1833 Great Britain ended slavery

- 1848 France ended slavery
 - 1865 U.S. ended slavery
 - 1888 Brazil ended slavery
 - Just because slavery ended didn't mean improved conditions
- Serfdom indeed in 1861/1865, but most serfs couldn't buy freedom
- Women gained some political rights
 - 1910 Norway gave women the right to vote
 - 1918 Great Britain gave women the right to vote
 - 1920 U.S. gave women the right to vote

Cultural Influences

- The interaction between cultures led to African and Asian influences on European Art

1750–1914 Cram Packet

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

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

Other major changes:

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

Industrial Revolution:

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

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

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

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

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





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

Demographic and Environmental Changes:

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

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

Changes and Continuities in Social and Gender Structure:

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

Political Revolutions and Independence Movements:

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

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

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

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

Egypt:

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

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

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

Western Dominance:

<i>Rise of Western dominance</i>	<i>Examples of Western Dominance, economic, political, social, cultural and artistic, patterns of expansion; imperialism and colonialism</i>	<i>Examples of different cultural and political reactions (reform; resistance; rebellion; racism; nationalism)/Marxism and Social Darwinism</i>
South Asia	 End of Mughal Empire - Beginning of Raj, British imperial control of India	Indian nationalism Sepoy Mutiny of 1857
Southeast Asia	 French colony of Indochina (Vietnam, Laos, and Cambodia)  U.S. colony of Philippines  Dutch colony in Indonesia  Portuguese control of Macao, Malacca, Goa	Thailand remains independent.
East Asia	 Opium Wars (China and Britain)  Spheres of Influence (European countries "claimed" areas that they would "influence")  Admiral Perry in Japan  Japanese imperialism in Korea	Taiping Rebellion Boxer Rebellion
Sub-Saharan Africa	 Berlin Conference, 1885, colonization of Africa by Europeans afterwards	Shaka Zulu Ethiopian defeat of Italians Boer Wars
North and East Africa	 Algeria, Morocco, Tunisia under French control  Libya, Italian control  Egypt and Kenya, British control  Germans control parts of Southeast Africa -- Tanzania	Maji Maji Rebellion
Middle East	Crimean War (England and Russia fighting over Balkan and Arab dominance) Suez Canal (Built by French and British)	Tanzimat Reforms in Ottoman Empire Tobacco Rebellion in Iran Zionism
Russia	Crimean War Russification and pogroms (organized efforts to destroy Jewish populations) Russo-Japanese war (Japan wins)	end of serfdom Decembrist Revolt of 1815
Japan	1853 - Shogunate accepts U.S. demands	Meiji Restoration

Latin America	caudillo rule, e.g. Porfirio Diaz railroads economic dependency	Abolition of slavery in Brazil, 1880s education of upper class women expanded like in industrialized countries
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Diverse Interpretations:

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

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

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

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

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

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

Gender and Workers:

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

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

Cram Packet 1914 to Present

BIG IDEAS:

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

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

Other atrocities include:

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

1. Questions of periodization

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

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

2.

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

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

3. THE NATURE OF THE WAR

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

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

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

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

NEW PATTERNS OF NATIONALISM

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

NATIONALISM IN AFRICA

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

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

POST WORLD WAR II STRUGGLES IN ALGERIA

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

DECOLONIZATION IN SUB-SAHARAN AFRICA

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

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

NATIONALISM IN INDIA

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

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

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

NATIONALIST MOVEMENTS IN SOUTHEAST ASIA

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

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

NATIONALISM IN LATIN AMERICA

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

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

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

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

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

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5.

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

6.

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

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

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

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

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

1830s	on family heritage creoles took top positions and Church controlled educational system	Dependency
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The notion of “the West” and “the East” in the context of Cold War ideology

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

AP WORLD HISTORY ASIA

ASIAN GEOGRAPHY:

- Southwest Asia (Middle East)
- South Asia (India and Pakistan)
- East Asia (China and Japan)
- Southeast Asia (Vietnam, Cambodia, Indonesia)

HISTORY OF SOUTHWEST ASIA:

FOUNDATIONS ERA:

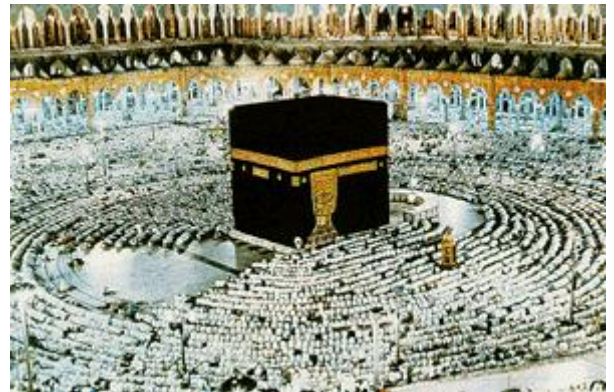
- Cradle of civilization – Mesopotamia
 - Tigris and Euphrates Rivers – Fertile Crescent
 - Several ancient civilizations
 - Sumer – cuneiform writing
 - Babylon – Hammurabi's Code
 - Chaldeans – Nebuchadnezzar and the Hanging Gardens of Babylon
- Hebrews – founders of monotheism -- Judaism
- Persia
 - 559-331 BCE controlled most of the Middle East
 - Great rulers included Cyrus the Great, Darius the Great, and Xerxes I
 - Persians fought heavily against the Greeks – were defeated by unified Greeks in the Persian Wars (492-449 BCE)
 - Extensive Royal Roads connected Empire
- Christianity was founded in Middle East during the 1st century CE
- Byzantine Empire (330-1180 CE)
 - Geographically controlled large sections of Asia



600 – 1450 ERA:

- Rise of Islam
 - Began in 600s in Mecca and Medina (modern day Saudi Arabia)
 - Five Pillars of Islam: Faith, Prayer, Fasting, Alms, hajj
- Islamic Empires
 - Caliphs served as political and religious leaders
 - Abu Bakr was the first one after Mohammed
 - Sunni and Shia split occurred over who was the rightful successor – did it have to be a descendent of Mohammed's son-in-law Ali (Shia belief) or could it be anyone who was worthy (Sunni belief)
 - Sunnis dominated the Umayyad Dynasty
 - Capital in Damascus
 - Codified Islamic law

- Moved to Spain after being conquered by the Abbasids
- Shia dominated the Abbasid Dynasty
 - Overthrew the Umayyads
 - Conquered the Persians
 - Capital in Baghdad
 - Efficient regional governments
 - Advances in agriculture
 - Expanded the Islamic world
- Sufism
 - Mystical school
 - Poetry, dance, meditation, and music were common
- Islamic Trade
 - Muslims traded with China and India
 - Compass, Astrolabe, and lateen sail were all used by the Muslims to navigate long distances through the Indian Ocean
 - Traded with Vikings and Russians
 - Camel caravans dominated the Saharan Trade routes for gold, salt, and slaves
 - Expanded into Africa after 700 CE



■ Crusades

- Began in 1095 and ended in 1212 - effort by Christians to gain control of Holy Land
- Muslims were successful in holding them back
- Luxury items went from Asia through Muslim traders and to Europeans
- Italian City-states gained power through contact and trade with Muslims

1450 - 1750

■ Ottoman Empire (1350 - 1918)

- Unity of Turkish tribes in Asia Minor
- Took Constantinople in 1453
- Suleyman the Magnificent took Baghdad and Belgrade and conquered as far north as Vienna Austria in 1530 (turned back by Charles V)
- Civil service system and bureaucracy
- Extensive slave systems
- Citizens could petition the sultan
- Sultan took the title of Caliph to associate with a unified historical Islamic state
- Janissaries were elite soldiers who were originally prisoners of war and slaves

1750 - 1914

■ Ottoman Decline

- Fought Napoleon and lost land
- Fought the Russians and lost land
- Fought the Greeks and Bulgarians and lost land
- Too many ethnic groups - Nationalism



1914 to Present

■ Ottoman Empire Ends - 1918

- Ottomans had joined the Germans and Austrians in World War I in hopes of gaining land back from Russians
- Ottoman lands were divided up and put under control and "protection" of the Mandate System operated by the France and Great Britain (under the authority of the League of Nations)

■ Balfour Declaration

- Land was set aside by Great Britain for a "homeland" for Jews who wanted to emigrate from Europe to the Middle East (Israel)

1914 - Present

■ After the Holocaust, many Jews emigrated to Israel.

■ As the Jews displaced native Arab populations, other Arab countries saw this as an attack on all Arabs; warfare has continued in the region

- In 1948 war was fought between Israel and her Arab neighbors - Israel won
- In 1956 Sinai War between Israel and Egypt over Suez Canal
- 1967 Six Day War between Israel, Jordan, Egypt, and Syria led to Israel's control of all of Jerusalem (sacred city to Jews, Christians, and Muslim)
- 1973 Yom Kippur War with Egypt
- 1980 Iran and Iraq fight; Shaw is overthrown in Iran by anti-western Islamic extremists
- 1982 Lebanon was invaded by Israel leading to U.S. troops in Lebanon; Syria takes over Lebanon and starts to pull out in 2005
- 1990 Iraq invades Kuwait - Iraq War I
- 2003 U.S. invades Iraq because they have "weapons of mass destruction" - - - hmmm...

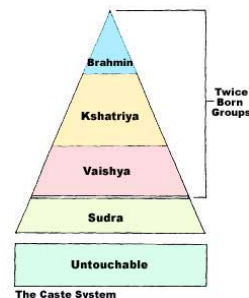
HISTORY OF SOUTH ASIA

FOUNDATIONS ERA:

■ Harappa and Mohenjo-daro - oldest cities

- Indus River Valley (Pakistan)
- Had indoor plumbing
- Well planned cities suggest elaborate government
- Used metal tools of bronze and copper





- Aryans (about 1500 BCE)
 - Migrated from central Asia
 - Introduced the Caste System – strict social system that people were born into – actually separated by skin color
 - Vedas major writing source and served as the foundation of the Caste System and Hinduism
 - Diminished the role of women in society – isolated and segregated (purdah)
 - Sati became common
 - Could not own property
- Mauryans (326 BCE–184 BCE)
 - Founded by Chandragupta Maurya
 - Ganges River and then spread
 - Ashoka was the greatest ruler
 - Adopted Buddhism
 - Building projects
 - Buddhist missionaries were sent out
- Gupta (320 – 535 CE)
 - Golden Age of India
 - Hinduism returned as the dominant religious force
 - Controlled most of what we would now consider India
 - Hindu literature, art, and music flourished
 - Great temples were built
 - More levels of the Caste System emerged
 - Untouchables were greatly discriminated against
 - Very peaceful time
 - Women saw more diminished rights
 - Declared minors forever
 - Common female infanticide



1450 – 1750

- Mughal Dynasty (1556 – 1719)
 - Muslim rulers in India who claimed descent of Mongols
 - Came from Afghanistan
 - Delhi Sultanate
 - Islamic and Hindu civilization
 - Patronage of the arts
 - Written works on Indian history and philosophy
 - Architecture like the Taj mahal
 - Outlawed Sati – but no one listened
 - Most tolerant of all religions
 - Dealt with European traders by setting up cities



1750 – 1914

- Raj India
 - Raj refers to the period when Great Britain controlled India
 - Great Britain took control to protect the trading routes with India
 - Overthrew the Mughals
 - Indian National Congress formed with Hindus and Muslims wanting to end British colonialism

- Guy named Gandhi becomes involved in conflicts

1914 - Present

- Like Africa and the rest of the world, India gained its independence from Great Britain after WWII
- Gandhi led a mainly non-violent effort that brought down the British Empire
- After the end of the Raj period, India quickly separated into Muslims and Hindus. Muslims joined together to form Pakistan and East Pakistan (Bangladesh) while Hindus remained in India. Fighting between India and Pakistan (that now includes nuclear weapons) continues to this day.

HISTORY OF EAST ASIA

FOUNDATIONS ERA:

- Huang He (Yellow) River Valley
- Shang Dynasty was the first major dynasty (1766-1027 BCE)
 - Oracle bones were used to communicate with ancestors
 - Pictograph writing
 - Ancestor worship and fortune telling common
- Zhou/Chou Dynasty (1027-771 BCE)
 - Iron Age
 - Classical Age - longest lasting dynasty in Chinese history
 - Hundred Schools of Thought
 - Confucius
 - Lao Tzu (Daoism)
 - Mandate of Heaven
 - Dynastic Cycle
 - Warring States
- Qin/Chin (221-207 BCE)
 - Abolished feudalism
 - Centralized government
 - Uniform laws, weights, and measures
 - Standard written language
 - Roads and canals
 - Legalism emerged as the favored philosophy
 - Brought down by rebelling peasants
- Han (206 BCE - 220 CE)
 - Unified large sections of China
 - Reestablished Confucian philosophy
 - Conquered Vietnam and Korea
 - Moved ethnic Chinese to regions to colonize
 - Taxes on peasants were high and led to uprisings
 - Invasions from Mongols proved too much
- Traditional China
 - Plagued with problems such as flooding and conditions of peasants
 - Climates would often destroy crops
 - Nomadic invasions were common
 - Agriculture life was common for most people
 - Rice cultivation was most important in the south
 - Patriarchal society
 - Fathers had to plan the future of his daughters



- The female concept was found in Daoist idea of yin and yang – needed females to create harmony, but women were expected to be submissive
- Tenant farmers
- Scholar-gentry class grew – education was the key to wealth and power
- Famine and disease were common
- Extended family was common

600 – 1450

■ Tang Dynasty (618-907 CE)

- Expanded territory into Tibet and Korea (again)
- Network of roads that included inns and postal stations
- Buddhism became dominant
- Confucian meritocracy was embedded in government through the Civil Service Exams
- Set up tribute states – kowtow ceremony
- Middle Kingdom – thought they were the center of the world – superior to foreigners
- Taxation led to a decline of power and a rise of peasant unrest
- Regional warlords followed

■ Song Dynasty (960-1279)

- Restored unified power
- Silk Roads flourished to Central Asia and Middle East
- Guangzhou was a major trading city
- Trade established with Japan, Korea, Malaya, and India
- Technology flourished
 - Studies in astronomy
 - First use of the compass to aid in maritime travel
 - Water-powered clock
 - Gunpowder
- Neo-Confucianism – Buddhism, Daoism, and Confucianism
- Massive urbanization and industrialization
- Printing press with movable type (borrowed from the Koreans)
- Landscape painting

■ Mongols (1278-1368 CE)

- Genghis Khan was the leader
- Established the Yuan Dynasty of China
 - Segregated Mongols and Chinese – marriage was forbidden, Chinese could not learn Mongol language
 - Abolished Civil Service Exams and put Mongols in MOST offices
 - Extended the Grand Canal to link most cities
 - Visited by Marco Polo
- Largest land empire in the world
- Kublai Khan replaced Genghis
- Mongol tribes also conquered Russia, Hungary, and India
- Created a period of Pax Mongolica
- Spread concepts to areas conquered
 - Postal system
 - Trade enhanced
 - Paper money
- Military Organization
 - Leaders were chosen by ability, regardless of background

- Armor
 - Flanking maneuvers
 - Horseback fighting
- Decline
 - Good at conquering, not administering
- Ming Dynasty (1368 - 1644 CE)
 - Reestablished the examination system
 - Scholar-gentry regained dominant position in society
 - Neo-Confucianism reestablished
 - Standardization of written language continues
 - Architecture becomes more complex - builds the Forbidden City



- Novels introduced
- Maritime trade was dominant for a time, until crop failures and economic pressures forced China to abandon its maritime dominance
- Xenophobia dominate
- Japan
 - Islands limited trade and other opportunities, but provided protection from invasion (Mongols tried to, but couldn't)
 - Contact with China was influential
 - Nara Period (710 - 784)
 - Contact with China
 - Language
 - Buddhism
 - Court etiquette
 - Architecture
 - Heian Period (794 - 1185)
 - Isolation of the emperor - believed to be a descendent of the Sun God
 - Rise of power of families and clans
 - Women wrote literature
 - Fujiwara Clan emerged after 1000 and:
 - Increased literary and cultural achievements
 - Confucian and Daoist ideas
 - Kamakura Shogunate develops under the influence of the Minamoto Clan
 - Samurai, Shoguns, and Bushido defined the Japanese Feudal System
 - Ashikaga Shogunate

- Family gained control in 1333
- Wealthy merchant class emerged
- Trade with China was common
- Buddhism continued to spread and change
- Tea ceremony
- Noh theater and gardening were common
- Haiku poetry

1450 - 1750

- Ming Dynasty begins to decline
 - Weak emperors
 - Court eunuchs gained too much power and were corrupt
 - Scandals of funds
 - Scholar-gentry protested
 - Invaders
 - High taxes on peasants
 - Asked Manchus to help defend them
- Qing/Manchu Dynasty (1644 - 1911)
 - Manchus took over China
 - Saw themselves as separate from Chinese
 - Civil service exams
 - Neo-Confucianism
 - Obedience to ruler
 - Xenophobic foreign policy
 - Marriage between Manchus and Chinese was forbidden
 - Han (Chinese) men had to wear ponytail (que)
 - Resisted efforts by Europeans to trade
- Japanese Warring States (1467 - 1600 CE)
 - Defiance of the Shogun led to political fragmentation
 - Over 200 lords fighting each other
 - Buddhism attracted Samurais who sought to ignore pain
 - Portuguese arrived with Jesuits and firearms
 - 1600 battle led to the emergence of the Tokugawa Shogunate
- Tokugawa Shogunate (1600 - 1750)
 - Strengthened the feudal system
 - Social structure included Eta - outcasts who did unclean work
 - Social Structure defined at birth
 - Farmers had to stay on land
 - Only Samurai could carry weapons
 - One Dutch ship could arrive once each year for trade
 - Families of nobles had to live in Tokyo (Edo) to guarantee loyalty
 - Christianity was outlawed

1750 - 1914

- Qing Decline
 - Opium Wars (1840 - 1861) with England lost emperor power and respect; China forced to open trade doors with Europe
 - Taiping Rebellion (1850s) group who was led by the Chinese "brother of Jesus Christ" who rebelled against the emperor; bloodiest civil war in history

- Sino-Japanese War (1895) lost a war with Japan and was forced to agree to extensive trade agreements with Japan who had a modern army and navy
- Chinese Revolution
 - Those who had traveled outside of China wanted reforms
 - Sun Yat Sen led the revolutionaries
 - 1911 Qing abdicated
 - Sun Yat Sen continued his efforts at revolution with "Nationalism, Democracy, and Socialism"
- Japanese Feudalism Ends
 - 1853 American Matthew Perry arrived with a show of American power and enticements
 - Japan agreed to trade with the U.S.
 - Beginnings of rapid industrialization organized by the government
 - Feudal lords lose power as factions gain gun powder (as seen in *The Last Samurai*)

1914 to Present

- Japan gained colonies throughout the 19th and 20th centuries
 - Went to war against Russia for land (Japan won, Russia lost and started the domino effect leading to the Russian Revolution)
 - In 1931 Japan invaded Manchuria (China) and set off World War II
 - Other countries (U.S.) cut Japan's supply of oil thinking that would reign them in, instead they decide to attack Pearl Harbor (1941)
 - Pacific War mainly fought between Japan and the U.S.
 - In 1945 the United States dropped two atomic bombs on Japan to get them to surrender
 - As a condition of the end of the war, Japan was limited in an armed force, so they devote significant amounts of money to industry and technology - setting Japan up to be the economic powerhouse of the late 20th century.
- China had participated in both WWI and WWII and was a "victor" in each
 - After war, China dealt with internal issues
 - Chiang Kai Shek emerged to challenge the socialism of Sun Yat Sen
 - This led to the Communist Revolution of China in 1949
 - Chiang Kai Shek's forces go to Taiwan and soon Sun Yat Sen is replaced by Mao Zedong

HISTORY OF SOUTHEAST ASIA

- Khmer Empire
 - Located in Cambodia
 - Influenced by both Hinduism and Buddhism
 - Traded with Song China and Malaya
 - Built massive temples, most famous was Angkor Wat



■ Vietnam

- Continued efforts throughout to break free from Chinese domination
- Successfully defended themselves against the Mongols - without a typhoon to help them
- Ming dominated them
- Women had more autonomy than in other parts of Asia

1914 - Present

- The French colonized Indochina.
- 1954 France granted Vietnam, Cambodia, and Laos its independence
- When communists took over Vietnam factions, the United States entered the conflict to fight the spread of communism. Russia and China (both Communists) supported the Viet Cong (northern Vietnamese) against the United States.



AP WORLD HISTORY REVIEW

AFRICA

FOUNDATIONS ERA:

I. Agricultural Societies

- a. Sahara region was once steppe areas with lots of water. The area was home to abundant hunting, fishing, and wild plants. Cattle communities arise and early Neolithic peoples began to grow yams (7500 BCE)
- b. Climate changes about 5000 BCE and Sahara becomes desert. People are forced to migrate to Nile River area. Egypt and Nubia live off the Nile River. Egypt is unified by Menes. Warfare occurs between Egypt and Nubia (later called Kush) but Egypt stays dominant until about 2400 BCE when Kush starts to challenge authority.

II. The formation of complex societies and sophisticated cultural traditions

- a. The emergence of cities and stratified societies
 - i. Social classes
 - 1. Egypt: peasants and slaves (agriculture), pharaoh, professional military and administrators
 - 2. Nubia: complex and hierarchical society (can tell from tombs)
 - ii. Patriarchy in both but women have more influence than in Mesopotamia
 - 1. Women act as regents, like female pharaoh Hatshepsut
 - 2. Nubia: women serve as queens, priestesses, and scribes
- b. Economic specialization and trade
 - i. Bronze important but copper and tin rare and expensive
 - ii. Iron metallurgy develops independently in Sudan
 - iii. Transportation: sailboats, carts, and donkey caravans
 - iv. Trade networks
 - 1. Egypt and Nubia: exotic goods from Nubia (ebony, gold, gems, slaves) and pottery, wine, linen, decorative items from Egypt
 - 2. Egypt and the north: especially wood, like cedar from Lebanon
 - v. Nubians combine Egyptian religions with their own

III. Bantu migrations and early agricultural societies of sub-Saharan Africa

- a. The dynamics of Bantu expansion
 - i. Bantu--language group from west central Africa
 - 1. Live along banks of rivers; use canoes
 - 2. Cultivate yams and oil palms
 - 3. Live in clan-based villages
 - 4. Trade with hunting/gathering forest people
 - ii. Early migrations of Bantu (3000-1000 B.C.E.)
 - 1. Move south and west into the forest lands
 - 2. Move south to Congo River and east to Great Lakes region
 - 3. Absorb much of the population of hunter/gather/fisher people
 - 4. By 1000 B.C.E. occupy most of Africa south of the equator
 - iii. Features of the Bantu
 - 1. Use canoes and settle along banks of rivers; spread from there
 - 2. Agricultural surplus causes them to move inland from rivers
 - 3. Become involved in trade
 - iv. Bantu rate of migration increases after 1000 B.C.E. due to appearance of iron
 - 1. Iron tools allow them to clear more land for agriculture
 - 2. Iron weapons give them stronger position

600 – 1450 IN AFRICA:

Long-distance travel and cross-cultural exchanges

- A. Cultural exchanges included science, ideas, art, and music
 - 1. New technology spread by travelers and facilitated their travel--for example, magnetic compass
 - 2. New crops introduced to sub-Saharan Africa by Muslims: citrus fruits, rice, cotton
 - 3. Sugarcane originated in southwest Asia and north Africa
 - a. Introduced to Europeans during the crusades
 - b. Sugarcane plantations spread all over the Mediterranean basin
 - c. Plantations operated through slave labor, Muslim captives, and Africans
 - 4. Gunpowder technologies spread west from China by Mongol armies in thirteenth century – what affect upon Africa?
 - a. Used for catapults, primitive cannons
 - b. Changed warfare dramatically
- B. Indian Ocean Trade
 - 1. Zheng He's (China) expeditions
 - a. Visited southeast Asia, India, Ceylon, Arabia, and east Africa
 - 2. Other aspects of
 - a. Portuguese searched for sea route to Asian markets without Muslim intermediaries
 - b. Bartolomeu Dias reached Cape of Good Hope, entered the Indian Ocean, 1488
 - c. Vasco da Gama arrived at Calicut in 1498, returned to Lisbon with huge profit
 - d. Portuguese mariners dominated trade between Europe and Asia, sixteenth century
 - e. Portuguese ships with cannons launched European imperialism in
- C. European exploration in the Atlantic and Indian Oceans
 - 1. Portuguese exploration
 - a. European goals: to expand Christianity and commercial opportunities
 - b. Portuguese mariners emerged as the early leaders
 - c. Prince Henry of Portugal determined to increase Portuguese influence
 - d. Seized Moroccan city of Ceuta in 1415
 - 2. Slave trade expanded fifteenth century
 - a. Portuguese traders ventured down west coast of Africa
 - b. Traded guns, textiles for gold and slaves
 - c. Thousands of slaves delivered to Atlantic island plantations

1450 – 1750 ERA IN AFRICA

I. African politics and societies in early modern times

- A. The states of west Africa and east Africa
 - 1. The Songhay empire was the dominant power of west Africa, replacing Mali
 - a. Expansion under Songhay emperor Sunni Ali after 1464
 - b. Elaborate administrative apparatus, powerful army, and imperial navy
 - c. Muslim emperors ruled prosperous land, engaged in trans-Saharan trade
 - 2. Fall of Songhay to Moroccan army in 1591

- a. Revolts of subject peoples brought the empire down
 - b. A series of small, regional kingdoms and city-states emerged
 - 3. Decline of Swahili city-states in east Africa
 - a. Vasco da Gama forced the ruler of Kilwa to pay tribute, 1502
 - b. Massive Portuguese naval fleet subdued all the Swahili cities, 1505
 - c. Trade disrupted; Swahili declined
 - B. The kingdoms of central Africa and south Africa
 - 1. Kongo, powerful kingdom of central Africa after fourteenth century
 - a. Established diplomatic and commercial relations with Portugal, 1482
 - b. Kings of Kongo converted to Christianity sixteenth century; King Afonso
 - 2. Slave raiding in Kongo
 - a. Portuguese traded textiles, weapons, and advisors for Kongolese gold, silver, ivory, and slaves
 - b. Slave trade undermined authority of kings of Kongo
 - c. Deteriorated relations led to war in 1665; Kongo king decapitated
 - 3. Kingdom of Ndongo (modern Angola) attracted Portuguese slave traders
 - a. Queen Nzinga led spirited resistance to Portuguese, 1623-1663
 - b. Nzinga able to block Portuguese advances but not expel them entirely
 - c. By end of the seventeenth century, Ndongo was the Portuguese colony of Angola
 - 4. Southern Africa dominated by regional kingdoms, for example, Great Zimbabwe
 - 5. Europeans in south Africa after the fifteenth century
 - a. First Portuguese, then Dutch mariners landed at Cape of Good Hope
 - b. Dutch mariners built a trading post at Cape Town, 1652
 - c. Increasing Dutch colonists by 1700, drove away native Khoikhoi
 - d. South Africa became a prosperous European colony in later centuries
 - C. **Islam and Christianity in early modern Africa**
 - 1. Islam popular in west Africa states and Swahili city-states of east Africa
 - a. Islamic university and 180 religious schools in Timbuktu in Mali
 - b. Blended Islam with indigenous beliefs and customs, a syncretic Islam
 - c. The Fulani, west African tribe, observed strict form of Islam, eighteenth and nineteenth centuries
 - 2. Christianity reached sub-Saharan Africa through Portuguese merchants
 - a. Also blended with traditional beliefs
 - b. Antonian movement of Kongo, a syncretic cult, addressed to St. Anthony
 - c. Charismatic Antonian leader, Dona Beatriz, executed for heresy, 1706
 - D. Social change in early modern Africa
 - 1. Kinship and clans remained unchanged at the local level
 - 2. American food crops, for example, manioc, maize, peanuts, introduced after the sixteenth century
 - 3. Population growth in sub-Saharan: 35 million in 1500 to 60 million in 1800
- II. **The Atlantic slave trade**
- A. Foundations of the slave trade
 - 1. Slavery common in traditional Africa
 - a. Slaves typically war captives, criminals, or outcasts

- b. Most slaves worked as cultivators, some as administrators or soldiers
 - c. With all land held in common, slaves were a measure of power and wealth
 - d. Slaves often assimilated into their masters' kinship groups, even earned freedom
 - 2. The Islamic slave trade well established throughout Africa
 - a. Ten million slaves may have been shipped out of Africa by Islamic slave trade between eighth and the eighteenth centuries
 - b. Europeans used these existing networks and expanded the slave trade
- B. Human cargoes
 - 1. The early slave trade on the Atlantic started by Portuguese in 1441
 - a. By 1460 about five hundred slaves a year shipped to Portugal and Spain
 - b. By fifteenth century African slaves shipped to sugar plantations on Atlantic islands
 - c. Portuguese planters imported slaves to Brazil, 1530s
 - d. Spanish settlers shipped African slaves to the Caribbean, Mexico, Peru, and Central America, 1510s and 1520s
 - e. English colonists brought slaves to North America early seventeenth century
 - 2. Triangular trade: all three legs of voyage profitable
 - a. European goods traded for African slaves
 - b. Slaves traded in the Caribbean for sugar or molasses
 - c. American produce traded in Europe
 - 3. At every stage the slave trade was brutal
 - a. Individuals captured in violent raids
 - b. Forced marched to the coast for transport
 - c. The dreaded middle passage, where between 25 percent and 50 percent died
- C. The impact of the slave trade in Africa
 - 1. Volume of the Atlantic slave trade increased dramatically after 1600
 - a. At height--end of the eighteenth century--about one hundred thousand shipped per year
 - b. Altogether about twelve million brought to Americas, another four million died en route
 - 2. Profound impact on African societies
 - a. Impact uneven: some societies spared, some societies profited
 - b. Distorted African sex ratios, since two-thirds of exported slaves were males
 - c. Encouraged polygamy and forced women to take on men's duties
 - 3. Politically disruptive
 - a. Introduced firearms; fostered conflict and violence between peoples
 - b. Dahomey, on the "slave coast," grew powerful as a slave-raiding state

III. The African diaspora

- A. Plantation societies
 - 1. Cash crops introduced to fertile lands of Caribbean early fifteenth century
 - a. First Hispaniola, then Brazil and Mexico
 - b. Important cash crops: sugar, tobacco, rice, indigo, cotton, coffee
 - c. Plantations dependent on slave labor
 - 2. Plantations racially divided: one hundred or more slaves with a few white supervisors

- a. High death rates in the Caribbean and Brazil; continued importation of slaves
 - b. Only about 5 percent of slaves to North America, where slave families more common
 - 3. Resistance to slavery widespread, though dangerous
 - a. Slow work, sabotage, and escape
 - b. Slave revolts were rare and were brutally suppressed by plantation owners
 - c. 1793: slaves in French colony of Saint-Domingue revolted, abolished slavery, and established the free state of Haiti
- B. The making of African-American cultural traditions
 - 1. African and Creole languages
 - a. Slaves from many tribes; lacked a common language
 - b. Developed creole languages, blending several African languages with the language of the slaveholder
 - 2. African-American religions also combined elements from different cultures
 - a. African-American Christianity was a distinctive syncretic practice
 - b. African rituals and beliefs: ritual drumming, animal sacrifice, magic, and sorcery
 - 3. Other African-American cultural traditions: hybrid cuisine, weaving, pottery
- C. The end of the slave trade and the abolition of slavery
 - 1. New voices and ideas against slavery
 - a. American and French revolutions encouraged ideals of freedom and equality
 - b. Olaudah Equiano was a freed slave whose autobiography became a best seller
 - 2. Slavery became too costly
 - a. Slave revolts
 - b. Decline in sugar price and rising costs of slaves
 - c. Manufacturing industries were more profitable than agriculture
 - 3. End of the Slave Trade
 - a. Britain 1833
 - b. French 1848
 - c. United States 1865
 - d. Brazil 1888

1750 - 1914

I. Foundations of empire

- A. Motives of imperialism
 - 1. Modern imperialism
 - a. Refers to domination of industrialized countries over subject lands
 - b. Domination achieved through trade, investment, and business activities
 - 2. Two types of modern colonialism
 - a. Colonies ruled and populated by migrants
 - b. Colonies controlled by imperial powers without significant settlement
 - 3. Economic motives of imperialism
 - a. European merchants and entrepreneurs made personal fortunes
 - b. Overseas expansion for raw materials: rubber, tin, copper, petroleum

- c. Colonies were potential markets for industrial products
 - 4. Political motives
 - a. Strategic purpose: harbors and supply stations for industrial nations
 - b. Overseas expansion used to defuse internal tensions
 - 5. Cultural justifications of imperialism
 - a. Christian missionaries sought converts in Africa and Asia
 - b. "Civilizing mission" or "white man's burden" was a justification for expansion
- B. Tools of empire
 - 1. Transportation technologies supported imperialism
 - a. Steam-powered gunboats reached inland waters of Africa and Asia
 - b. Railroads organized local economies to serve imperial power
 - 2. Western military technologies increasingly powerful
 - a. Firearms: from muskets to rifles to machines guns
 - b. In Battle of Omdurman 1898, British troops killed eleven thousand Sudanese in five hours
 - 3. Communication technologies linked imperial lands with colonies
 - a. Oceangoing steamships cut travel time from Britain to India from years to weeks
 - b. Telegraph invented in 1830s, global reach by 1900
- C. The scramble for Africa
 - 1. Between 1875 and 1900, European powers seized almost the entire continent
 - a. Early explorers charted the waters, gathered information on resources
 - b. Missionaries like David Livingstone set up mission posts
 - c. Henry Stanley sent by Leopold II of Belgium to create colony in Congo, 1870s
 - d. To protect their investments and Suez Canal, Britain occupied Egypt, 1882
 - 2. South Africa settled first by Dutch farmers (Afrikaners) in seventeenth century
 - a. By 1800 was a European settler colony with enslaved black African population
 - b. British seized Cape Colony in early nineteenth century, abolished slavery in 1833
 - c. British-Dutch tensions led to Great Trek of Afrikaners inland to claim new lands
 - d. Mid-nineteenth century, they established Orange Free State in 1854, Transvaal in 1860
 - e. Discovery of gold and diamonds in Afrikaner lands; influx of British settlers
 - f. Boer War, 1899-1902: British defeated Afrikaners, Union of South Africa
 - 3. The Berlin Conference, 1884-1885
 - a. European powers set rules for carving Africa into colonies
 - b. Occupation, supported by European armies, established colonial rule in Africa
 - c. By 1900 all of Africa, except Ethiopia and Liberia, was controlled by European powers
 - 4. Colonial rule challenging and expensive
 - a. "Concessionary companies": granted considerable authority to private companies
 - i. empowered to build plantations, mines, railroads

- ii. made use of forced labor and taxation, as in Belgian Congo
 - iii. unprofitable, often replaced by more direct rule
- b. Direct rule: replacing local rulers with Europeans--French model
 - i. justified by "civilizing mission"
 - ii. hard to find enough European personnel
- c. Indirect rule: control over subjects through local institutions--British model
 - i. worked best in African societies that were highly organized
 - ii. assumed firm tribal boundaries where often none existed

1914 – Present

- A. WWI and its effects in Africa
 - 1. The war in sub-Saharan Africa
 - a. Allies targeted the four German colonies in Africa
 - b. Togoland fell quickly, but not the others
 - c. Many Allied soldiers and workers died from tropical diseases
 - 2. The mandate system
 - a. United States opposed direct colonization; Allies proposed system of trusteeships
 - b. Colonies of Central Powers divided into three classes of mandates
 - c. Allies divided up Germany's African colonies, Ottoman territories in southwest Asia
 - d. Arabs outraged at betrayal by their British allies
 - B. Challenges to European preeminence
 - 1. Great War weakened Europe, set the stage for decolonization after World War II
 - a. Economic crises: inflation, debt, loss of overseas investments, foreign markets
 - b. Economic relationship between Europe and United States reversed; United States now creditor
 - c. Loss of prestige overseas weakened European grip on colonies
 - C. European aggression
 - 1. Italy after the Great War
 - a. Italians felt slighted at the Paris Peace Conference
 - b. Italian losses high in World War I; economy never recovered
 - c. Mussolini promised national glory, empire
 - d. Annexed Libya; invaded Ethiopia (1935-1936), killed 250,000 Ethiopians
 - 2. Allied victories came after 1943
 - a. Russians defeated the Germans at Stalingrad, pushed them back
 - b. 1944, British-U.S. troops invaded North Africa and then Italy
 - c. June 1944, British-U.S. forces invaded northern France at Normandy
 - d. Overwhelmed Germans on coast of Normandy, 6 June 1944
 - e. Round-the-clock strategic bombing by United States and Britain leveled German cities
 - f. Germans surrendered unconditionally 8 May 1945; Hitler committed suicide
- ## **II. Decolonization in Africa**
- A. Forcing the French out of north Africa

1. France in Africa
 - a. 1950s and 1960s, French granted independence to all its African colonies except Algeria
 - b. Two million French settlers in Algeria
 - c. Revolt of May 1954 was repressed by French; eight thousand Algerian Muslims died
 2. War in Algeria, 1954-1962
 - a. Algerian nationalists pursued guerrilla warfare against French rule
 - b. By 1958, a half-million French soldiers were committed to the conflict
 - c. Atrocities on both sides; heavy civilian casualties; Algerian independence, 1962
 3. Revolutionary writer Franz Fanon urged violence as weapon against colonial racism
- B. Black African nationalism and independence
1. Growth of African nationalism
 - a. Began as grassroots protest against European imperialism
 - b. African nationalism celebrated *Négritude* (blackness), African roots
 2. Obstacles to African independence
 - a. Imperial powers assumed Africans were not ready for self-government
 - b. White settlers opposed black independence
 - c. Anticommunist fears justified interference in African politics
 - d. Economic and political instability often hampered postindependent Africa
- C. Freedom and conflict in sub-Saharan Africa
1. Ghana (Gold Coast) first to gain independence, 1957
 - a. Kwame Nkrumah, nationalist leader, jailed and censored for political actions
 - b. Eventually released, Nkrumah became Ghana's first president, 1957
 - c. Side-by-side posters presented Queen Elizabeth and Nkrumah as equals, 1961
 2. Anticolonial rebellion in Kenya
 - a. Violent clashes between native Kikuyu (Mau Mau) and European settlers after 1947
 - b. 1930s and 1940s, Kikuyu pushed off farm lands, reduced to wage slaves
 - c. Labeling Mau Mau as communist subversives, Britain gained U.S. support
 - d. Kikuyu uprising crushed by superior arms in 1955; twelve thousand Africans killed
 - e. Political parties legalized, 1959; Kenya gained independence, 1963
- D. War and peace in sub-Saharan Africa
1. Aftermath of decolonization
 - a. Organization of African Unity was created in 1963 to maintain peace and promote pan-African unity
 - b. Artificial boundaries imposed by colonialism were ruled inviolable
 - c. Ghana and many other states became one-party dictatorships
 2. Transformation of South Africa
 - a. Gained independence in 1901, but denied civil rights to black population

- b. South African economy strong, both mining and industry; prospered during WWII
 - c. Black workers demanded political change
 - 3. Apartheid: harsh legal system imposed in 1948, designed to keep races separate
 - a. 87 percent of South African land was for white residents, others classified by race
 - b. African National Congress, led by Nelson Mandela, launched campaign to protest apartheid
 - c. Severe government repression provoked international opposition after 1960
 - d. Black agitation and international sanctions brought end to apartheid in 1989
 - e. 1994, under new constitution, Mandela won free election as first black president
 - 4. Democratic Republic of Congo (Zaire)
 - a. First prime minister, a Marxist, killed in a CIA-backed coup, 1961
 - b. Dictator Mobutu ruled from 1965 to 1997; plundered Zaire's economy
 - c. Mobutu ruled Zaire in dictatorial fashion and amassed huge personal fortune
 - d. Lawrence Kabila ousted Mobutu in 1997, changed country's name back to the Congo
 - e. Kabila killed, 2001; replaced by his son Joseph; no elections yet
 - 5. Developing economies of Africa
 - a. Africa has 10 percent of world's population but less than 1 percent of industrial output
 - b. Rich in minerals, raw materials, agricultural resources
 - c. Lacking in capital, technology, foreign markets, and managerial class
 - d. Rapid population growth compounds problems
- E. Global diseases
 - 1. HIV/AIDS identified in 1981 in San Francisco
 - a. In 2000, 36.1 million people living with HIV/AIDS worldwide, 21.8 million in Africa
 - b. Kills adults in prime; many children in Africa orphaned
 - c. Threatens social and economic basis of African societies
 - d. Many cannot afford treatment

AP WORLD HISTORY REVIEW HISTORY OF LATIN AMERICA

FOUNDATIONS PERIOD:

Neolithic societies in Latin America differed from the River Valleys. They formed along coastlines and along lakes rather than in River Valleys.

The Olmecs were the earliest, well-defined group in Mesoamerica. It lasted for about 1000 years (1500 to 500 BCE). Achievements of Olmecs included:

1. Advanced architecture that included pyramids.
2. Art in the form of sculpture.
3. Number system.
4. Solar calendar.
5. A network of trade routes used for long distance commerce.

The Mayan were around about 600 years (300 – 900 CE). Important aspects to note include:

1. Agricultural economy.
2. Advanced architecture with temples and pyramids.
3. Complex religious structure that was polytheist
4. City-states linked through trade.
5. Maize was the staple food.

600 – 1450 PERIOD:

The Toltecs replaced many of the areas that the Mayans once dominated. They built impressive cities, participated in wars, and had complex religious ceremonies and beliefs. They were invaded by other tribes and were eventually displaced.

The Aztecs were sometimes called the Mexica. The Aztecs were able to defeat the Toltecs and secured their land in Central Mexico. Major aspects of Aztec civilization included:

1. Strong military-based society.
2. Absolute rulers.
3. Priestly class.
4. Human sacrifice – they believed that the sun got its energy from blood.
5. A capital city of over 150,000 people.
6. An empire of about 12 million inhabitants.

Cortez conquered the Aztecs.

The Incas controlled an empire that ran along the Andes Mountains. The major items to note include:

1. Centralized empire
2. Terrace farming
3. Urbanization
4. Polytheistic religion centered upon the sun
5. Patriarchal society
6. Noble class
7. Lacked a written language

1450 – 1750 PERIOD

When Christopher Columbus landed in the Caribbean Sea in 1492 he changed the lives of the Native populations in massive ways. The Spanish claimed the American lands as their territory and began to set up colonies throughout Latin America.

The global economy truly became global once the American continents were included. The COLUMBIAN EXCHANGE was a major effect of Columbus' discovery. The exchange included animals, plants, and diseases between the Americas and Europe.

The Spanish set up Latin America into numerous plantations. These plantations needed large labor supplies. At first, Native Americans were forced to work on plantations, but they soon succumb to disease. De la Casas, a priest, suggested that the Spanish import slaves from Africa since they did not die from European diseases. The largest number of slaves from Africa was sent to Latin America.

In addition to agriculture, the Spanish began mining for gold and silver (Mexico and Peru). The amount of silver mined from Spain was so great that the final of silver in Europe declined. Native Americans worked in mines until African slaves began to replace them. Mines were owned privately, but they had to send 20% to the Spanish government.

The Spanish in Latin America led to an exchange of culture that hadn't been seen since the Roman and Islamic Empires. The Spanish language, religion (Catholicism), and social structure were spread to both the Natives of Latin America and the immigrants who arrived.

The social and labor system in Latin America was called the **Encomienda** System. The institution was much in decline by the 1620s. Despite the disappearance of the encomienda, the royal government continued to exact Indian labor as a form of taxation, the **mita**. During the seventeenth century, Indians began to leave villages and seek private employment as a means of avoiding government labor requirements.

The Portuguese also sought land in the Americas and they were guaranteed Brazil in the Line of Demarcation (*Treaty of Tordesillas*). Brazil's economy was based upon sugar and mining. They also used slaves for the majority of their labor needs.

There was great competition between Brazil and the Caribbean in the sugar market. To ensure that there were enough slaves for Brazil, Portugal outlawed slavery within the country of Portugal.

SOCIAL AND GOVERNMENTAL SYSTEM

The Viceroy ruled the Spanish colonies. He was both the administrative and the military leader of the colony. He collected taxes and performed the duties of judges.

The multi-ethnicity of Latin America was the most diverse in the world. First social structure did exist that greatly limited some people. The system that emerged was:

- Peninsulares – those born in Europe
- Creoles – those born in the Americas, but to European parents; the lack of status and rights for this group led to dissent and eventual rebellion
- Mestizoes and other mixed race individuals were at the bottom of the structure.
- Women did have rights in dowry, inheritance, and some access to commerce.

1750 – 1914:

Revolutionary ideas from the United States and Europe inspired a wave of revolutions across Latin America. Two early but unsuccessful revolts occurred in 1781 in New Granada (The Comunero Revolt) and in Peru (led by Tupac Amaru). Racial divisions between the rebels proved to be their major downfall.

Revolution	Year	Leaders and Events/Results
Haiti	1791	Toussaint-Louverture (the Black Washington) First successful slave uprising Eventual freedom from France and the France sell Louisiana
Venezuela and Columbia	1820	San Martin and Simon Bolivar led revolts against Spain in the northern part of South America. Appealed to all classes
Brazil	1822	In 1807 the Portuguese royal family fled Napoleonic troops in Europe and moved to Brazil Leads to desire for independence from Portugal Prince Dom Pedro I declares independence from his father's

		Portugal in 1822 Bloodless
Mexico	1823	1810 Started out as a class revolt by the peasants who wanted land; Bloody class struggle led by Father Miguel de hidalgo who appealed to the mestizos and Natives Creoles become involved in the struggle in 1820 Leads to Mexico becoming a republic

Other Major Events During This Time:

- Latin America began to outlaw slavery; Brazil was the last in 1888
- Catholic Church remained the dominant influence in LA
- Creoles enjoyed voting rights but Natives, Mestizoes, blacks, and women did not
- Governments were mainly unstable with dictators becoming the norm (included the “enlightened” Bolivar); most were wealthy landowners
- Caudillos – regional military figures – dominated many areas and normally appealed to the poor
- Spain remained in Cuba and Puerto Rico until the Spanish American War
- Large numbers of European immigrants continued to move to Brazil and Argentina while Mexico and Central America’s immigration era ended

Latin American Economies

Great Britain was the major trading power with Latin America. Latin America free trade led to an increase of state improvements, such as roads and railroads, but the world demanded Latin American raw materials – not industrial products. Many countries relied on just a few agricultural products to trade with the world market – coffee, bananas, cattle, etc.

Political Movements

Mexico still had major problems with land distribution and the lack of rights for Natives. This led to an appeal for strong military leadership. This included Santa Anna who lost power because of international issues (Texas Revolution and Mexican American War).

The landowners sought help from France who overthrow the republic and placed the Austrian Habsburg Maximillian on the throne as emperor. When France left Mexico, Maximillian was overthrown and Benito Juarez ruled Mexico until 1872.

Universal male suffrage was given. Landowners opposed reforms.

Mexican Revolution – 1911 – 1920

- Another Class Conflict, only 5% owned land
- A mixture of peasants, workers, and the Middle Class overthrew Dictator Porfirio Diaz.
- Conflict between groups led to popular uprisings in countryside
- Emiliano Zapata and Pancho Villa led popular uprisings.
- 1917 Constitution led to more reforms

Latin America continued to be defined by ethnic issues. Argentine Gauchos (cowboys) brought some rights to fellow mestizos and castizos. Male dominated society that did not allow for women suffrage movements or female education.

1914 – Present

United States’ desire for a Panama Canal to increase trade led to support for Colombian rebels who declared an independent Panama and allowed the U.S. to build the canal in 1914.

Major events and trends:

- Mexican redistribution of land
- Mexico dominated by PRI (Institutional Revolutionary Party)

- Argentina military rule (Peronistas)
- Mixture of free elections and military dictators
- Cold War led to increased U.S. involvement in Central America
 - U.S. helped overthrow socialists and communists learning governments in Guatemala and Nicaragua
 - Anti-Cuban policies and events included the overthrow of Batista in 1959 Cuba becoming a communist country under Castro. U.S. placed embargos on Cuba, organized Bay of Pigs, and confronted the Soviet Union over missiles in Cuba (closest the U.S. ever came to nuclear warfare)

Latin America remains a region that is economically and politically challenged. Democracy and capitalism is expanding in many areas.

Trade Between Cultures

Time Periods	Big Ideas	Specifics
Foundations	N and S American groups were isolated from other areas; The rest of the world was linked in some way, such as trade or war;	Silk Roads – 5000 miles that linked China with the Mediterranean, Middle East, and Europe; religion, science, and technology spread; Migrations: Polynesians migrated from Southeast Asia throughout the Pacific; Central Asian Peoples (Huns) began to migrate; Germanic peoples moved to other parts of Europe; Celts move from Europe to British Isles; As people move into areas caused great political and cultural upheaval
600 – 1450	More organized trade routes; Increased contact (excluding N & S America); Bantu migrations Silk Roads; Indian Ocean Trade; Mediterranean trade; Sahara caravan routes Sub-Saharan Africa; China and India's international connections with others spread Buddhism, Hinduism, art and architectural styles to Southeast Asia, Korea, Japan, Tibet; Middle East spread knowledge, scholarship, music, art, and architecture; Explorers and travelers: Zheng He and Ibn Battuta;	Migrations: Continued movement of Huns and Germanic tribes; Bantus in Africa lead to Swahili; Wars: Hundred Years War (England and France); Crusades (Europe and Arabs) – leads to more trade; Islamic empire spreads from Asia, Africa, to Spain; attempts to enter eastern Europe; Mongol invasions to China, southern Asia, and Eastern Europe lead to war; Muslim invasions into India (Delhi Sultanate) leads to strong Islamic culture in India; Trade: Eastern European trade along river routes; cities rise; Indian Ocean trade between Asia and Africa; Sub-Saharan African trade for gold, ivory, and slaves; trade led to Islam in Sub-Saharan Africa; Song Empire established trade throughout Pacific; Ming spread influence throughout Asia; important port cities along eastern Africa and throughout Asian coast; Ghana became powerful because of gold; Mesoamerican trade was extensive and rivaled the trade of Asia and Africa;

		Travelers: Marco Polo, Zheng He, Ibn Battuta, Mansa Musa
1450 – 1750	<p>World truly becomes connected for the first time; Warfare, exploitation, and slavery; European exploration changed trading patterns; Missionaries; European coastal trading centers; Columbian Exchange; Colonization; European Wars became world wide; Slave trade</p>	<p>Exploration: Europeans began to explore the entire world; Portugal explored Africa and ultimately gained many trading ports in Africa and Asia;</p> <p>War: Ottomans conquer modern day Middle East;</p> <p>Trade: Qing established full trade with Europeans by 1690s; English trade in Mughal India would ultimately lead to English control of India; Europeans in Africa leads to Atlantic Slave Trade;</p> <p>Colonization: Spain in Latin America; France and England in North America; France and Dutch in Southeast Asia; England in India; Portuguese in Brazil</p>
1750 – 1914	<p>Western domination begins; Imperialism; Japan became a colonial empire; Migrations of people – emigrants from China and Europe to the Americas (U.S., Canada, Argentina, and Chile);</p>	<p>War: Napoleonic contact leads to the spread of revolutionary ideas throughout Europe; Opium Wars leads to more trade in China; Russo-Japanese War;</p> <p>Imperialism: European control of Africa and Asia;</p> <p>Trade: China limited foreign trade; British forced opium on the Chinese; Open Door Policy with the U.S.; leads to internal decline; Commodore Perry in Japan;</p> <p>Missionaries: Christian missionaries to China and Africa;</p>
1914 to Present	<p>Wars lead to more contact and spread of ideas; Communication leads to increased spread of democratic and reactionary ideas; Depression leads to protectionism</p>	<p>War: WWI fought on Asian, European, and African soil; troops from colonies fought leading to more spreading of ideas; WWII fought on Asian, European, and African soil; Cold War led to American and Soviet Involvement on all continents;</p>

World Interactions

- I. Simple Migrations -- no war or conquest
 - a. Nomads in Neolithic Revolution
 - b. Polynesians throughout Pacific
 - c. Celts from Central Europe to British Isles = Druid Religion
 - d. Bantus in Africa - travel throughout and spread their language (Swahili = Bantu + Arabic)

- II. Migration Leads to War or Conquest
 - a. Aryans from Central Asia to India - leads to Hinduism and Caste System based upon skin color
 - b. Huns move from Central Asia because of environmental conditions - displace Germanic peoples during wars
 - c. Germanic tribes move west into Roman Empire - causes instability in empire

- III. Intentional Conquests and Wars
 - a. Persian Empire conquered Mesopotamia and Mediterranean areas; tries to conquer Greece - leads to Persian Wars (Greece Wins)
 - b. Alexander the Great conquered Mediterranean and Middle Eastern World; spread Greek culture
 - c. Roman Empire conquers most of Mediterranean World and Western Europe; spread of Latin; spread of Roman legal system; spread of Christianity
 - d. Han Empire expands in China
 - e. Mongols invade China; first Great Wall; then conquest of China and then the largest land empire in the world; Russia - Golden Horde; India - Delhi and Mughal Sultanate
 - f. Islamic Conquest of Middle East and parts of Europe; conquest of Spain - kept out of Europe by Charles Martel at the Battle of Tours in 752; unified Islamic religion and culture; Arabic widely spoken for religious reasons.
 - g. Hundred Years War - French and English
 - h. Vikings conquer along water ways leading Europe to find a system of self-defense

- i. Crusades - European Christians and Muslims over Holy Land; primarily Islamic victory; leads to an exchange of goods and ideas of exploration
- j. Ottomans conquer modern day Middle East; unites Turks; controls trade routes; efforts to take Eastern Europe stopped by Charles V during the Siege of Vienna - end of Islamic hopes of conquering Europe
- k. French and Indian War (Seven Years War) - war between England and France on three continents; leads to French giving up many claims in North America and Great Britain gaining India
- l. Napoleonic contacts and wars; spread to radical ideas throughout Europe
- m. China and Great Britain - Opium Wars - could Great Britain sell opium in China; leads to increased control of China by Great Britain
- n. Revolutions in United States, France, Haiti; spread of liberal ideas
- o. World War I - included Europe, Asia, Middle East and Africa; led to fall of the Ottoman Empire and Austrian Empire; increased power for the United States; Middle East placed under Mandate System and "controlled" after war
- p. World War II - Europe, Asia, and Africa
- q. Cold War - conflicts of Korea, Vietnam, Nicaragua, and El Salvador were just some wars that were supported by the United States and the Soviet Union
- r. Israel and wars with Arabs
- s. Iran-Iraq War

IV. Trade Routes

- a. Silk Roads connected China with Central Asia and into Middle East and Mediterranean World; spread of religions and technology
- b. Indian Ocean Trade connected the same areas in addition to Africa along water routes
- c. Saharan Trade - camels from Arab world allowed for trade across desert conditions

- d. Mediterranean Sea Trade created a very distinct Mediterranean World with a common language/alphabet - Phoenicians; included Africa with the European and Asian parts
- e. Eastern Europe creates trade routes along rivers; Russia develops from traders from Scandinavia moving along water routes
- f. Sub-Saharan African Trade - across Africa to Eastern ports and on to Indian Ocean trade; slaves were often included in "cargo"
- g. Chinese ships allow for trade throughout the Pacific world; spread of Chinese culture
- h. Mesoamerican Trade existed along roads
- i. Europeans in Asia - trade established in China and Japan; Leads to English control of India
- j. Open Door Policy allows China to participate in trade with all European countries
- k. NAFTA allows for increased trade in Americas
- l. European Union is a free trade zone
- m. Other trading organizations in Asia and Pacific areas

V. Imperialism

- a. Greece set up colonies to deal with population growth and sets up the early spread of Greek culture
- b. China takes control of most of Asia at one time or another
- c. Exploration and Colonization led to control of Latin America by Spanish and Portuguese; North America by Spanish, French, and British
- d. Dutch set up colonies in Southeast Asia and South Africa
- e. African countries "divided" up between European countries

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Economic Developments

Time Period	Big Ideas	Specifics
Foundations	Neolithic revolution; Food surpluses allowed for specialization of labor; Classes emerged based upon economics; Concept of private property; Trade emerges along water ways; Systems of currency devised	Agriculture and trading
600 – 1450	Most fundamentally agricultural; Artisans and craftsmanship increase; Trade, commerce, and banking become common; Urbanization of cities; Growth of merchant classes; Major trade cities: Venice, Cairo, Mombasa, Zanzibar, Samarkand, Canton, Malacca, and Timbuktu	Europe: feudalism; rise of cities; Italian states trading centers; Africa: trade Asia: Song China was the most industrialized economy in the world; lead to largest cities;
1450 – 1750	Industrial revolutions; Agricultural revolution; Worldwide economic system; Banking, commerce, trade, shopkeeping; Middle class emerges; Trade and commerce become the foundation of wealth; Capitalism; Metals from New World affects European economy; Inflation in all civilizations; Slave trade becomes major economic activity	Japan: industries for pottery, steel, and weapons; merchant class grows Americas: exploitation by Europeans; slavery part of economic system; Industrialization: Europe and U.S.;
1750 – 1914	Industrialization displaced agriculture as the largest sector of the economy; West became capitalist; Class structures; more urbanization; Slavery major economic activity	European and U.S. Industrialization: Mass culture appears; new forms of energy; social problems and issues; rise in population; capitalism, socialism, and communism; trade unions emerge; more powerful weapons Colonialism and Imperialism: easier to conquer; colonies used for natural resources and

		<p>minerals; increased industrialization leads to new reliance on slavery;</p> <p>Meiji, Japan: sent men to study industry in Europe; could be shot if not following orders in factories</p> <p>Africa: 1800s slave trade becomes illegal;</p> <p>Latin America: failed to industrialize</p>
1914 - Present	<p>Rise of communism and socialism;</p> <p>Huge growth between wealthy and poor;</p> <p>The west became fully industrialized as did Canada, U.S., and Japan;</p> <p>World economy very interdependent;</p> <p>Developed and developing world;</p> <p>Post industrial economies based upon services, information, and technology;</p> <p>Multinational corporations;</p> <p>End of communism led to painful adjustments to new system</p>	<p>Wars led to major political control of economies as countries had to mobilize for war; loss of colonies; Russian communism; globalization of the economy;</p> <p>Asia, Africa, and Latin America: reliance on cash crops</p>

AP World History Religions, Belief Systems, and Philosophies Review

Monotheism:

Judaism	Christianity	Islam
One God	One God, Jesus Messiah	One God, many prophets (including Jesus) but Muhammad is the most important
Started in Middle East (6000 years old) Spread through family lines	Started in Middle East (2000 years old) as a sect of Judaism Spread through Mediterranean world through missionaries and Roman army and trade	Started in Middle East (1400 years old) Spread through Mediterranean and Arab world through missionaries, traders, and conquest
Temple Torah Rabbi	Church/Cathedral Bible (Old Testament – Torah + New Testament – Jesus) Priest, Pastor, Minister, Reverend	Mosque Koran/Quaran Iman
Orthodox Conservative Reform	Catholic Eastern Orthodox Protestant	Sunni Shia
Follow the laws of God as put forth in Torah; includes Ten Commandments and hundreds of other laws; purpose of life is to do God's work here; no "promise" of an afterlife – this is it	Follow the laws of God as put forth in the Bible; follow the teachings of Jesus; faith and good works (depends upon denomination) are necessary for afterlife in Heaven	Follow the laws of God and the teachings of Muhammad; adhere to the Five Pillars of Faith; God will judge and those worthy will be rewarded in Heaven others will be punished

Other Religions (those who believe in a god or gods)

Hinduism

- 6000 years old
- No single founder
- *Vedas*, *Upanishadas*, and *Ramayana* are all important texts
- There are several gods, but one supreme god – Brahma
- Caste System – reincarnation important to reward or punish past behavior
- Women were expected to be subservient to men; sati

Buddhism

- Founded in India in 5th Century BCE
- Founded by Siddhartha Gautama (Buddha)
- Less united than Christianity or Islam

- Why was it appealing? Opposed caste system and open to women
- Does not define role of women or obligations of women separate from men
- Starts in India but spreads along trade routes; most common in China and Japan today

Belief Systems:

Confucianism

- Started about 500 BCE by K'ung Fu Tzu (Confucius)
- Writings deal with morality, ethics, relationships, and proper behavior by rulers
- Built upon common religious practices in China (so related to religions)
- *Analects of Confucius* set up basic practices
- Everyone has his/her place and should stay there

Daoism

- Seeks to find unity in nature
- Started about 600 BCE by Lao Tzu

Neo-Confucianism

- Mixture of Confucianism, Buddhism, and some Daoism

Compare Hinduism and Confucianism's social structures:

Hinduism	Confucianism

Philosophies

1. **Mandate of Heaven** – concept in Chinese history that the gods anointed the ruler and that he/she is divinely inspired. Kept Chinese from overthrowing their rulers.
2. **Hellenism** – refers to the various philosophies found in Ancient Greece. These philosophies centered on human achievements. Aristotle is the most significant philosopher (for the APWH exam) and should be noted for his extensive scientific discoveries and observations.
3. **Absolutism** – the concept of European rulers that the King's power was absolute. Often accompanied with **Divine Right Theory** that stressed that God chose the king. Significant absolutists include Louis XIV of France, Peter the Great of Russia, and James I of England.
4. **Humanism** – refers to the philosophy of the Italian Renaissance that glorified human achievements.
5. **Enlightenment** – refers to the era when political and social philosophers (philosophes in French) set out **liberal** ideas such as freedom of speech, press, and religion and

government concepts of social contract theory and the participation of average people in the governmental process. Ideas led to American and French Revolutions.

6. **Conservatism** – refers to the idea that things should not change; keep the status quo. Became dominant in Europe after the French Revolutions and the Age of Napoleon when leaders wanted to return to the era of decisions being made by a few – the royals and other nobles.
7. **Nationalism** – refers to unifying force that binds certain groups of people together. Factors include a common religion, language, heritage, or history. Many times nationalism has led to independence movements from empires and/or imperialist countries.
8. **Marxism** – refers to the ideas proposed by Karl Marx that the economic history of the world would end with communism where all property was shared and class struggle would end. Some interpreted Marxism as advocated violence to achieve these ends. During the 20th Century Communism was influential in the Soviet Union, China, Vietnam, North Korea, Cuba, and to a lesser degree in Central America.
9. **Fascism** – refers to the ideas shared by extreme national leaders who believed in nationalism and glorification of the state over the individual. Some forms, such as Nazism, were racist and sought to use violence towards those not included in their definition of nationality. Found in the 20th century in Germany, Italy, Japan, and Spain.
10. **Feminism** – refers to a movement to secure the same political, economic, and social rights for women as exist for men. Major movement in the 20th century in Western nations. Led to women's suffrage in most western countries.

Synthesis Questions:

1. What were the major similarities found in the major world religions? Do all of them ultimately have a similar goal in human conduct?
2. How did these various philosophies affect the role of women historically?
3. How might one explain how often cruel rulers have kept power in Chinese history?
4. Why is liberalism more associated with "commoners" while conservatism is more associated with the "elite?"
5. What are some major nationalistic movements in history? What are some similarities found in these movements?

Political Developments

Time Period	Political Developments	Notes
Foundations	<p>Governments emerge as people settle;</p> <p>Most were monarchies or oligarchies;</p> <p>Greek democracy</p> <p>Roman republic</p> <p>Military empires:</p> <p>Assyria</p> <p>Persia</p> <p>Rome</p> <p>China</p>	
600 – 1450	<p>China had the most advanced political systems;</p> <p>Medieval Europe began to gain power;</p> <p>Major states:</p> <p>Mali</p> <p>Ghana</p> <p>Great Zimbabwe</p> <p>Delhi Sultanate</p> <p>Aztecs</p> <p>Incas;</p> <p>Mongols brought together large portions of Europe and Asia;</p> <p>Governments were primarily monarchies and oligarchies;</p> <p>Formal restrictions were placed on monarchies;</p> <p>Legal systems and legal bodies emerge;</p> <p>Multicultural empires;</p> <p>Feudalism became a common;</p>	
1450 – 1750	<p>Gunpowder Empires: Ottoman, Persia, Mughal India and China controlled before Europeans;</p> <p>European power began to grow;</p> <p>Military strength led to power;</p> <p>Centralized governments;</p> <p>Bureaucracies;</p> <p>National states with fixed borders, national unity, and homogenous</p>	

	<p>in language and ethnicity; European monarchies: absolutism and constitutional</p>	
1750 – 1914	<p>Political Revolutions: American, French, Haitian, Latin American; Ottoman empire collapsed; Creation of new countries: Italy and Germany; Nationalism becomes a dominant philosophy; Alliance systems form; More democratic government; Japan and Ottoman Empire developed parliamentary forms of monarchy; Latin America led by dictators or military leaders; Colonial domination</p>	
1914 to present	<p>Europe loses power; US gains power; Cold War divides the world into camps; Decolonization; Dozens of new nations formed; Democracy grew on all continents, but in many places democracy was fragile and limited; Totalitarian dictatorships;</p>	

Gender Issues Across Time

<i>Time Period</i>	<i>Big Ideas</i>	<i>Specifics</i>
Foundation	Family units emerge; Labor divided by gender; Organized religion normally had different roles for women; Different rights depending upon civilization;	India: Sati
600 – 1450	Women had secondary roles; Political rights were minimal or nonexistent; Occupational roles were sharply defined; Basic freedoms, such as dowry rights; Managed households and family finances; supervised the education of children; Cultural patrons; Nuns; Matrilinear lines in some African cultures; Lower class women normally had less freedoms; Women blamed for magic and witchery	Medieval Europe: 15% of women would die in childbirth; could own and inherit property; women could enter religious life as nuns; ran household when men were away (Crusades); lower class women had more freedom; China: arranged marriages; Neo-Confucianism increased patriarchy system; foot-binding; lower class had more freedom of movement as they did not have to live under “proper” norms; inheritance and property rights; Andean: women were property; could serve as in temples;
1450 – 1750	Limited role; Marriage primarily an economic arrangement – a way to transfer wealth; only legitimate heirs could inherit; European women began to seek more education, participate in business; Informal influence by educating children, running households;	Europe: upper class women increased education; divorce easier for women to obtain; could own businesses (normally with men); victims in witch hunts; nuns and protestant women stressed literacy; writers, artists, and scientists in limited numbers; a few monarchs (Elizabeth, Isabella, and Catherine); Ottoman Empire: informal roles to powerful men; women often controlled marriage alliances; harem women gained influence as mothers to children; women could own property; however, they were rarely seen in public; could testify in court

		<p>Tokugawa, Japan: Confucian influence on Samurai class limited role of women; had to obey husbands or face death; did not attend schools; could write; expected to show social graces; lower class women worked in fields and were viewed as more valuable; some involved in social protests; daughters were less valued and at times were put to death or sold into prostitution;</p> <p>Mughal: Female aristocrats were awarded titles, earned salaries, owned land, and ran businesses; some were educated; creative fields open to women; all women were allowed to work; could inherit land; in reality, often cloistered inside the home (upper class)</p> <p>Africa: West Africa had many matrilineal lines; wives, mothers, and sisters of chief and others in high levels had lots of power; Queen Nzinga ruled the Mbundu people and defended people from Portuguese; could sell land; women formed council that administered local markets; North Africa: upper class women were cloistered and wore veils; lower class women worked outside the home</p>
1750 – 1914	<p>Western women affected by Enlightenment ideas;</p> <p>Industrial Revolution led to women having more economic freedom;</p> <p>Separation of working and domestic spheres;</p> <p>Cult of domesticity in Europe;</p> <p>Suffrage movements begin;</p>	<p>Europe: Mary Wollstonecraft considered the founder of modern feminism; Victorian society valued women as wives and mothers; gained full property rights by the end of the 19th century; divorce laws; higher education; more advanced jobs; suffragist movements; active in politics: child welfare, alcohol, and labor issues; had the right to vote in Norway, Finland, New Zealand, and Australia; although the early Industrial</p>

		<p>Revolution provided women with more economic opportunities, after men entered higher-paying jobs, most “middle class” women stayed home; lower class women always worked; women began leaving for the U.S. and Australia for more economic opportunities;</p> <p>Africa: imperialism led to men leaving villages to work in mines; women left to subsistence farming; prostitution and sexual diseases increased; most jobs reserved for men</p>
1914 - Present	<p>Women suffrage in most countries;</p> <p>WWI moved many women into the workforce leading to a call for more freedom;</p> <p>Women started serving in the armed forces in western cultures;</p> <p>Birth control</p>	<p>Europe: Suffrage mainly achieved; WWI economic role increased; Russia granted women great freedoms; WWII led to more women in work force; higher education; legal changes</p>

Culture and Technology

Time Periods	Big Ideas	Notes
Foundations	Painting and music evident in the oldest civilizations; Buried their dead, worshiped gods, and practiced religion; Systems of writing emerged Scientific observation and experiments; World major religions emerged	
600 – 1450	Scientific knowledge was highest in China, Middle East, Japan, and Spain; Islam emerges; Renaissance in Europe; Gunpowder would change world power structure; Block printing; Movable type led to spread of ideas	
1450 -1750	Artistic and literary styles well defined; Scientific knowledge very high in China, Ottoman, Mughal, and Persia; European: Renaissance, Scientific Revolution, and Enlightenment; Printing press; Protestant Reformation; African influence in Americas; European culture in all parts of the world; Asia and Europe's population increased the most	
1750 – 1914	Western scientific view; Charles Darwin; Western literacy and public education; Western literary and artistic modes become common worldwide; Breaking traditional rules	
1914 - present	Mass media; Mass entertainment; McWorld culture; Modernism broke from traditional rules; Scientific advancement: physics, biotechnology, electronics, and computers, Blending of world cultures; Internet	

Specific Comparisons

FOUNDATIONS

	Culture	State	Social System
Mesopotamia 4,000 BCE	Used bronze and copper; wheel and irrigation; canals; cuneiform writing; number system based on 60; ziggurats; <i>Epic of Gilgamesh</i>	City-state; vulnerable to invasions; Sumerians -> Akkadians -> Babylonians -> Assyrians -> Persians; <i>Code of Hammurabi</i> outlined punishments for crimes	Rulers and elites controlled land; patriarchal; slaves provided farm labor; slaves could purchase their freedom; men could sell their wives and children into slavery; women wore veils in public; women could be priestesses and scribes; women could work in small businesses; <i>Code of Hammurabi</i> distinguishes between social classes and genders when deciding punishments
Egypt 3,000 BCE	Irrigation; pyramids; tombs for afterlife; polytheism; iron from Kush; hieroglyphics;	Pharaohs; public works required organized government	Many social classes; commoners could enter government service and rise in status; patriarchal families; women served as regents for young rulers; women could work for the government
Indus 2,500 BCE	Traded with Sumer; streets organized in grids; yet to decipher writings; had indoor plumbing; sculptures, pottery, gold jewelry = artistic; bronze; uniform weights and measures;	Would have required highly organized government for advanced planning of cities	
Shang 1766 – 1122 BCE	Trade; written records; bronze metallurgy; ironworking; flood control projects; walled cities; oracle bones;	Not sure of Shang; Zhou Dynasty that emerged in 1122 BCE had Mandate of Heaven concept; might have been around in Shang	Stratified; ruling elites -> artisans -> peasants -> slaves; patriarchal families
Mesoamerica (Mayan)	Lavish pyramids and temples for religious ceremonies; polytheistic; sun major god; had writing system; zero; astronomy	Small city states ruled by kings	Rulers, priests, commoners, slaves; slaves were normally prisoners of war and were sacrificed to gods
Andean South America	Did not communicate with outsiders (due to geography)	Terrain did not allow for unification of communities; would have had to cooperate to build public buildings	

Religion	Role of Women
Buddhism	Women were welcomed into religion where many served as nuns. Buddha referred to both men and women when teaching. Differences were not made between the two. Many women were bodhisattvas, Buddhist saints, were worshiped as sources of holiness and

	earthly healing. Women used informal influences on their sons and husbands to gain power.
Christianity	Women could become nuns; scripture suggests women should not preach or be active in governing the church. It appealed to lower-classes and women because of the lack of a ridged social structure
Confucianism	Taught that women were to be subservient to men. Children were taught to honor their mothers.
Hinduism	Scripture stressed male children and women obeying men; women encouraged to perform sati upon death of husband

600 – 1450

	ISLAM	CHRISTIANITY
Origins	Arabian Peninsula in 7 th Century	Palestine in 1 st Century as a sect of Judaism
Founder	Mohammad	Church founders St. Paul and St. Peter
Basic Beliefs	<p>Monotheism Muhammad and Jesus prophets Incompatible with Hinduism and Buddhism Qur'an holy book Five Pillars of Islam</p> <ul style="list-style-type: none"> ■ Belief ■ Fasting ■ prayer ■ alms ■ hajj <p>Must study in Arabic</p>	<p>Monotheism Jesus the Messiah-“enlightened one” Old and New Testaments-Bible Appealed to poorer classes Emphasized the “coming” of the kingdom of God</p>
Spread	<p>Conquest, trade, and missionaries Conquest of Middle East – become official religion in many places; Trade: Islam approved of merchant activity as long as it was fair and honest Missionaries: very sincere and appealed to desire of acceptance, equality for all, and charity for others</p>	<p>Roman Army spreads religion Trade Routes Monastic Societies (monks) Followers, Prophets, and Missionaries</p>
Areas Affected	<p>Middle East – becomes the official religion in most countries Europe – Islamic Golden Age while in Spain; Muslims in Balkans when Ottoman Empire Conquers; Siege of Vienna failure ends Islamic expansion into Europe Sub-Saharan Africa – about 40% are now Muslims; West and East Africa along trade routes; Ghana, Mali; in Mali local customs mixed with Islam; stressed education East Africa – travels along Indian Ocean Trade Routes; Swahili – mixture of Bantu and Arabic; high classes converted leading to social status Central Asia and India – Arab travelers and traders; Delhi Sultanate in 1206 takes over India; becomes a major religious minority; Mughal Empire Southeast Asia – Trade to Malay Peninsula, Indonesia,</p>	<p>Armenia – becomes 1st country to make Christianity the official religion Africa – large converts in Axum (Ethiopia) and Egypt (Coptic Christians); arrives through trade Europe – Roman Empire spreads it; Germanic tribes convert; British Isles missionaries in 5th century; Scandinavia in 10th century; all countries in Europe becomes majority Christian Byzantine Empire – separates from the Catholic Church and forms the Eastern Orthodox Church in 1054; missionaries convert Russians Asia – Nestorians spread religion; few converts in Central Asia and China; missionaries in India and China; kicked out of China; expelled from Japan as well; Philippines convert due to part of Spanish Empire;</p>

Aztec	Inca
<p>Worshiped a sun god Human sacrifices Expansive empire with tribute payments Conquered others Extensive trade Massive structures and temples built Chinampas agriculture – floating gardens Maize and beans staple food Accurate calendar</p> <p>Stratified classes with nobles, peasants, and slaves Clans common Market places Women who died in childbirth as noble as soldiers dying in battle Women were talented in weaving Women could inherit property and leave it to heirs</p> <p>Written language Modern-day Mexico Capital: Tenochtitlan Ruler: Montezuma Had beliefs in blood-letting Warriors were “elites”. Women were primarily charged in running the household and some were extent to commerce. Religion was tied to military.</p>	<p>Creator god important</p> <p>Expansive empire where subjects had to provide labor Extensive roads communication; trade limited Massive structures and temples Irrigation system with terrace farming Potato and some maize</p> <p>Arranged marriages among nobles</p> <p>Women were to care for child and work in fields</p> <p>Weaving awards Property was willed to both men and women equally</p> <p>No writing system Set in Andes Mts. In Peru, Chile, and Bolivia. Capital at: Cuzco-Temple of the Sun Ruler: Pachacuti-he expanded the Inca civilization. Polytheistic religion Had no market economy. Military was important Human and animal sacrifices Quipu - number system</p>

Contacts with Islamic World	
European	<ul style="list-style-type: none"> Islamic forces spread to Spain in the 700s. At the Battle of Tours, Muslims were prevented from crossing into France; part of Spain remained under Moorish control until 1492; culture of Islamic Spain mixes Christian, Jewish, and Islamic peoples to reach a cultural height; 1492 Ferdinand and Isabella push Moors out of Spain (Reconquista). 1095 -- First Crusade called by Pope Urban II to gain Holy Land from Muslims; Christians (Europeans) did get Jerusalem, but soon lost it. Crusades continued until 1212; all other efforts were Muslim victories. Contact with Muslims resulted in a Mini-Renaissance as many Greek and Roman artifacts had been preserved by the Muslims and were reintroduced to the Europeans during the Crusades. Europeans also exposed to Asian goods and desired more trade. Overall led to mistrust between European Christians and Arab Muslims that continue to this day. Ottoman Empire cuts off Europe from Asian goods
Sub-Saharan Africa	<ul style="list-style-type: none"> Extensive and continuous trade-Ghana and Mali had gold Holy War in Ghana to convert to Islam, but most other conversions were peaceful Mansa Musa- pilgrimage to Mecca: long, adventurous trip Sonni Ali-Started the Songhai Dynasty Converts – Saharan and sub-Saharan; along Atlantic coast

	<ul style="list-style-type: none"> ▪ Missionaries ▪ African slaves were sent to the Arab world, primarily as concubines
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1450 – 1750

Interaction with West	
Russia	<p>Starting with Peter the Great in 1689, Russian attempted to become “European.” His desire for a warm water port led to war with Sweden, but he succeeded and built the European inspired St. Petersburg. He required Russians to adopt European clothes and to shave their beards. He rejected democratic ideas and stuck with absolute monarchy. Peter expanded Russian land.</p> <p>Catherine the Great (1729) continued to westernize Russia. Catherine became an Enlightened Despot after embracing the basic ideas of Voltaire and the French Enlightenment. She was unwilling to give up absolute power; however she made social and legal reforms in Russia. These included reducing punishments for crimes and expanding education. She sought out western art and architecture that was inspired by western traditions.</p>
Ottoman Empire	<p>Conquered Constantinople in 1453 and renamed it Istanbul. Ottoman Empire included most of the Middle East. In the 15th Century the Ottomans were defeated at the Battle of Lepanto by Venetian and Spanish troops. Further conflicts with Europe occurred when the Ottomans attempted to increase their role in Europe by seizing Vienna. Their attempts failed and they were never able to get further in to Europe. Istanbul and Cairo were major trade cities that interacted with Europe. Trade with Europe proved a major downfall when Europe experienced a massive case of inflation as silver from the Americas poured in. They failed to keep up with European technology in warfare. The Ottomans would limp along until they are defeated in World War I.</p>

1750 – 1914

Causes of Early Industrial Revolution	
Western Europe	<p>Agricultural innovation led to improved farming such as crop rotation, breeding livestock, and fertilizer. This led to an increase in capital that could be used for industrialization. England was first to industrialize due to the fact that England was free of the warfare (French Revolution) that was occurring on the soil of the continent. England also had a stable government and an elaborate banking and finance system. Natural resources were available through countries or their colonies. Steam engine (James Watt) allows for more flexibility in where to build factories. Capitalists invested money in industrialization with little or no support from the government. This included building railway lines. Textiles were the major product produced in the early phase. European countries sought out more colonies to secure raw materials. First time massive numbers worked outside the home.</p> <p>Life revolved around a work schedule.</p> <p>Urbanization led to crowded cities, unsanitary conditions, and social upheaval.</p> <p>After 1850, the Industrial Revolution is credited with creating a middle class who experienced a leisure time.</p>
Japan	<p>After opening its ports to the West with the arrival of Matthew Perry, Japan began to focus on trade. The Meiji Dynasty ended feudalism and sent ambassadors to Europe to seek out industry. The government led the effort to industrialize. Western style government and banking led to increased stability in Japan. The government built railway lines and steamships to use in transporting goods. Japan lacked access to raw materials and had to depend upon the west. Japan tried to begin building an empire to obtain raw materials for industrialization.</p>

Mexican Revolution (1810-1820; 1910 - 1917)	Chinese Revolution (1911; 1927 – 1937; 1946 – 1949)
A Frenchman had replaced the Spanish king; Latin	Western educated Chinese spread reform ideas

<p>America questions loyalty to a Frenchman; Enlightenment ideas popular as was the American Revolution.</p> <p>Started out as a class revolt by the peasants who wanted land; Bloody class struggle led by Father Miguel de hidalgo who appealed to the Mestizos and Natives; Creoles (American born to European parents) become involved in the struggle in 1820</p> <p>Republic proclaimed in 1823/24</p> <ul style="list-style-type: none"> - slavery was abolished - Creoles did not support - Little change for Natives and Mestizos - French occupation (overthrow of French is Cinco de Mayo) - Reforms under Benito Juarez <p>Dictatorship of Porfirio Diaz (1876 – 1910)</p> <ul style="list-style-type: none"> - unequal distribution of wealth; few owned land (about 5%) - Diaz resigns after free elections called <p>Civil War breaks out – includes Pancho Villa and Emiliano Zapata</p> <p>1917 Venustiano Carranza elected President</p>	<p>Upset over military loss to Japan and increased Western involvement in China</p> <p>Peasants discontent; want land reforms</p> <p>Emperor deposed Republic proclaimed (1911)</p> <ul style="list-style-type: none"> - president declares himself emperor, but dies - Warlords unhappy <p>Republic again in 1927 under Nationalist Party (Sun Yat-sen) and is soon led by Chiang Kai-shek.</p> <p>Mao Zedong attracted to Marxism and decides that peasants need Marxism to deal with land and wealth; opposed by Nationalists</p> <p>Civil War and chaos (1927 – 1937 and 1946 – 1949) between Marxists and Nationalists. There was a “break” during World War II.</p> <p>1949 Nationalists flee to Taiwan China becomes Communist - Dictatorship</p>
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	Reaction to foreign domination
Ottoman Empire	<ul style="list-style-type: none"> ▪ Attempted to have some type of power and control when other countries (Russia and Austria-Hungary) tried to conquer it ▪ Slavic peoples in empire appeal to Russia for support (Pan-Slavism); Turks fight back ▪ Ottoman Empire signed the <u>Treaty of San Stefano</u>, which agreed to the creation of a large autonomous Bulgarian state under Russian protection. ▪ Also agreed to sign <u>Treaty of Berlin</u>, which aggrieved Russia and Bulgaria and reduced the Ottoman Empire's European holdings to smaller exposed fragments. ▪ Continuous fighting between the Ottoman empire and Russian for control of Balkan and Black sea, ultimately led to the Crimean War (1853) ▪ During the Crimean war, Britain and France helped Ottoman empire prevent Russian expansion
India	<ul style="list-style-type: none"> ▪ Joined Central powers during WWI, which led to a loss of Ottoman territories ▪ As early as the 1830s, Britain began to westernize India ▪ British offered India the introduction of the English language school and universities ▪ Some of the brightest students began to move to Britain to attend even more highly educational schools ▪ Muslims were angry because they had been replaced with Britain's as the ruling class ▪ Britain didn't force India to covert to a specific religion, but preferred India not to convert to Christianity ▪ During this time period the Indian National Congress was introduced, becoming one of the first major secular nationalist organizations ▪ Muslims were becoming fear of this new congress, they were afraid that Britain would over rule the entire region, so Muslims created the ALL INDIAN MUSLIM LEAGUE in 1905.

China	<ul style="list-style-type: none"> Indians helped the Britain's in war in 1914 making great contributions to the allied cause China allowed European powers to trade in the city of Canton China rejected Britain's rights to trade opium in the country causing the Opium War. Hong Kong formed as a result. China forced to sign <u>Treaty of Nanjing</u>, which gave Britain considerable rights to expand trade with China Sino-French war (1883) Chinese lost control of Vietnam to France <u>Treaty of Shimonoseki</u> (1895) china lost control of Taiwan and Japanese granted similar trading rights like those of the Europeans Spheres of Influence- China was divided amongst France, Germany, Britain and Russia Open Door Policy- when United States pledged it support of the sovereignty of the Chinese government and announced equal trading privileges among imperial powers.
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<i>Western Intervention in Latin America</i>	<i>Western Intervention in Africa</i>
Latin American revolutions succeed to officially eliminating European political power.	European officially divides Africa (scramble for Africa) and some countries directly rule countries (France, Portugal, and Germany) while Great Britain ruled indirectly but controlled the economic direction of their countries.
Europe and the United States control the economic interests of most of Latin America.	
Used for military outposts to refuel and re-supply naval ships.	European powers built forts and military installations on Africa's west coast for naval ships.
Native traditions were overcome	Change in tribal boundaries
Panama Canal was built to improve American trade routes (controlled by U.S)	Suez Canal built to improve European trade routes
U.S. dominated trade between Latin America and Canada	Europeans were interested in trade more than founding colonies
Yankee imperialism was an injury to their national sovereignty	

Roles and Conditions of Upper Class Women	Roles and Conditions of Working Class Women
Victoria Age – limited to house, concerned about etiquette	Poor worked in sweatshops
Industrial Rev. – women left factories and lost influence	Increased political and economic rights and influence
Some countries in Europe gained the right to vote through suffrage movements	Women in Japan gained more education

1914 – Present

Patterns and Results of Decolonization in Africa	Patterns and Results of Decolonization in India
After World War II, African nations asserted independence along with the other colonies.	☞ Before the revolution, the Hindus had gained many rights through the Indian National Congress. The Muslim League also gave Muslims power in law making
☞ Gamal Nasser overthrew the British-supported King Farouk in Egypt and formed a republic, freeing many African colonies along the Mediterranean.	☞ The independence movement in India was a direct result by the Amritsar Massacre in which many Hindus and Muslims died by British General Dyer.
☞ Egypt also gained independence by the British and the control over the Suez Canal.	☞ Gandhi used passive resistance to win independence in 1947
☞ Morocco rebelled throughout the 1920s and 1930s	

<p>against France and Spain; War with France in 1947 leading to independence in 1956</p> <ul style="list-style-type: none"> ➤ Ghana granted "gradual" independence; Nationalist strikes and protests; independence in 1956 ➤ Belgian Congo (today Democratic Republic of the Congo) experienced rebellions and world opinion turns on Belgium; independence in 1960 ➤ Kenya under British rule inspired a bloody campaign for independence; Mau Maus lead effort; independence in 1963 ➤ Algeria also gained independence from France by a series of terrorist acts. This showed European countries that colonizing in Arab countries is not safe. <p>Overall, African countries gained independence gradually with violence in most places, but little all out war. Conflicts after independence between African countries caused significant political and economic problems.</p>	<ul style="list-style-type: none"> ➤ Jawaharlal Nehru was the first leader of the independent India ➤ After the won independence, the Muslim community founded new countries called Pakistan and Bangladesh. ➤ Muhammad Ali Jinnah was the leader of the Muslim independence movement <p>Overall, India gained independence gradually with very little violence. After independence was achieved, internal problems between religious groups. Conflicts continue.</p>
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	Effects on the Role of Women
Russian Revolution	Communism destroyed classes and forced all women to work. Welfare programs instated. Able to work in any industry. Granted equality wage earner. Legal identities tied to husbands hard to get divorces.
Chinese Revolution	Communism destroyed classes and forced all women to work. After Revolution, upper classes women did not have to bind feet. They could divorce husbands, get jobs, and an education. Granted equality.
Iranian Revolution	Under the Shah's westernization (pre-revolution) women could vote, pursue higher education and jobs, and divorce husbands; (pre-Revolution) then after the revolution everything went back to normal and they had to wear traditional Islamic clothing (covered from head to toe) greatly limited equality.

Scoring Guide for AP World History
Change-Over-Time Essay

BASIC CORE Historical skills and knowledge required to show competence.		EXPANDED CORE Historical skills and knowledge required to show excellence.	
Points		Points	
1. Has acceptable thesis. (Addresses comparisons of the issues or themes specified.)	1	Expands beyond basic core of 1-6 points. A student must earn 6 points in the basic core area before earning points in the expanded core area. <u>Examples:</u> <ul style="list-style-type: none"> Has a clear, analytical, and comprehensive thesis. Addresses all parts of the question (as relevant): global issues, chronology, causation, change, continuity, content. Addresses all parts of the question evenly. Provides ample historical evidence to substantiate thesis. Provides links with relevant ideas, events, trends in an innovative way. 	0-3
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question.)	2		
3. Substantiates thesis with appropriate historical evidence. (Partly substantiates thesis with appropriate historical evidence.)	(1) 2		
4. Uses historical context effectively to show change over time and/or continuities.	(1) 1		
Subtotal	6	Subtotal	3
TOTAL = 9			

Scoring Guide for AP World History

Comparative Essay

BASIC CORE Historical skills and knowledge required to show competence.		EXPANDED CORE Historical skills and knowledge required to show excellence.	
Points		Points	
1. Has acceptable thesis. (Addresses comparisons of the issues or themes specified.)	1	Expands beyond basic core of 1-6 points. The basic core score of 6 must be achieved before a student can earn expanded core points.	0-3
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question.)	2 (1)	<u>Examples:</u>	
3. Substantiates thesis with appropriate historical evidence. (Partly substantiates thesis with appropriate historical evidence.)	2 (1)	<ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. • Provides ample historical evidence to substantiate thesis. • Shows the ability to relate comparisons to larger global context. • Shows ability (as appropriate) to show similarities as well as differences. • Makes direct comparisons consistently between or among societies. 	
4. Makes at least one or two relevant, direct comparisons between or among societies.	1		
Subtotal	6	Subtotal	3
TOTAL = 9			

Scoring Guide for AP World History
Document-Based Question

BASIC CORE		EXPANDED CORE	
	Points		Points
1. Has acceptable thesis.	1	Expands beyond basic core of 1-7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. <u>Examples:</u> <ul style="list-style-type: none"> Has a clear, analytical, and comprehensive thesis. Uses all documents. Uses documents. Uses documents persuasively as evidence. Shows careful and insightful analysis of the documents. Analyzes point of view or bias in most or all documents. Analyzes the documents in additional ways - groupings, comparisons, synthesis. Brings in relevant "outside" historical content. Identifies more than one type of appropriate additional document. 	0-2
2. Uses all, or all but one of the documents.	1		
3. Supports thesis from appropriate evidence from documents.	1		
4. Understands the basic meaning of documents cited in the essay. (May misinterpret one of the documents.)	1		
5. Analyzes bias or point of view in at least two or three documents.	1		
6. Analyzes documents by grouping them in one or two or three ways, depending on the DBQ question.	1		
7. Identifies one type of appropriate additional document.	1		
Subtotal	7	Subtotal	2
TOTAL = 9			