

World History

Outlines, Charts,

and

Study Guides



BUCCANEERS

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From Human Prehistory to the Early Civilizations

I. Introduction

- A. Human origin – 2.5 million years ago
 - 1. 1/4000 of earth's existence – 24 hour day – last 5 minutes
- B. Human negatives and positives
 - 1. Aggressiveness, long baby time, back problems, death fears
 - 2. Grip, high/regular sex drive, omnivores, facial expressions, speech
- C. Paleolithic (Old Stone) Age – 2.5 million to 12000 BCE
 - 1. Simple tools – increase in size, brain capacity – Homo erectus

II. Late Paleolithic Developments

- A. Homo sapiens sapiens – 120,000 years ago – killed off others?
 - a. Population growth required change – 1 square mile to hunt/gather for 2 people
 - i. Long breast feeding – limit fertility
 - ii. Relative gender equality – women harder, but both contributed
 - b. Rituals for death, explain environment, rules for social behavior
 - c. Greatest achievement – spread over earth
 - i. Fire/animal skin
 - ii. 14,000 Great ice age ended
 - d. Tools – sharpen animal bones, rafts
 - e. Domesticated animals
 - f. Conflicts w/ others – bone breaks/skull fractures
- B. Knowledge based on cave paintings, tool remains, burial sites

III. Neolithic (New Stone) Age Revolution

- A. Agriculture changed everything – could support more people
 - 1. Settle one spot – focus on economic, political, religious goals
 - 2. 14,000-10,000 BCE – 6 million to 100 million people
- B. Causes of Agriculture
 - 1. Population increase – better climate
 - 2. Big game animals decreasing – hunting yield declined
 - 3. Gradual change – harvesting wild grains to planting seeds
- C. New animals domesticated – pigs, sheep, goats, cattle
 - 1. Meat, skins, dairy
 - 2. Advantage to Europe?
- D. Why Middle East?
 - 1. Water source, fertile area, not forested, lacked animals
- E. “Revolution” gradual – many combined changes w/ hunting gathering – 1000 years
- F. Effects
 - 1. Longer work week – labor intensive
 - 2. Build houses, villages
 - 3. Varied clothing
- G. Resistance – too complicated, boring, difficult
 - 1. Disease – those in villages developed immunity – nomads died off/joined
 - 2. Some isolated societies still avoid
 - a. Harsh climate, no exchange of knowledge
 - b. Tough, nomadic invaders
 - 3. Nomads – not that influential accept for interaction
- H. Changes
 - 1. Specialization
 - 2. Technology – control of nature – storage facilities, pottery
 - 3. Metal tools – Bronze Age 3000 – Iron Age 1500 BCE

IV. Civilization

- A. Hunter/gatherer – no bigger than 60 – food runs out
 - a. Other options – slash and burn
 - b. Tribal bands – strong kinship – relatively small
- B. Benefits of settling
 - 1. Houses, wells, improvements used by future, irrigation

- 2. Irrigation/defense required work together – organization from above
- C. Catal Huyuk – Turkey – 7000 BCE civilization studied
 - 1. Rooftop activity – broken bones
 - 2. Religious responsibilities/fertility gods – images
 - 3. Trade w/others for peace
- D. Definition – societies economic surplus > division of labor/social hierarchy
 - 1. Formal political organizations – no relation to family unit
 - 2. City benefits – wealth, exchange of ideas, artistic/intellectual expression, manufacturing/trade specialization
- E. Writing
 - 1. First - Cuneiform – wedge shaped Middle East
 - 2. Tax efficiently
 - 3. Contracts/treaties
 - 4. Build on past wisdom
 - 5. People look at world as something to be understood rationally
 - 6. Not all peoples literate, each civilization only a minority
- F. Greek term - Barbarians – civilization vs. nomads – wanderers
- G. Negatives of civilization
 - 1. Class/caste distinctions - slavery
 - 2. Separation between rulers/ruled
 - 3. Warlike
 - 4. Gender inequality – patriarchal – men get manufacturing, political, religious leaders
- H. Benefits of nomadic living
 - 1. More regulations – word of mouth
 - 2. Respect of elders/children
 - 3. Herding economies
 - 4. Technological improvements – stirrup, weaponry
- I. Impact on Environment
 - 1. Deforestation
 - 2. Erosion, flooding

In Depth: The Idea of Civilization in World History Perspective

- A. Differences between civilized and barbaric/savages long held
 - 1. Chinese – cultural, not biological or racial – could adapt
 - 2. American Indians – feared Chichimecs – sons of the dog
- B. Related to fear of invasion/outside common
- C. Civilis – of the citizens – Latin
 - 1. Rome – urban dwellers vs. forest/desert dwellers
 - 2. Greece – bar, bar – barbarians
- D. Historians initially – cultural differences, then 19th century racial differences
 - 1. Some races more inventive, moral, courageous, artistic
 - a. Savage to civilized – white, yellow, red, brown, black
 - b. Social Darwinism – historiography
 - c. Justified European expansion – White Man’s Burden
 - d. Ethnocentrism
- E. Other approach – civilization just one form of social organization
 - 1. All societies produce cultures, though might lack food surplus/specialization
 - 2. All peoples capable – but lack resources, historical circumstances, desire

V. Tigris-Euphrates Civilization

- A. Precedents
 - 1. Writing
 - 2. Law codes
 - 3. City planning/architecture
 - 4. Trade institutions & money
- B. Mesopotamia – land between two rivers
 - 1. One of 3 civilizations from scratch – Central America, China, Mesopotamia
 - 2. Farming required irrigation
 - 3. Sumerians 3500 BCE
 - a. Cuneiform – scribes

- b. Sumerian art – frescoes for temples
 - c. Science – astronomy – calendar/forecasts – aided agriculture
 - 1. Charts of constellations
 - d. Ziggurats – first monumental architecture
 - e. Role of geography
 - 1. Swift and unpredictable floods – religious
 - 2. Polytheism – punishment of humans through floods – Noah
 - 3. Gloomy – punishment in afterlife – hell
 - 4. Easy to invade – constant war
 - f. City-states – king w/ divine authority
 - 1. Regulate religion
 - 2. Court system for justice
 - 3. Land worked by slaves – warfare created labor surplus
 - g. Inventions – wheeled carts, fertilizer, silver money
 - 4. Babylonians
 - a. Hammurabi – first codified law
 - 1. Procedure for courts
 - 2. Property rights
 - 3. Harsh punishments
 - 5. Indo-European invasions from North
 - a. Adopted culture
- C. Egyptian Civilization
- 1. Benefited from trade/technology of Mesopotamia
 - 2. Geographic factors
 - a. Difficult to invade
 - b. Regular flooding cycle
 - 3. Economy – government directed vs. Mesopotamia – freedom
 - 4. Pharaohs – godlike – tombs – pyramids
 - 5. Interactions with Kush to the South
 - 6. Egyptian art – lively, cheerful, colorful – positive afterlife – surrounded by beauty
 - 7. Architecture influenced later Mediterranean
- D. Indian and Chinese River Valley Civilizations
- 1. Indus River – Harappa/Mohenjo Daro
 - a. Unique alphabet/art
 - 1. Harappan alphabet not deciphered
 - b. Invasion plus invasion by Indo-Europeans – difficult to understand culture
 - 2. Huanghe (Yellow River)
 - a. Isolated, little overland trading
 - b. History part fact/fiction
 - c. State organized irrigation
 - d. Elaborate intellectual life
 - 1. Writing – knotted ropes, scratches of lines, ideographic symbols
 - 2. Delicate art, musical interest
 - 3. Limited materials – basic housing
- E. Heritage of the River Valley Civilizations
- 1. Accomplishments
 - a. Monuments
 - b. Wheel
 - c. Taming of horse
 - d. Square roots
 - e. Monarchies/bureaucracies
 - f. Calendars/time
 - g. Major alphabets
 - 2. How much are these civilizations “origin” of today
 - a. Except for China, all have a break from past
 - b. Roman empire – god-like king
 - c. Slavery
 - d. Scientific achievements – Greeks studied Egyptians
 - 3. East vs. West
 - a. Mesopotamians – gap between humankind and nature

- b. China – basic harmony all live together
- c. Temple building, art, architecture – Mesopotamia to Middle East/Greece
- d. Mesopotamia – regional cultures created that could survive invasion
 - 1. Phoenicians – 22 letter alphabet
 - a. Colonized – simplified number system
 - 2. Jews – morally/ethically based monotheistic religion
 - a. Semitic people – small, relatively weak – only autonomous when region was in chaos
 - b. Believed god- Jehovah – guided destinies of people
 - 1. Orderly, just – not whimsical
 - c. Created moral code
 - d. Religion basis for Christianity/Islam
 - e. God’s compact with Jews
 - 1. Little conversion
 - 2. Minority position in Middle East

F. The First Civilizations

- 1. Clear division between river valley civilizations and classical civilizations
 - a. Invasion/natural calamities – India
 - b. Invasion/political decline – Egypt
 - c. Mesopotamia – break but bridges – smaller cultures
 - 1. Values and institutions spread
- 2. Theme emerges – “Steadily proliferating contacts against a background of often fierce local identity”
- 3. Integrating force
 - a. Local autonomy lessens – priests/kings increase power
- 4. Four centers of civilization started
- 5. Close neighbors – Egypt/Mesopotamia – different politics, art, beliefs on death
- 6. Diversity and civilization worked together

Classical Civilization: China

I. Introduction – longest-lived civilization in history

A. Isolated

1. Couldn't learn from other cultures
2. Rare invasions
3. Distinctive identity
4. Relatively little internal chaos w/ decline of Shang dynasty
 - a. Greatest links to classical society

B. Intellectual theory

1. Harmony of nature – yin and yang – balance
2. Seek Dao – the way
 - a. Avoid excess
 - b. Appreciate balance of opposites
 - c. Humans part of world, not on outside – like Mediterranean

Thesis: China emerged with an unusually well-integrated system in which government, philosophy, economic incentives, the family, and the individual were intended to blend into a harmonious whole.

II. Patterns in Classical China

A. Pattern of rule

1. Dynasty, family of kings – create strong politics, economy
2. Dynasty grew weak, taxes declined
3. Social divisions increased
4. Invasion or internal rebellion
5. Another dynasty emerged – general, invader, peasant rebel

B. Zhou Dynasty – 1029-258 BCE

1. Started decline in 700 BCE
2. Ruled w/ local princes – alliance system
 - a. Successful in agricultural communities – ie manor system Europe
 - b. Princes received land for troops/tax
3. Eventually local leaders ignored central gov't
4. Contributions
 - a. Extended territory to “Middle Kingdom” – wheat north, rice south
 1. Transportation/communication difficult – hard to govern
 - b. Mandate of Heaven – Sons of Heaven – emperors live affluent life
 - c. Greater cultural unity
 1. Banned human sacrifice
 2. Standardized language – Mandarin – most people speaking same
 - d. Confucius – wrote on political ethics
5. 402-201 BCE Era of the Warring States

C. Qin Dynasty – China's namesake

1. Xin Shi Huangdi – first emperor – brutal leader
 - a. Undid power of regional leaders
 - b. Nobles brought to emperor's home
 - c. Officials selected from nonaristocratic groups – allegiance
 - d. Extended territory south
 - e. Built Great Wall – 3000 miles
 - f. Burned books, attacked culture – hurts his autocratic rule
2. Innovations
 - a. National census – tax and labor service
 - b. Standardized coins, weights, measures
 - c. Uniform written language
 - d. Irrigation projects
 - e. Promoted manufacturing – silk
3. Downfall – unpopular
 - a. high taxes, attacks on intellectuals
 - b. killed men, punished brutally
 - c. Died in 210 BCE – revolts broke out

D. Han Dynasty – 202 BCE-220 CE

1. Kept centralized power of Qin, but reduced repression
2. Extended borders – opened trade to India, Mediterranean
3. Wu Ti – period of peace – like Pax Romana
4. Advancements
 - a. Formal training
 - b. Supported Confucianism
 1. Shrines built to worship Confucius as god
5. Invasions – Huns – led to decline
6. 220 – 589 CE China in chaos

III. Political Institutions

- A. Strong central government
 1. Qin stressed unquestioned central authority
 2. Han – expanded bureaucracy
- B. Political framework
 1. Strong local units remained, but power diminished
 - a. Relied on patriarchal families
 - b. Ancestor worship linked families
 - c. Village leaders helped coordinate farming/harvesting
 2. Single law code
 3. Universal tax system
 4. Central authority appointments – not based on local government nominations
 5. Delegation done to emperor's ministers
- C. Huge bureaucracy – 130,000 bureaucrats
 1. Civil Service tests
 2. Scholar bureaucrat
 3. Not exclusively upper class rule - occasionally lower class recruited
 4. Rulers often could be controlled by bureaucrats – didn't do crazy stuff of Rome
- D. Most tightly governed people
 1. Rules administered by trained scholars
 2. Father unquestioned power – passed down from ancestors
 3. Harsh punishments to put down rebellion
- E. Government traditions
 1. Not heavily militaristic – not huge need
 2. Promoted intellectual life – not Qin
 3. Active in economy
 - a. Organized production of iron/salt
 - b. Han tried storing grain for bad harvests
 - c. Sponsored public works – canals/irrigation
- F. Technology made it difficult to control, but...
 1. Torture and execution used to keep obedience
 2. Taxed
 3. Annual labor
- G. Invaders – Huns – couldn't create better system for governing – kept bureaucrats

IV. Religion and Culture – people not united by religion – no political threat

- A. Religion – relation to politics
 1. earthly life/obedience more important than speculating about God
 2. harmonious earthly life – prevent excess
 3. traditions
 - a. Ancestor ceremonies
 - b. Special meals
 - c. Politeness at meals – tea ceremonies/chopsticks
- B. Confucius - Analects
 1. Political virtue and good government
 - a. secular views, not religious
 2. Respect for superiors- even if bad
 3. Respect for tradition
 4. Leaders should behave modestly without excess
 - a. Work hard as a leader and lesser people will serve superiors

- b. “When the ruler does right, all men will imitate his self-control”
- c. Rulers not just punish – be humble and sincere
- 5. Satisfied upper class distaste for mystery, and interest in learning/manners
- 6. Gov’t used to maintain order
- 7. Careful socialization of children
- 8. Lacks spiritual side

C. Legalism – pragmatism

- 1. Better gov’t is one that rules by force
- 2. Human nature evil – needs restraint
- 3. Confucian façade + legalist strong arm tactics

D. Polytheistic beliefs – appealed to peasants

- 1. Spirits of nature
- 2. Ancestors
- 3. Dragons – fear plus playful respect

E. Daoism – first to upper class who wanted spirituality

- 1. Nature has divine impulse that directs life
- 2. Understanding comes from withdrawing and thinking of “way of nature”
- 3. Espoused humility and frugal living

F. Intellectual

- 1. Five Classics – speeches, songs, poems, etiquette, political materials
 - a. Poetry mark of an educated person
- 2. Art form
 - a. Calligraphy
 - b. Chinese artists, pottery, carved jade
 - c. No monumental buildings – except palaces/Great Wall
 - 1. No singular religion
 - 2. Confucianism against temples soaring to heaven
- 3. Science – practical work – not imaginative theorizing
 - a. Calculated motion of planets 1500 years before Copernicus
 - b. Medicine – anatomical research – proper hygiene for longer life

V. Economy and Society

A. Class – social status passed from one generation to the next

- 1. Upper class literate, wealth, culture denied peasants
 - a. Mandarins – educated bureaucrats + landowning aristocracy
- 2. Land owners 2%, peasantry the rest
 - a. “mean” people – lowest status – like India’s untouchables
- 3. Property owned communally

B. Trade

- 1. Luxury items – silk, jewelry, leather goods, furniture – Silk Road
 - a. Carried by merchants
- 2. Merchants not highly important – Confucius prioritized learning/political service

C. Technological Advance – practical usage – remained agricultural

- 1. Ox-drawn plow/collar for animals
- 2. Iron mining – pulleys and winding gear
- 3. Production methods advanced – water powered mills
- 4. Paper invented – needed for bureaucracy

D. Family life – father unquestioned leader

- 1. “There are no wrongdoing parents”
 - a. law courts don’t punish parents
- 2. Strict control of emotions
 - a. Home training ground for personality
- 3. Women gained power through sons/mother-in-laws to women brought in
- 4. Power to oldest son, boys over girls

VI. How Chinese Civilization Fits Together – Chinese wholeness – not a divided society

- A. “China’s politics and culture meshed readily, especially around the emergence of a Confucian bureaucracy.”
- B. Theme of isolation – surrounded by barbarians – can’t learn anything from outsiders
 - a. Buddhism – rare foreign concept embraced by population
- C. Common culture provided unity

- a. Elaborate bureaucracy
- b. Confucianism – trained group w/ common ideals
- c. Appreciation of distinctive art, poetry and literature
- d. Relative political stability
- e. Stable family – clear hierarchy
- f. Private and public not separated – extensions
- g. Views on etiquette
- h. Language
- D. Daoists and Confucianists tolerated
 - a. But...Confucianists saw Daoists as superstitious
 - b. Sometimes divine attacks on gov't
- E. Justice – tight control - Arrested – presumed guilty – tortured
 - a. Mixed torture w/ benevolence – good cop/bad coop
- F. Precarious balance – sometimes violent

VII. Global connections – Heavy influence on the world

- A. 1/5 of population supported by peasants
- B. Created technologies shared w/ world
 - a. Power – water mill, porcelain (China), paper, compass
- C. Views affected region “Middle Kingdom” basis for most of Asia
 - a. 2000 year reign

Classical Civilization: India

I. Introduction – difference vs. China

- a. China focus on politics/related philosophies vs. India focus on religion/social structure
- b. Less cohesive political structure
- c. Both were agricultural societies, localist flavor, male ownership, patriarchal, trade

II. The Framework for Indian History: Geography and a Formative Period

- a. Closer to other civilizations
 1. Influenced by Middle East/Mediterranean
 2. Persian Empires spilled over/Alexander also
 3. Forced to react and adapt
- b. Topography
 1. Passes through Himalayas linked India
 2. Somewhat set apart
 3. Political unity difficult – greater diversity than middle kingdom
- c. River civilizations – Indus and Ganges
- d. Mountainous north – herding society
- e. Separate regions contributed to:
 1. economic diversity
 2. racial differences
 3. language differences
- f. Unstable, monsoon climate – but helped with agriculture
 1. Harvest two crops in a year, help support large population
- g. Formative period – Vedic and Epic ages – Aryan migrants – hunting and herding peoples
 1. Knowledge passed down through epics written in Sanskrit – Vedas
 - a. Mahabharata
 - b. Ramayana
 - c. Upanishads
 2. Aryans settled, made tight-knit villages
 - a. Families patriarchal, connected across generation
 - b. Aryans created social classes
 - a. Warrior/governing – Kshatriyas
 - b. Priests – Brahmins
 - c. Traders/farmers – Vaisyas
 - d. Common laborers – Sudras
 - e. Untouchables – refuse, transporting dead bodies, other lovely jobs
 - c. Social groups became hereditary
 1. Can't marry between castes – punishable by death
 2. Broken into smaller subgroups
 - d. Aryans brought polytheistic religion – similar to Greek myth, Scandinavians
 - a. One of few polytheistic religions to survive
 1. Hymns/sacrifice
 - e. Upanishads – epic poems
 - a. Sacred animals – monkeys/cattle
 - b. Rituals and sacrifice
 - c. Brahmin class enforced rituals
 - d. Unifying divine force, seek union with this force

III. Patterns in Classical India – end of 600 BCE – formative phase

- A. 16 major states existed – some monarchies, some republics – dominated by warriors/priests
- B. Eras often created as reaction to invaders
- C. Mauryan Dynasty – Chandragupta Mauryan 322BCE – unified subcontinent
 - a. maintained large armies
 - b. developed bureaucracy
 - c. highly autocratic – rely on ruler's power
 - d. style of govt
 - i. autocratic – based on ruler's personal/military power
 - e. Ashoka – grandson – lavish lifestyle
 - i. influenced by nature/spiritualism

- ii. but...bloodthirsty methods of expansion
- iii. converted to Buddhism – think Constantine
 - 1. spread Buddhism throughout empire, honored Hinduism – precedent
- iv. improved trade/ road network
- f. Kushans – outside invaders – converted to Buddhism
 - i. but...bad for Buddhism – connected to outsiders
- D. Guptas – 320 CE
 - a. no powerful individual rulers, but greater impact
 - b. negotiate w/ local princes
 - i. expanded influence w/out fighting – diff. than above
 - c. two generations of political stability – think Pax Romana
- E. Shifted between empires and network of smaller kingdoms

IV. Political Institutions

- A. Regionalism – diversity
 - a. Autocratic kings once in awhile, but also aristocratic assemblies
- B. How did they maintain power?
 - a. Mauryan – military power
 - b. Gupta
 - i. negotiation
 - ii. appointed by gods
 - iii. allowed local rulers to have autonomy – think Rome
 - 1. no single language imposed – promoted Sanskrit, but...
 - iv. Golden Age
 - 1. spread laws
 - 2. supported university, arts, literature
- C. However...not an elaborate political culture
 - a. little political theory, not like Greeks
 - b. Kautilya – how to maintain power – like Legalism in China
 - c. political service not valued as important
 - d. Buddhist leaders not interested in political affairs
- D. Why the limitations?
 - a. local governments
 - b. caste system already regulated life – social behavior – political laws unnecessary
 - i. subcastes, hereditary – can't marry outside
 - 1. but...marry below, or lower job and you could lose caste
 - 2. rarely move up in caste – did well economically
 - ii. most rigid social structure of all classic civilizations
 - 1. method of conquerors and conquered to live together in peace
 - 2. not necessary to totally blend cultures
 - 3. promoted tolerance
 - 4. slavery avoided – untouchables not owned
- E. Qualities of civilization based on cultural values
 - a. Hindu/Buddhism clearest cement
 - b. remarkable ability to survive
 - c. means so many different things to so many different people
 - d. can evolve
 - e. Indian children can indulge imaginations
 - i. imaginative links with higher power
 - f. clear continuity though rarely under one political power

V. Religion and Culture

- A. Hinduism – origins in Vedic and Epic ages
 - a. Rig-Veda – Creation hymn
 - b. Different – no single founder – no central holy figure
 - 1. Grew gradually, sometimes in reaction to other religions – Buddhism/Islam
 - c. Religious approaches
 - 1. Ritualistic ceremonies performed by brahmins
 - 2. mysticism – unite humans w/ divine
 - 3. encouraged political and economic goals (artha) and worldly pleasures (karma)

- 4. fluidity – adaptable – tolerant – many suitable paths of worship – Christianity?
- d. Brahmanism – Brahman leadership elaborate – called by scholars – dharma by Hindus
 - 1. gods of nature altered – represent abstract
 - a. Varna – god of the sky to guardian of right and wrong
 - 2. Epic poems – gentle/generous behavior
- e. Upanishads – shallowness of worldly concerns – wealth/health
- f. each person’s soul part of universe
- g. religion of rituals vs. religion of mystics
 - 1. mystics – gurus and Brahmas agreed to
 - a. existence of divine essence – several gods – try to seek union w/ this soul
 - 1. Vishnu – preserved/ Shiva – destroyer
 - 2. takes many lifetimes – reincarnation
 - 3. where soul goes depends on reincarnation
- h. options for good life
 - 1. meditation/self-discipline – yoga
 - 2. others wanted rituals – cremation, prayers, sacred cows, refrain from beef
 - 3. some believed in lesser nature gods
 - 4. symbolic sacrifices might assist in reincarnation
- e. life obligations
 - 1. serve family
 - 2. earn money
 - 3. serve in army when necessary
- f. Bhagavad Gita – classic hymn – OK to kill family, duty, plus they’re reincarnated
- g. but...doesn’t have strict ethical codes – aka Ten Commandments
- h. Why did it spread?
 - 1. satisfying rules of conduct for life
 - 2. incorporated previous religion
 - 3. caste system – better time in future life

B. Buddhism – 563 BCE – Siddhartha Gautama – Buddha – enlightened one

- a. searched for truth, found it, accepted many elements of Hinduism, but..
 - 1. disagreed with caste system
 - 2. all worldly desires hurt you
 - 3. if you destroy self, can reach nirvana – self-control – regulate life
 - 4. denied importance of rituals/priests
- b. spread by group of monks – prayer/charity/piety helped spread message
 - 1. Brahman opposition strong
- c. Hinduism still attractive due to mysticism

C. Literature

- a. Political theory sparse, but wrote about human life
- b. “laws of love” – Kamasutra – male/female relationships
- c. Recorded epics – lively stories
- d. Romantic adventure – separated/returned – romantic/adventure

D. Science

- a. Supported university – astronomy and medicine
 - 1. Religion prevented dissection
 - 2. Bone setting, plastic surgery, sterilization – reached West much later

D. Mathematics – imported through Arabs – but Indian

- a. Concept of zero – decimal system
- b. negative numbers
- c. square roots
- d. pi

E. Art – lively, but much perished

- a. Stupas – spherical shrines to Buddha
- b. Not realistic like Greeks, but stylized
- c. Appreciation of nature
- d. Joy of life themes + celebrate religion

F. Tone – not rational like West, or concentration on Politics like China

VI. Economy and Society

A. Caste system

1. Different punishments for different crimes – Brahman killed servant – same as dog
 2. Villagers rarely had contact with higher caste
- B. Family life based on hierarchy
1. wife worship husband as god
 2. women lost power as male power expanded – common of agricultural societies
 3. question – could woman advance spiritually if not reincarnated as man?
 4. Arranged marriages – solid economic links
 5. Emphasis on loving relations/sexual pleasure
 6. children indulged and then expected to work hard
 7. clever-strong willed women as goddesses
- C. Economy
1. Chemistry, strongest steel – better than West until recently
 2. Textiles – cotton cloth, calico, cashmere
 3. Emphasis on trade far greater than in China
 - a. Tamil traders – cotton, silks, dyes, drugs, gold, ivory
 4. Most people lived subsistence lives

In Depth: Inequality as the Social Norm

VII. Indian Influence

- A. Indian Ocean – most active linkage point among cultures
1. No civilization to compete w/ India – but not empire builders
- B. Effect on other areas
1. married into royal families
 2. temples and Indian art constructed
 3. Buddhism spread throughout – Hinduism to upper class Indonesian families
 4. Affect China > Buddhism and art
- C. Started after Aryan invasions, but classical period lasted longer than China/Rome
1. Foundation of religion, art, literary tradition, social & family network

VIII. China and India – borrowed from each other, but didn't change

- A. India vs. China - Differences
1. Art – lively vs. restrained
 2. primary religion vs. separate religions/philosophies to fit needs
 - a. Religion more otherworldly vs. practical findings
 3. Emphasis on caste vs. political structure
 4. Different emotional reactions vs. restrained behavior
 5. Expanded cultural influence through trade vs. new territory/emissaries
 6. Land ownership consistent vs. trying to get more land/take over power
- B. India vs. China – Similarities
1. large peasant class
 2. close-knit villages
 3. mutual cooperation
 4. cities/merchants took on secondary role
 - a. but...more sea trade in India
 5. owners of land had power, could tax
 6. patriarchy

IX. Global Connections

- A. no civilization more open to others
- B. None more central to cultural exchanges
- C. New civilizations
1. Trade influence grew
 2. Religion, epics, art, architecture led to new civilizations – Angkor Wat/Majapahit
- D. Trading network
1. Coveted cotton textiles and bronze statuary
 2. Epic literature

Classical Civilization in the Mediterranean: Greece and Rome

I. Introduction

A. Mediterranean culture

1. Greece slowed Persian empire, set up a few colonies, but...
2. Rome known for empire
3. New institutions/values that would remain in western culture
4. "our own" Classical past
 - a. U.S. Constitution
 - b. buildings in the U.S.
 - c. founders of the philosophical tradition
 - d. Socratic method

B. Greco-Roman history

1. more dynamic, but less successful
- * We can clearly recognize the connections and our own debt without adhering to the notion that the Mediterranean world somehow dominated the classical period.
2. Complicated – passed through two centers
 - a. Rome preserved many of Greek achievements

C. Rome vs. Greece

1. Mighty empire vs. inept/Greek city-states
2. Mastered engineering vs. scientific thought
3. western Europe – Greco Roman vs. Eastern Europe – Greek influence
4. Shared
 - a. political ideas
 - b. common religion
 - c. artistic styles
 - d. economic structures

II. The Persian Tradition

A. 550 BCE Cyrus the Great – massive Persian Empire across Middle East

1. Tolerant of local customs
2. Advanced iron technology
3. Zoroastrianism
4. artistic lifestyle
5. Conquered by Alexander the Great
6. Persian language and culture survived into the 20th century

III. Patterns of Greek and Roman History

A. Greece

1. Crete – showed Egyptian influence by 2000
 - a. Monumental architecture
2. 1400 Mycenae – kingdom Trojan War
 - a. Indo-Europeans destroyed until 800 – Dark Ages
3. Rise from 800-600 strong city-states
 - a. tyrant or aristocratic council
 - b. divided by mountains
 1. unified government difficult
 2. trade developed
 - c. written language came from Phoenician alphabet
 - d. regular celebrations
 1. athletic competitions – Olympic games
 - e. Sparta/Athens rose to the top
 1. Sparta – military tradition, dominated slaves (helots)
 2. Athens – commercial state, slaves, artistic/intellectual leadership
4. 5th century – Democracy in Athens
 - a. Pericles - most famous political figure
 1. No official position, but influence/negotiation
 - b. each citizen participated
 - c. eventually Spartan/Athenian war weakens both sides
 1. Peloponnesian Wars – weakened Greece

- a. Philip II of Macedon came down and took over
- b. Alexander the Great then kept going to Persia
 - 1. 13 years of conquests – 33
 - 2. Successor kingdoms ruled for centuries
 - 3. Hellenistic period – Greek art/culture merges
 - 4. Trade flourished
 - 5. Scientific centers – Alexandria
 - 6. Greece decline, but legacy carries on

B. Rome

- 1. Started under control of monarchy in 800 – defeated in 509
- 2. Roman republic expanded
 - a. Always fear of invaders, keep extending boundaries
 - b. Across Sicily, conflict with Carthage
 - 1. Leads to Punic Wars – 3 of them
 - a. Bloody defeat by Hannibal – through Gaul
 - b. 3rd Punic War – salted fields – agriculture
- 3. Republic replaced by powerful generals
 - a. Caesar first to “Cross the Rubicon” – 45 BCE
 - b. August Caesar takes over in 27 BCE – after rivalry following assassination
 - 1. Pax Romana – basic structure for Roman Empire
 - a. Until 180 CE Marcus Aurelius – peace to Medit. World
 - b. Empire expanded to Britain
 - c. Gradual fall until 476 when invaders took over
 - 1. economic deterioration – trade loss
 - 2. population loss – declining birth rates
 - 3. government less effective – couldn’t take care of empire
 - 4. unable to take over more land to finance empire
 - 5. too spread out – undefendable
- 4. Diocletian Reforms
- 5. Constantine – 313 adopts Christianity
- 6. After the fall
 - 1. Governments became local in Western Europe – can’t control/order
 - 2. Roman armies needed foreign recruits – why are we fighting again?

IV. Greek and Roman Political Institutions

A. Introduction

- 1. Politics crucial – polis – Greek city-state – similar to China
 - a. “Good life” included political service, military
- 2. Did not try to administer local regions
- 3. Unlike China, never had single set of political institutions/bureaucracy/emp
- 4. Like India diverse forms
 - a. Monarchy – not preferred – tried to abolish
 - b. Individual strongman – tyranny – quite common – some effective

B. Greece – demos – the people

- 1. General assemblies – all vote – direct democracy – not a republic
- 2. Executive officers chosen by lot – similar to jury duty
- 3. ½ citizens – slave/foreigners – women excluded > 25% participate
- 4. Negatives of democracy – Peloponnesian Wars
 - a. Lower class citizens want power – recommend stupid military choices
- 5. Most preferred – aristocratic assemblies – aristocracy – rule of the best

C. Rome

- 1. Constitution – relied on aristocracy – election of magistrates
- 2. Senate – held executive offices – two consuls shared power – public speaking
 - a. Dictator during emergencies
- 3. Ample political theory – Cicero main guy
 - a. Political ethics
 - b. Duties of citizens
 - c. incorruptible service
 - d. key political skills – oratory
 - e. Diff. than China – not so much on hierarchy, obedience, bureaucracy
- 4. Roman Empire – preserved Senate – relatively useless

5. Local autonomy prevailed – accept times like Jewish rebellion 63 CE
 - a. tolerance local customs, religion
6. Strong military organization
7. Well-crafted laws – Twelve Tables 450 BCE – restrain upper class
 - a. Rules, not personal whim, should govern people
 - b. regulated property, commerce
 - c. similar to Chinese bureaucratic structure
8. Focused on law courts, military force
 - a. Not so much on commerce, but...
 - b. Rome...roads, harbors – military transport, commerce
 - c. Public baths, stadiums – “bread and circuses”
9. Supported official religion – civic festivals, but not imposed
 - a. Religions tolerated as long as didn’t conflict with state
 1. Problem w/ Christianity, state not first

D. Key elements

1. Localism, political focus, diversity of political systems, aristocracy, law
2. Lacked specific individual rights, instability showed system was flawed

V. Religion and Culture

A. Religion

1. Christianity spread, but not a product of Christian/Roman Culture
2. Greco-Roman religion – nature > gods and goddesses
 - a. Different names/interacted w/ mortals/whims/soap opera
 - b. Patrons of nature/human activities
 - c. god stories used to illustrate human passions/foibles – literature
 - d. lacked spiritual passion – lower class attracted to “mystery religions” M. East
 - e. Upper class – didn’t allow for method systematic inquiry
3. Many thinkers/philosophers searched for explanations/model for ethical behavior
 - a. Aristotle – Golden Mean – balance
 - b. Stoics – moral independence – discipline/personal bravery
 - c. Socrates – question – accused of undermining – poison
 - d. Plato – understand three forms – True, Good, Beautiful
 - e. Importance – human ability to think, not human spirituality
 - f. Similar to Confucianism, but more skeptical and focused on abstract questions

B. Rational inquiry

1. Few inventions, many theories, classification
 - a. Many theories wrong
 - b. Some geometry, anatomy, incorrect astronomy
2. Romans more practical – engineering – roads/aqueducts

C. Art and literature – far more important

1. Official religion inspires artist expression – temples, statues
2. Realistic depiction of human form
3. Poetry, music, dance – not as preserved
4. Drama – comedy and tragedy – trilogy – focused on human flaws
 - a. Sophocles – Oedipus complex
 - b. Not just for upper class
 - c. Romans known more for athletic performances – charioteers/gladiators
5. Greek literature – epic tradition – Homer – Iliad/Odyssey – links mythology/history
6. Sculpture – heroic/realistic tradition
7. Architecture – columns – Doric, Ionic, Corinthian – classical architecture
 - a. Rome – dome/stadium – heavily adorned public buildings/monuments

VI. Economy and Society

A. Tendency for large landowners to squeeze out small farmers > feudalism later

1. Much tension comes from farmers trying to keep independence, get out of debt
2. Difficulty in farming – geography, topography
 - a. Forced olives, grapes – but these need capital, patience – 5 years – landlord
3. Commercial agriculture led to need for empire
 - a. Supervised grain trade, public works, storage facilities
 - b. Manufactured products less advanced – exported animals/skins, metals

- B. Merchants – better in Mediterranean than China, but ambiguous
- C. Slavery – key component – agriculture – from military expansion
 - 1. Free farmers couldn't compete w/ slave/tenant labor
 - 2. Hurt technological innovation – behind India/China in production technology
- D. Tight family structure – women inferior/diff. laws – not as bad as China, but infanticide
- E. Not the period of “human race was most happy or prosperous” – idealized in Western world
 - 1. Urban achievements not everything

VII. The Fall of Rome – fell in parts, not all at once

- A. No central religion
- B. Classical Mediterranean life not fully carried on

VIII. Global connections

- 1. Outsiders as barbarians
- 2. Alexander the Great expanded
- 3. some Romans saw Greek literature/philosophical focus as a waste of time
- 4. Rome expanded to Germanic tribes – trade/war
 - a. Tolerant of local customs, but built Roman monuments
- 5. Believed there was little to learn from beyond their own borders

IX. Classical Mediterranean in Comparative Perspective

- 1. China, India, Medit. All have agricultural economy, empires
 - a. Secular Medit. similar to Confucian
- 2. Politics don't speak of deference, bureaucratic training
- 3. Greeks more into theory
- 4. Each had social hierarchy and laws to justify/protect upper class
 - a. Aristocracy – India – priests, China – bureaucrats, Medit. – aristocrats
- 5. Social mobility
 - a. India's caste – little
 - b. China – few talented bureaucrats could move up
 - c. Medit. – some non-aristocrats could move up, military
- 6. Lowest class
 - a. India – untouchables
 - b. China – “mean people”
 - c. Medit. – slavery
 - a. Farmers/property important – but scorned manual labor > slavery
- 7. United by different reasons – social unrest, rebellions in all
 - a. India – Hinduism
 - b. Medit. – military force, local authorities
 - c. Chinese – Confucianism – obedience, self-restraint
- 8. China/India more successful in convincing poor of legitimacy of class structure
 - a. Medit. focused on aristocracy, tried to give some political rights to others

The Classical Period: Directions, Diversities, and Declines by 500 C.E.

I. Expansion and Integration

- A. Key point – how did classical civilizations adjust to expansion
 - 1. Between 550>400 BCE Confucius, Laozi, Buddha, Socrates
 - a. Need to articulate central values
- B. How did they all unite?
 - 1. China – more centralized
 - 2. Mediterranean – more localized/diverse
 - 3. India – key religious values – not as vulnerable to collapse – like Rome
- C. What are the two challenges of integration?
 - 1. Territorial – how to command
 - a. China – language for elite, resettlement
 - b. Rome – local autonomy, tolerance
 - c. India – spread caste system
 - 2. Social – inequality between men/women – upper/lower class
 - a. China – hierarchy – deference – obedience – Confucian
 - b. India – caste system
 - c. Rome – slavery
- D. How to maintain cohesion?
 - 1. Rome – promise of upward mobility
 - 2. China – mutual respect between upper and lower
 - 3. India – future reincarnation into higher form if good life

II. Beyond the Classical Civilizations

- A. Some as border civilizations, some entirely independent
 - 1. Wider trade patterns
- B. Africa – Kush – hieroglyphics, iron, monarchy
 - 1. Defeated by Axum, then Ethiopia
 - a. Ethiopian Christian church cut off from Greeks – isolated
 - b. Ethiopia – by 20th century – oldest uninterrupted monarchy
 - 2. Farming on southern border of Sahara – regional kingdoms
 - a. Agriculture spread slowly – dense vegetation, diseases on domesticated
 - b. Eventually farmed new crops, traded w/ Asia
- C. Japan – 200 CE extensive agriculture – migrations from Korea over 200,000 year period
 - 1. tribal chiefs – each tribe had own god
 - 2. Chinese visitor – law-abiding, fond of drink, experts agriculture
 - a. Tattoos to separate social classes
 - 3. Shintoism – worship political rulers and spirits of nature – eventually nationalized
 - 4. 400 CE – one regional ruler took over surrounding territories
 - a. By 600 CE began trading/interacting with Chinese civilization
- D. Northern Europe – lagged behind Japan – most backward areas in the world
 - 1. Regional kingdoms – no written language – except Latin imports
 - a. Primitive agriculture and hunting
 - 2. Gods and rituals to deal with nature
 - a. Not until 1000 CE did Christianity truly unite
- E. Central America – Olmec civilization – more advanced than Europe/Africa
 - 1. Corn staple food crop, but few domesticated animals
 - 2. Olmec culture
 - a. Artistic forms – jade
 - b. religious images – animals and humans
 - c. science – accurate calendars
 - 3. Successors made Teotihuacan – great city, later taken over by Maya – 400 CE on
 - 4. Olmecs similar to Sumerians – foundation
 - 5. Incas in Peru/Bolivia – isolation from world – couldn't copy and react
 - a. No wheel, iron
 - b. Advanced civilization – agriculture to city
- F. Polynesian peoples – Fiji by 1000 BCE, Hawaii 400 CE
 - 1. Great travelers/explorers
 - 2. adapted local plants, brought in new animals, imported caste system under kings

- G. Central Asia – played central role in trade
 1. Invention of stirrup
 2. Important contacts between civilizations
 3. herding groups invaded civilizations

III. Decline in China and India

- A. 200-600 CE all three start to decline
 1. Outside invasion – nomadic growth – Huns
 - a. Huns realized weakness of regime
 2. Internal problems
- B. Han Dynasty – population growth/prosperity spiral down
 1. Confucian intellectual activity less active
 2. Bureaucrats corrupt
 3. Local landlords took up power
 4. New peasant taxes – social unrest
 - a. Peasants become day laborers/sell children
 5. Daoism attractive – healing practices + magic
 - a. Yellow Turbans – golden age w/ magic
 1. Attacked weak emperor/corrupt bureaucracy
 6. Similarities to Rome
 - a. Political ineffectiveness
 - b. Epidemics – killed half of China
 - c. Three centuries of chaos
 7. Cultural unity threatened by Buddhism
 8. Eventually invaders kicked out by Sui and Tang – started one of most glorious periods
 9. Why survived?
 - a. Structures too strong – bureaucracy
 1. Invaders couldn't offer anything better
- C. India decline – not as drastic
 1. Gupta emperors losing control of local princes
 2. Hun invaders penetrate deeper into India
 3. Regional princes, Rajput, gain more power
 4. But...Indian culture evolved – Hinduism wins out over Buddhism
 - a. Huns have no patience for Buddhist principles of calm/contemplation
 - b. Mother Goddess Devi spread
 5. Threat from Islam, Arabs fighting for Allah
 - a. Hinduism supported more by government
 - b. Not as much focus on intellectual pursuits, focus put on uniting Hinduism
 - c. Arab traders took control of trade
 6. Regionalism prevailed, but Hinduism saved the day

IV. Decline and Fall of Rome – most severe

- A. Symptoms of decay
 1. Declining population
 2. Brutal/arbitrary emperors
 3. tax collection difficult – blood from turnip
 4. humans saw futility of life
- B. Causes
 1. weak emperors, succession, army helps select emperors
 2. plagues from international trade
 3. population decrease > can't recruit troops > have to hire Germanic soldiers
 4. Upper class more pleasure seeking – loss of morals
 - a. Stopped having kids
 5. Aside from writing textbooks, no new artistic creativity
 - a. Textbooks summarized info already known, plus threw in superstition
- C. Course of decline
 1. quality of imperial rule declined
 2. life became more dangerous
 3. economic survival more difficult > farmers work for landlords > feudalism/manorialism
 4. estates became self-sufficient – trade declined

5. Some emperors try to stop
 - a. Diocletian reforms – improve administration, tax coll, economic regulation, worship emperor as god > Persecute Christians
 - b. Constantine – Constantinople – use Christianity to unify – eastern emp. Effective
6. Western proven as even weaker – when barbarians come – no one cares
 - a. 5% of empire able to take over
7. Why it didn't survive?
 - a. No shared political/bureaucratic traditions
 - b. No common religion
8. Created three regions
 - a. Eastern – Byzantine Empire – Greek – Justinian codes – famous Roman laws
 - b. Sassanid Empire – Persian – bridge to the east – continued under Persian rule
 - b. North Africa – Augustine – Christian theologians
 - a. Coptic Church in Egypt – soon Islam would take over
 - c. Western empire – shattered
 1. Regional unities
 2. Reduced level of civilization – crude, cities shrank, Dark Ages
 - a. Literacy falls – sense of inferiority to classical Rome – forgotten

V. The New Religious Map

- A. End of classical period led to rise of major religions – unprecedented growth
 1. Devastating plagues – provided solace for death
 2. Growing political instability – Christianity > Mediterranean, Buddhism > Asia
 - a. Islam arose in 600 CE and became most dominant force
 3. Common focus
 - a. Spiritual concerns beyond daily life
 - b. Hope of better existence after death
 4. Hundreds of thousands underwent conversion process
 - a. Syncretism – religions changed to incorporate features of civilization
 5. Yet, remained different
- B. Buddhism
 1. Buddhism altered more than Hinduism as it expanded across Asia
 - a. Monks pushed conversion
 - b. Two groups – minority who abandoned earthly life & others doing best they could
 2. bodhisattvas – attain nirvana through meditation
 - a. Could lead in prayer and advise on spiritual matters
 3. Changed from religion based on ethics to emotional cult offering salvation
 4. In China, issue of celestial afterlife
 - a. Mahayana – Greater Vehicle – east Asian form
 1. Buddha as divine savior – statues, against earlier belief against images
 2. Bodhisattvas – souls could receive prayers and aid people after death
 - b. Southeast Asia – closer to original – meditation and ethics
 5. Pushed forward new artistic interests – pagodas in Japan
 6. Impact on women
 - a. women and men both had souls
 - b. syncretism – Buddhist – husband “supports” wife > “controls”
 - c. valued pious Buddhist wives – could help family reach salvation
 1. keep wives busy, calm, out of mischief
 7. Conflict
 - a. Focus on afterlife takes away focus on political interests
 - b. holy life incompatible w/ family needs
 - c. threat to distract loyalty to emperor
 - d. Daoism reaction – practical benefits through magic
 8. Never dominated culture, coexisted
 - a. response to changing conditions of troubled area

VI. Christianity

- A. Similarities to Buddhism
 1. Spreading at same time – Buddhism east, Christianity west
 2. Christianity initially less successful

- 3. Emphasis on salvation
- 4. Guidance of saints
- B. Differences
 - 1. Placed more emphasis on organization, structure < borrowed from Roman Empire
 - 2. Premium on conversion
 - 3. Exclusive nature of truth, intolerant of competing beliefs < reason for success
- C. Beginnings
 - 1. Reaction to rigidities of Jewish priesthood
 - 2. Cult/reaction movements started – promised afterlife for virtuous
 - a. Jesus of Nazareth – gentleness + charisma
 - b. initially no desire to spread
 - c. message
 - 1. one God, virtuous life dedicated to God, fellowship among believers, life of poverty better for holiness
 - 2. Sacrifice for sins
 - 3. Afterlife > belief, good works, discipline, perform rituals
 - d. why did it spread?
 - 1. Solace in negative world
 - 2. Missionaries travel easily around Roman Empire
 - 3. early leaders made adjustments to match needs
 - a. Bishop system matched provincial governments
 - 4. attractive to rich/poor – promise of salvation – like Hinduism
 - 5. women – souls equal, men and women worship together
 - 3. Gradual growth
 - a. Competed w/ eastern cults, persecuted
 - b. Constantine converted only 10%
 - 1. Theocracy in East – emperor strong
 - 2. Provincial leaders more power in West – papa – Pope in Rome
 - 4. Beliefs
 - a. Trinity – Father, Son, Holy Spirit
 - b. formal theology – writers – Augustine – mixed w/ classical philosophy
 - c. Notion of free will
 - d. state not first
 - e. worked against slavery – brotherhood more important – across class lines
 - f. respect for disciplined work
 - g. Church building maintained Roman architecture
 - 5. Syncretism – polytheistic traditions
 - a. Moved birth to winter solstice – December 22ish
 - 6. Monasticism – Benedict
 - a. Benedictine Rule – disciplined life, prayer, study, piety
 - b. Monasteries centers of learning – preserved classics

VII. The World around 500 CE

- A. World religion – durability, different kinds of people
 - 1. cuts across cultures, wins converts, wide geographic area, diversity
 - 2. animism decreases
- B. Islam – initially surpasses Christianity, rival ever since
 - 1. No new religion after Islam
 - 2. Religious map doesn't alter much after Islam
- C. Changes to world
 - 1. Showed importance of trade routes
 - 2. Tendency toward single divinity – away from polytheism – but still existed
- D. Set up themes for future
 - 1. Response to collapse of former civilizations
 - 2. Need to react to new religious map
 - 3. Agricultural skill, and new contacts meant other civilizations would be catching up
- E. Global connections
 - 1. dangerous land travel
 - 2. new premium on shipping
 - 3. borders became more porous – new exchanges – new connections for future

The First Global Civilization: The Rise and Spread of Islam

I. Introduction

- A. Before 7th century – contacts, but not total control of ancient world under one empire
 - 1. Arabia – nomadic land on periphery of major civilizations
- B. 7th century – followers of Islam “submission” – Muslims – Allah – one God
 - 1. Began conquest and conversion
 - 2. Within decades, Muhammad had empire of Persia, Greece and Egypt
- C. Later empire spread
 - 1. Merchants, mystics, warriors
 - 2. Empire expanded
 - a. Africa, Asia, southern Europe
 - b. Across steppes to central Asia, western China, south Asia
 - c. Across ocean trade routes to southeast Asia and eastern Africa
 - d. Across overland trade routes, Sahara to western Africa
 - e. Across Asia Minor and into European heartland – rivals Christianity
 - 3. Muslim merchants
 - a. Worked with traders from other regions
 - b. Prime agents for transfer of food crops, technology, and ideas
 - c. Muslim scholars studied, preserved and improved upon learning of Ancient Civs
 - 1. Eventually, Arabic – language of Qur’an would become international language of the educated
 - 4. Would define Middle East and N. Africa until today

II. Desert and Town: The Arabian World and the Birth of Islam

A. Introduction

- 1. Geography – unlikely birth of religion – inhospitable desert
- 2. Bedouin – nomadic culture dominant
 - a. Some towns – Mecca/Medina – merely extensions of Bedouin life
 - 1. Safety of trade routes determined success of cities
 - 2. People linked to kinship
 - 3. Culture
 - a. Focus on clan and family
 - b. language and religion
- 3. Some coastal trading towns

B. Clan Identity, Clan Rivalries, and the Cycle of Vengeance

- 1. Organization
 - a. kin-related clans group with others to make tribes
 - 1. Only congregate for war, severe crisis
 - 2. Conditions force you to rely on clan – kicked out equals death
 - 3. Life regulated by councils
 - a. shayks – leaders of the tribe/clan
 - 1. has large herds, several wives, many children/retainers
 - b. Ideas of shayks enforced by warriors
 - b. Conflict over pastureland/watering holes
 - 1. Need to defend one’s honor
 - 2. One man’s slight could lead to huge conflict followed by revenge
 - 3. Constant conflicts led to weakened empire – vulnerable to outsiders

C. Towns and Long-Distance Trade

- 1. Small communities of traders emerge
- 2. Some northern cities become trade links
 - a. Mecca dominates – mountainous region – controlled by Umayyad clan of Quraysh tribe
 - 1. Mecca has Ka’ba – focus of bazaars
 - a. Obligatory truce brought rival groups together
 - b. Medina – to the north – wells and springs
 - 1. Unlike Mecca, run by five competing families – 2 bedouin, 2 Jewish
 - a. These divisions later help with formation of Islam

D. Marriage and Family in Pre-Islamic Arabia

- 1. Women greater freedom... varied from tribe to tribe
 - a. Key economic roles – milking camel, weaving cloth, raising children
 - b. Unlike Persian neighbors – not covered or secluded

- c. wrote poetry
- d. Able to have multiple partners
- e. Lineage matrilineal
- 2. ...but, men still greater
 - a. Earn status through war/battle
 - b. Creation of cities leads to stratification leads to male dominance
 - c. Men only polygamy

E. Poets and Neglected Gods

- 1. Sparse resources – art and architecture didn't flourish
- 2. Poetry/oral history main method of sharing stories
 - a. Theme – heroic clans, warriors
- 3. Gods – polytheistic and animism
 - a. But...how many really believed
 - b. One tribe, Quraysh believed had one god named Allah
 - 1. but not prayed to, sacrificed to initially

III. The Life of Muhammad and the Genesis of Islam

A. Early life of Muhammad

- 1. Born into prominent clan of Quraysh tribe
 - a. Father and mother die, raised by uncle and prominent grandfather
 - b. Made caravan trips with Abu Talib – exposed to Christian/Jewish faiths
- 2. Early 20s worked as a trader for Khadijah – later wife
 - a. saw inequity of classes
 - b. saw class rivalries
 - c. saw tension between clans as some, Umayyads, got rich through commerce
 - d. saw monotheistic religions
 - 1. Many prophets during this time period pushed for monotheism
- 3. 610 – first revelation from Gabriel
 - a. Wrote Allah's words in Qur'an

B. Persecution, Flight and Victory

- 1. Seen as threat – Umayyad in Mecca
 - 1. Threat to wealth and power
 - 2. Threatened Ka'ba role, no longer center of commerce?
- 2. One clansmen Ali, finds way for him to sneak out to Medina in 622
 - 1. Medina ideal location – caught up in clan conflict
 - 2. Muhammad invited in to resolve disputes
 - 3. Wisdom as political leader won him new converts
- 3. Umayyad send out attacks on Muhammad
 - 1. Muhammad proves himself as strong military leader
 - 2. Finally Umayyad surrender, let Muslims visit Ka'ba
 - 3. 10,000 converts enter city, destroy idols, Mecca inhabitants convert

C. Arabs and Muslims

- 1. Why attractive to Arabs
 - a. Form of monotheism that belonged to no single tribe
 - b. Equal of other monotheistic faiths
 - c. Allowed no intermediaries, priests
 - d. End to vendettas, feuds – united
 - e. Single, supernatural authority
 - f. Turned violence against selves into violence against others
 - g. Ethical system to live lives
 - 1. zakat – charity tax for poor
 - 2. Wealthy forbidden from overtaxing poor
 - h. All aspects of life regulated to prepare for Judgement Day

D. Universal Elements in Islam

- 1. Why attractive to others outside of Arab world
 - a. uncompromising monotheism
 - b. highly developed legal codes
 - c. egalitarianism
 - d. strong sense of community
 - e. most aspects similar to that of Judaism and Christianity
 - 1. Accepted older teachings, Muhammad just most recent divine instructions

2. Five Pillars
 - a. No god but Allah
 - b. Pray five times a day facing Mecca
 - c. fast during Ramadan
 - d. Zakat for those in need
 - e. Hajj - pilgrimage to Ka'ba to worship Allah

IV. The Arab Empire of the Umayyads

- A. Initially, it looked like Islam might fail with Muhammad's death
 1. Some renounced faith
 2. Other argued over secession
- B. Foreign expeditions took minds off of internal problems – how convenient
 1. Rather easily beat neighbors
 - a. courage
 - b. military prowess
 - c. religious zeal
 - d. weakness of border empires
 2. New lands/people ruled by Arab elite
- C. Consolidation and Division in the Islamic Community
 1. Muhammad gave no procedure for appointing successor – leader – caliph
 - a. Ali – cousin and son-in-law too young
 - b. Abu Bakr – earliest follower, closest friend
 1. courage, warmth, wisdom
 2. Knew genealogy of tribes – alliances
 3. Ridda Wars – defeated Bedouin tribes, brought under power of Islam
 2. Initially just raided for booty
 - a. but...raids showed weakness of empires
 - b. many residents tired of being merely vassals and frontier guardians for Persians/Byz
- D. Motives for Arab conquest
 1. Unity of faith gave them common cause
 2. Pent-up energy from warrior people
 3. booty – “bread and dates”
 4. not driven by desire to win converts – avoided mass conversions
 - a. wanted tax money – that's the key – need to keep people not Muslim

V. Weaknesses of the Adversary Empires

- A. Sasanian Empire of Persia
 1. Autocratic emperor manipulated by aristocrats
 2. Zoroastrianism – religion of emperor ignored by common people
 3. Delayed too long to realize threat, eventually fled east and were killed
- B. Byzantine Empire – stronger adversary
 1. defection of their own frontier Arabs
 2. Muslim invaders got support from Christians from Syria and Egypt
 - a. Copts and Nestorians would rather be taxed less
 3. Muslims triumphed in early battles, would continue siege for centuries

VI. The Problem of Succession and the Sunni-Shi'a Split

- A. Frustration over
 1. Centuries of personal animosities
 2. Who would control booty from victories
 3. Spark to conflict – murder of third caliph Uthman
 - a. Uthman from Umayyad clan – remember the guys who wanted to assassinate Muham
- B. Ali – remember – the son-in-law of Muhammad
 1. Regains thrown – doesn't punish assassins – war's on
 2. Ali's forces were winning, but he decides on mediation at Battle of Siffin
 - a. Makes him look weak, he loses some people from his side
 - b. 660 Mu'awiya – Umayyads claim he is new caliph from Jerusalem
 1. Ali assassinated shortly after
 2. Son Husayn tries to regain power, but is abandoned by Iraqis and killed
 3. And now we have a feud
- C. Sunnis vs Shi'a
 1. Backers of Umayyads vs. backers of Ali
 2. Caliph goes through dominant clan vs. caliph goes through descendants of Muhammad

3. Saddam Hussein is a Sunni but the the Shi'as have more people in Iraq today

VII. The Umayyad Imperium

A. Moves East and West

1. Runs into conflict with Buddhism in East
2. Goes into Spain and eventually stopped by Charles Martel at Poitiers in 732 in West

B. Capital moved to Damascus, Syria – Arab/Muslim aristocracy ruled over non-Arabs/Muslims

1. Tried to keep Muslims separate
 - a. Part of military elite, moved to garrison towns
 - b. Don't want to lose taxes – remember Muslims can't tax Muslims

VIII. Converts and “People of the Book”

A. Well...the guys didn't like being separated, and started intermarrying

1. Mawali – Muslim converts still had to pay taxes
 - a. Some even had to pay jizya – a surtax for nonbelievers – thanks, glad I converted
 1. Oddly enough, not that many people converted...hmmm...I wonder why
2. Dhimmi – “People of the Book” – basically everyone else in the empire who believed in another religion other than Islam
 - a. Muslim lords tolerated other religions...yeayyy taxes

IX. Family and Gender Roles in the Umayyad Age

A. Position of women actually pretty good, don't confuse w/ life in Persian Empire

1. Muhammad stressed importance of marriage, fatherhood – adultery illegal
2. Husband can marry up to four wives, but must be able to support them all
3. Got rid of infanticide, gave more property rights to women
4. Many of women some of his strongest early followers – wife for instance
 - a. Helped compile Qur'an, some even went along on campaigns
5. Veiling isn't mentioned, but one woman even said why cover, Allah made me this way

X. Umayyad Decline and Fall

A. Umayyad caliph's growing addiction to luxury and soft living – see Saddam Hussein in Dictionary

1. Stopped fighting wars, built palaces – revolts start around empire

B. Merv – don't be scared by the name, but this is where the revolution begins

1. 50,000 warriors had married local women – identified with region
2. Rarely given share of booty
3. Annoyed at Umayyad elite
4. Annoyed that the Umayyads were sending in new troops – what...we're not good enough?
5. Marched under the Abbasid party banner
 - a. Joined with the mawali – non-Arab converts
 - b. Coalition of the willing defeated Umayyad caliph at Battle on the River Zab
 - c. Invited the rest of the Umayyad family to a nice little get together
 1. Wrapped them in carpets and slaughtered them
 2. Hunted down the rest – kind of like in Revenge of the Sith, treatment of Jedi
 3. One guy made it out - Caliphate of Cordoba – in exile – like Yoda

XI. From Arab to Islamic Empire: The Early Abbasid Era

A. Abbasids less tolerant of Shi'ism sects

B. Pushed for centralized, absolutist imperial order

1. Jeweled thrones
2. Expanded number of bureaucrats – sound like Han China anyone?
 1. Appointed a wazir – chief administrator – guy in charge of getting stuff done
 2. Royal executioner – guy in charge of getting bloody stuff done
 3. Able to collect revenue from far corners of empire, though further away harder

XII. Islamic Conversion and Mawali Acceptance

A. Toward end of Umayyad period, already starting to accept

1. No longer dividing up booty – can this please be the last time I use the word booty

B. Under Abbasid – mawalis given equal footing to first generation – can't tell the difference

1. No longer have to pay head tax for being non-Muslim
2. Open to administrative careers – public life
 - a. Even conquered Persians took on a greater role

XIII. Town and Country: Commercial Boom and Agrarian Expansion

A. Merchant class wealth and social status improves – trade a priority***

1. Afro-Eurasian trading resumes after Rome/China let it die
2. Created super cool ships called dhows
3. Muslims worked with Jews, Christians – trade never stops – no Sabbath conflicts

- B. Products – luxury products for elites
 - C. Money reinvested in companies
 1. Share given to charity
 2. Created mosques, religious schools, baths, rest houses for weary
 3. Hospitals – best medical care in the world
 - D. Increased handicraft production
 1. furniture, glassware, jewelry, tapestries/carpets – you know you’ve heard of Persian rugs
 - a. workers had some rights – formed guilds, owned tools,
 - E. Slaves do garbage jobs
 1. Urban is better – could actually work your way to freedom
 2. Rural/mining – oftentimes left to non-Muslim captives
 - F. Landed elite emerges – ayan – both old money and new money (warriors)
- XIV. The First Flowering of Islamic Learning
- A. Previously illiterate – ignorant of outside world
 1. Allows them to be open-minded, accept styles and approaches and creativity of the conquered
 - B. First priority – preserving classical texts of Greece, Mediterranean, Middle East
 1. W/out Muslim and Jewish scholars – much of classical knowledge would be lost
 2. Traded ideas – Indian number system
- XV. Global connections
- A. Rise without precedent – first truly global civilization – nobody had heard of America yet, don’t count
 1. Patchwork of languages, religions, ethnic types
 2. Brought together agriculturalists, nomads, urban dwellers
 - B. Commitment to trade and merchants
 - C. Ideas from classical civilizations first preserved, then improved upon, then carried all over
- XVI. Architecture – the mosque
- A. Borrowed from classical architecture
 1. Sometimes even used materials from destroyed churches/temples
 - B. Couldn’t use animals/humans so focused on
 1. Geometric designs
 2. Colorful ceramic tiles
 3. Semiprecious stones
 4. Flower and plant motifs
 5. Qur’an passages swirling in Arabic

Islam - Part II

Abbasid Decline and the Spread of Islamic Civilization to South and Southeast Asia

I. Introduction

- A. Mid 9th century losing control
 - 1. Rebellious governors
 - 2. new challenging dynasties
- B. ...but still creative – ironically – a golden age without political stability
 - 1. architecture
 - 2. fine arts
 - 3. literature
 - 4. philosophy
 - 5. mathematics and science
- C. Territorial growth – warriors, traders, wandering mystics
 - 1. political conquest
 - 2. peaceful conversion
- D. Conduit for exchange – between urban/agrarian centers and between nomadic peoples
 - 1. ideas
 - 2. plants and medicines
 - 3. commercial goods
 - 4. inventions

II. The Islamic Heartlands in the Middle and Late Abbasid Eras

- A. Introduction – 3rd Abbasid caliph – al-Mahdi
 - a. Courtly excesses > financial drain
 - i. taste for luxury/monumental buildings
 - ii. surrounded self with wives, concubines, courtiers
 - b. Political divisions
 - i. continued Shi'a revolts and assassinations
 - c. Problem of succession
 - i. Son/successor poisoned
 - 1. Harun al-Rashid (786-809)
 - a. most famous
 - b. enduring
- B. Imperial Extravagance and Succession Disputes
 - a. Extravagance amazed visitors
 - i. Charlemagne impressed by mosques, palaces, treasures
 - ii. The Thousand and One Nights
 - 1. Luxury and palace intrigue/manipulations
 - b. Throne at 23 – growing power of royal advisors
 - i. signaled shift in power – court advisors now more important
 - ii. Now also power struggles between court factions
 - c. Death of Harun al-Rashid led to civil war
 - i. winning son had huge army
 - 1. started precedent of having “bodyguards”
 - 2. mercenary forces could reach 70,000
 - d. Power shift now to military
 - i. Between military and court, assassinations quite common
- C. Imperial Breakdown and Agrarian Disorder
 - a. Caliphs try to move capitals away from Baghdad – kind of like Versailles
 - i. Very expensive
 - ii. Cost of new palaces/capitals plus mercenary force = high taxes
 - iii.
 - iv. Peasant revolts caused from
 - 1. taxation
 - 2. pillaging
 - 3. Shi'a “encouragement”
- D. The Declining Position of Women in the Family and Society
 - a. Remember Islamic world initially quite open to egalitarian treatment of women

- b. Harem – women kept in seclusion
 - i. creation of Abbasid court
 - ii. win their freedom/gain power by bearing healthy sons
 - iii. some women became slaves
 - 1. But...slaves captured, purchased from non-Muslim regions
 - a. prized for beauty and intelligence
 - b. best educated men and women
 - c. officials more attracted to slaves than wives sometimes
 - d. more freedom than free women – no veils/robes
 - c. Veil
 - i. slaves – no veil/robes
 - ii. Upper class no career outlets beyond homes
 - 1. focused on interests of sons
 - iii. lower class women could actually farm, weave clothing, raise silkworms
- E. Nomadic Incursions and the Eclipse of Caliphal Power
- a. Kingdoms try to take over power
 - i. 945 Buyids of Persia invade empire and captured Baghdad
 - 1. Took names of sultan – victorious
 - ii. 1055 Seljuk Turks – replaced Buyids
 - 1. Turks were Sunnis – purged Shi'a officials
 - 2. Kept Byzantines from taking over
 - 3. Lay foundations for Ottoman Empire
- F. The Impact of the Christian Crusades
- a. First Crusade 1096-1099 – most successful for Europeans
 - i. Surprise + political divisions
 - ii. Europeans killed Muslim and Jewish inhabitants of Jerusalem
 - b. 200 years of battle – but...had little effect on Muslim princes
 - c. Saladin – Salau-ud-Din – reconquered territory
 - d. Impact much greater on Christians – Muslims show little interest in the west
 - i. Increased European borrowing
 - 1. weapons – damascene sword
 - 2. fortifications
 - 3. science/medicine
 - 4. recovered Greek learning
 - 5. mastered Arabic numerals
 - 6. Middle Eastern rugs/textiles
 - 7. names for different cloths – taffeta, muslin
 - 8. Popular culture
 - a. Chess
 - b. Troubadours/ballads
 - c. food – dates, coffee, yogurt

I. The Age of Learning and Artistic Refinements

A. Introduction

- 1. Political divisions not that important – still successful artistically
- 2. Remember – India/Western Europe also fragmented
- 3. One of great ages in human ingenuity and creativity
- 4. Expansion of professional classes
 - a. Great fortunes to be made through trade
 - 1. Middle East > Mediterranean Europe
 - 2. Coastal India and island southeast Asia
 - 3. Overland caravan trade with China
- 5. Artists and Artisans
 - a. Mosques/palaces – larger more ornate
 - b. Tapestries/rugs from Persians – rare
 - 1. exquisite designs
 - 2. vivid colors
 - 3. skill
 - c. Fine bronzes/superb ceramics

B. The Full Flowering of Persian Literature

1. Persian caliphs, wives, concubines, advisors, bureaucrats
2. Persian language became synonymous with “high culture”
 - a. Language drafted by skilled cartographers
3. Epic Poem – Shan-Nama – 10th/11th centuries
 - a. History of Persia – battles, intrigues, love affairs
4. Other topics – love affairs, everyday life, striving to reach communion with divine
5. Blend of mystical and commonplace

C. Achievements in the Sciences

1. First, preserved and compiled learning of ancient civilizations
2. Math
 - a. Second, made major corrections to algebraic/geometric theories
 - b. Trigonometry – sine, cosine, tangent
3. Science
 - a. objective experiment
 - b. classification – animal, vegetable, mineral
 - c. weight of minerals
 - d. astronomical tables
4. Practical applications
 - a. best hospitals – required formal examinations
 - b. optics/bladder ailments
 - c. From China trade
 1. perfected – papermaking, silk-weaving, ceramic firing
 - d. best maps – cartography

D. Religious Trends

- a. Key Theme of Muslim world **** Social strife and political divisions vs. trading links and intellectual creativity
- b. Mysticism gave vibrancy vs. orthodox religious scholars (ulama)
- c. Orthodox Muslims
 1. Gained prominence after Crusades
 2. suspected Greek learning – questioning
 - a. threatened authority
 3. Qur’an – final, perfect, complete revelation
- d. Al-Ghazali tried to fuse Greek/Arab traditions
- e. Sufist movement
 1. Sufis – name from woolen robes
 - a. great healers
 - b. some led militant bands
 - c. some bodily denial
 - d. some used meditation, songs, drugs, dancing (dervishes)
 - e. helped expand religion
 2. Personal union with Allah
 3. Reaction to abstract/impersonal divinity
 4. World illusory

E. New Waves of Nomadic Invasions and the End of the Caliphate

- a. Abbasid domains divided as rival states grew
- b. Mongols under Chinggis Khan – 1220s
 1. Grandson – Hulegu continued
 2. Baghdad overthrown in 1258
 - a. Cairo and Istanbul would become dominant city
 3. Defeated by Mamluks – Turkish slaves

II. The Coming of Islam to South Asia

A. Introduction

1. Religion carried by invaders, traders, migrants
2. Hindus and Muslims came into contact/conflict
3. India pattern of nomadic invaders
 1. those who remained usually assimilated
 - a. Due to strength and flexibility of India’s civilizations
 - b. Offered higher level of material culture than they had before
 2. Muslims – first to bring in religion and not want to change/assimilate
4. Differences between Hindus and Muslims

1. Hinduism – open, tolerant, inclusive of various forms, idol worship, meditation
 2. Islam – doctrinaire, proselytizing, exclusive worship of single god
 3. Socially – Islam egalitarian vs. Hindu caste, compartmentalized, more rigid
 4. So...religiously more restrictive vs. socially more restrictive
 5. Interactions – violent > trade > religious interchange > wary peace
- B. Political Divisions and the First Muslim Invaders
1. First – 711 – Traders
 1. Arab seafarers
 2. Muhammad ibn Qasim – preemptive assault to punish attack on Arab trading
 3. Brought little change – embraced by some
 - a. Lower taxes
 - b. Greater religious toleration
 - c. Local officials get to retain titles, keep running things
 - d. Status of Brahman castes respected
 4. Arabs lived in cities/garrison towns – apart
 5. Same pattern as other parts – little attempt at first at conversion, few converted
- C. Indian Influences on Islamic Civilization
1. Indian learning
 - a. Hindu mathematics – algebra/geometry
 1. Use numerals of Hindu scholars
 2. This number critical to two scientific revolutions
 - b. Medicine to music
 1. Physicians brought to Baghdad
 2. Arabian Nights tales maybe based on Indian stories
 - c. Game of chess
 2. Indian dress, hairstyles, foods, rode on elephants
- D. From Booty to Empire: The Second Wave of Muslim Invasions
1. Little territory added in centuries following Muhammad ibn Qasim
 - a. But...Turkish slave dynasty? – 962
 - b. Mahmud of Ghazni – series of expeditions
 1. Drawn by wealth
 2. Zeal to spread Muslim faith
 3. Defeated princes
 - c. Muhammad of Ghur and Qutb-ud-din Aibak pushed territory further
 2. Capital becomes Delhi
 - a. 300-year Muslim dynasties – sultans of Delhi
 1. Fought Mongol/Turk invaders
 2. Fought internally
 3. Fought Hindu princes
- E. Patterns of Conversion
1. Interactions accommodating and peaceful
 - a. Few converts won forcibly***
 - b. Sufi mystics quite successful – similar to gurus – helped region
 1. Mosques/schools center of regional power
 2. Militias to help protect from bandits
 3. Cleared forests, helped with settlement
 4. Welcomed low caste/outcastes
 5. Charisma
 2. Most attractive to Islam?
 - a. Buddhists
 1. Buddhism being corrupted by rituals/didn't follow Buddha's teachings
 2. Muslims raided Buddhist temples
 3. Some Buddhists – orgies/magic experiments
 - b. Low-caste, untouchables, animistic tribal peoples
 1. Egalitarian
 2. Group conversions
 - c. Desire to escape head tax
 - d. Intermarriage
- F. Patterns of Accommodation
1. Hindu community not really concerned with Islam initially

- a. Believed religion would soon be absorbed
 - 2. Hindus worked as administrators
 - 3. Muslims separated from Hindus
 - a. Muslim communities
 - b. sexual relations restricted
 - 4. Some Muslims adopted Hindu ways
 - a. claimed divine descent
 - b. minted coins with Hindu images
 - c. socially divided Muslim communities along caste lines
 - d. adopted customs
 - 1. Indian foods
 - 2. dress
 - 3. Pan – limestone wrapped in betel leaves
 - 4. Women treated poorly
 - a. Married at early ages
 - b. sati performed by upper caste Muslims
- G. Islamic Challenge and Hindu Revival
- 1. Threatened by Islam
 - a. Actively proselytizing religion
 - b. Great appeal to large segments of the Indian population
 - 2. Hindu reaction – increasing popularity – extending methods of prayer/ritual
 - a. Place greater emphasis on devotion to gods/goddesses
 - b. bhaktic cults
 - 1. open to women/untouchables
 - 2. Mira Bai – writers of religious poetry
 - 3. saints from low-caste origins worshipped by all – brahmans down
 - a. Kabir – saint who played down difference
 - c. languages in vernacular
 - d. chants, dances, drugs – spiritual intoxication
 - 1. state of ecstasy > attachment to gods – earthly life irrelevant
- H. Stand-Off: The Muslim Presence in India at the End of the Sultanate Period
- 1. Brahmans took a more active role
 - a. Denounced Muslims as infidel destroyers of Hind temples
 - b. Denounced Muslims as polluted meat-eaters
 - 2. Muslims couldn't be flexible
 - a. Hinduism says some rituals optional – can't be true for Islam
 - 3. Hindus remained majority
 - a. Least converted/integrated of all the areas Muhammad's message reached ***

III. The Spread of Islam to Southeast Asia

A. Introduction

- 1. Island southeast Asia usually a middle ground for trade
 - a. Drop off Chinese products, Arab/Indian vessels pick up
 - b. Goods from Sumatra
 - 1. aromatic woods
 - 2. spices, cloves, mace
- 2. By 8th century – trade controlled by Muslims
 - a. Elements of religion filtered slowly
 - b. 13th century – Shrivijaya empire fell, Muslims had full control
 - 1. Incentive now for trading centers to adopt faith

B. Trading Contacts and Conversion

- 1. Peaceful/voluntary conversion more common than force
 - a. Merchants introduced rituals
 - 1. Stated most of known world already converted
 - b. Port centers convert first
 - 1. Malacca converted – moved inland
 - 2. Trading links critical
 - a. Enhance personal ties
 - b. Common basis in law
 - c. Eastern ports now culturally/economically linked

c. Bali – Hinduism – remained impervious to Islam

d. Mainland southeast Asia remained Buddhist

C. Sufi Mystics and the Nature of Southeast Asian Islam

1. Syncretism

2. Spread by Sufis – mysticism

a. Tolerated earlier animist, Hindu, Buddhist beliefs/rituals

b. Many beliefs would be seen contrary to origins

1. Women retained stronger position

2. Markets dominated by female buyers/sellers

3. Inheritance still matrilineal

4. Fused Javanese puppet shows

IV. Global Connections

A. Political friction irrelevant, still a central focus for many continents

1. Led to refinement of civilized life

2. Fine arts, sciences and literature

B. Conflicts left open fringes to European political expansion

C. Growing orthodoxy – growing less receptive to outside influences

1. Bad timing, Christian Europe entering stage of unprecedented curiosity, experimentation

African Civilizations and the Spread of Islam

I. Introduction

- A. Mansa Musa – crossed Sahara on hajj
 - 1. wealth symbolized potential of Africa
- B. Sub-Saharan never totally isolated
 - 1. But...for periods contact was difficult and intermittent
- C. Changes came from
 - 1. Arrival of Muhammad followers
 - a. Commercial and military attributes
 - b. changed by Islam, but retained individuality
 - c. African culture not united
 - d. provided major external contact between sub-Saharan Africa and world
- D. State building
 - 1. Mali, Songhay – created more from military power than ethnic/cultural unity
 - 2. Merchant city states on west/East coast
 - 3. Portuguese in 15th century brought Africans into world economy more
 - 4. Bantu migration continued
 - 5. Societies don't build so much on previous civilizations

II. African Societies: Diversities and Similarities

- A. Introduction
 - 1. Diverse – large centralized states to stateless societies
 - a. Differences in geography, language, religion, politics
 - 2. Universalistic faiths penetrated continent
 - b. but...universal states/religions don't characterize history
- B. Stateless societies
 - 1. organized around kinship and other forms of obligation
 - 2. council of families
 - a. or...secret societies of men/women
 - 3. little concentration of authority
 - a. government – not a full-time job
 - b. after internal dispute, you can always leave and form new village
 - 4. Unable to
 - a. mobilize for war
 - b. organize large building projects
 - c. create stable conditions for long distance trade
- C. Common Elements in African Societies
 - 1. Even though different, similarities existed
 - a. language – Bantu migration
 - b. thought
 - c. religion – animistic religion
 - 1. power of natural forces
 - 2. ritual and worship
 - 3. dancing, drumming, divination, and sacrifice
 - 4. witchcraft
 - 5. cosmology – how universe worked
 - 6. belief in creator deity
 - 7. saw selves as first settlers, land meant more than economic usefulness
 - 8. link of deceased ancestors
 - 2. Economies
 - a. North Africa – fully involved in Mediterranean trade – quite different than rest
 - b. Settled agriculture and skilled metalwork had spread
 - c. Market life key for men and women
 - d. Professional merchants controlled trade
 - 3. Population – least known – by 1500 – 30 to 60 million people
- D. Arrival of Islam
 - 1. Land conquered and reconquered by Phoenicians, Greeks, Romans, Vandals
 - a. Cyrene and Carthage became huge trading centers
 - 2. 640-700 CE – Muslim followers spread across Africa

- a. by 670, controlled Ifriqiya – Tunisia > Africa
 - 1. Arabs called northeast Africa > Ifriqiya and west – Maghrib
- b. When Abbasid dynasty united – many conversions
- 3. 11th century – Almoravids – ultra-conservative - reformers
 - a. launched jihad – holy war to purify, spread, protect faith
 - b. Almohadis – also reformers
 - 1. Return to original teachings of Muhammad
- 4. Why attractive?
 - a. Egalitarian teachings – all Muslims are equally
 - b. Reinforced African kings authority
 - c. Equal footing with Arab invaders
 - d. ...but
 - 1. Disparity between law and practice
- E. The Christian Kingdoms: Nubia and Ethiopia
 - 1. Islands of Christianity left behind
 - 2. Christian Egyptians – Copts
 - a. Traded with Byzantine Empire
 - b. Eventually split with empire – doctrinal and political issues
 - 1. What differences
 - c. Muslim invaders allowed them to keep religion – tolerance
 - 1. Met resistance in Kush/Nubia – couldn't push Islam further
 - 3. Axum > Ethiopia – most important African Christian outpost
 - a. Cut off, surrounded by pagans, influenced by Jewish/pagan immigrants
 - b. Dynasty appeared – build rock sculptures
 - c. Traced origins to marriage of Solomon and Sheba – Bible
 - d. Maintained its brand of Christianity – isolated
 - e. in 1542 Portuguese expedition pushed back Muslim invaders
 - 1. But...couldn't push Catholic faith, remained isolated

III. Kingdoms of the Grasslands

A. Introduction

- 1. Three coasts – Atlantic, Indian, savanna on edge of Sahara
- 2. Edge of desert
 - 1. Gold found
 - 2. Camels improved trade
 - a. Sahel – grassland belt – best place to live – centers of trade
 - 3. African states emerge as trade intermediaries
 - 4. Location makes them open to droughts and attack
 - 5. 10th century Ghana rose to power through taxing salt, gold exchange

B. Sudanic States

- 1. Patriarch or council of elders
 - a. Power over subordinate communities
 - 1. Collect taxes, tribute, military support
 - b. States emerge – Ghana, Mali, Songhay
- 2. Rulers separated from commoners through ritual – think “mandate of heaven”

C. The Empire of Mali and Sundiata, the “Lion Prince”

- 1. Mali – 13th century – Malinke broke away from Ghana
 - a. Rulers supported Islam – encouraged obedience to ruler
 - 1. built mosques
 - 2. attended public prayers
 - 3. supported preachers
 - b. juula – traders
 - c. Sundiata – Sunjata – brilliant leader
 - 1. Lion Prince – expanded Mali
 - 2. Originator of social arrangements – divided into clans – caste-like
 - a. 16 free to bear arms, 5 religious, 4 blacksmiths
 - 3. Created peace through loyalty, severely punished crimes
 - a. Security of traders key to survival
 - b. Ibn Batuta – Arab traveler – noted impressive security
 - d. Mansa Musa – 1324 trip to Mecca – awesome, impressive

1. passed out gold – devalued
 2. brought back Ishak al-Sahili architect – great Mosque of Jenne
- D. City Dwellers and Villagers
1. Cities flourished – Timbuktu and Jenne
 - a. Mosque, library, university
 - b. Book trade
 - c. Difficult life – soil sandy and shallow
 1. Clearing land done communally
 2. Polygamy for the purpose of having more labor
 - d. irrigation in Timbuktu
- E. The Songhay Kingdom – middle Niger Valley
1. “masters of the soil” and “masters of the waters”
 2. 1370, Songhay broke from Mali – gold trade
 3. Sunni Ali – ruthless, tactical commander
 - a. Expanded borders, created administration
 4. Mid-16th century Songhay dominated Sudan
 5. Familiar pattern – created unique brand of Islam
 - a. pagan/Muslim beliefs both believed
 1. fusion, priests still need to work with local spirits
 - b. local interpretation of Muslim law
 - c. woman mixed freely in public, no veil
 6. Downfall when Muslim army from Morocco came down > this led to revolts
 7. Muslim role in city
 - a. Came as merchants – joined communities
 - b. Though minorities, became elite
 1. Located throughout west Africa, but no Islamicized state
 - c. Inter-marriage took place
- F. Political and Social Life
1. Large states represented goals of elite family/group
 2. Islam served many groups
 - a. Common religion/law united
 - b. Trust to merchants
 - c. leaders took names emir/caliph to reinforce authority
 - d. as advisors/scribes – Muslims helped with administration
 - e. maintained theocracy – spiritual and political leader
 - f. with new states came increased social differences
 3. Adjustment
 - a. Women
 1. Many societies matrilineal
 - a. But...Sharia...Islamic law says it must be patrilineal
 - b. Many visitors shocked at African women’s equality
 2. Impact of slavery – 4.8 > 7 million traded
 - a. Always existed, Muslims brought it to new heights
 1. Muslims saw slavery as process in conversion
 - b. Used as servants, laborers, soldiers, administrators, eunuchs, concubines
 1. Led to desire to enslave women and children
 2. Children of slave mothers freed
 - a. Need for more slaves

IV. The Swahili Coast of East Africa

A. Introduction

 1. Indian Ocean coast – center for Islamic influence
 - a. string of Islamicized trading cities – why?
 1. universal set of ethics
 2. maritime contacts easier
 2. Compromise between indigenous ways and new faith

B. The Coastal Trading Port

 1. Founding – Bantu people from 1st century to 10th century
 - a. Even Indonesia and Malay in 2nd century- bananas/coconuts on Madagascar
 - b. Fishers, farmers made rough pottery & iron

2. 13th century – urbanized trading ports – at least 30 port towns
 - a. Shared Swahili language
 - b. Contained mosques, tombs, palaces cut of stone and coral
 - c. Exported ivory, gold, iron, slaves, exotic animals
 - d. Imported silks – Persia, porcelain – China
 - e. Sofala – beautiful coastal city, gold access, furthers south to catch monsoon
 1. Riding the monsoon season key to trading in Indian Ocean]
 - f. link to coastal commerce and caravan trade
 - g. Chinese sailing expeditions – 1417 > 1431 – big boats – National Geographic
- C. Mixture of Cultures – Islam fused with local religions – not entirely accepted
1. 13th century – great Islamic expansion
 - a. Trust and law to facilitate trade
 - b. Ruling families built mosques and palaces
 - c. Claimed to be descendants of Persian ruling families
 1. Gave rule legitimacy
 - d. Rulers and merchants Muslim, but others retained beliefs
 2. Swahili language – Bantu + Arabic words
 - a. Arabic script used
 3. Islam didn't penetrate internally
 - a. Class based
 4. Women – some still were matrilineal, some patrilineal
 5. 1500 Portuguese arrive
 - a. Wanted to control gold trade
 - b. Established Fort Jesus, but couldn't control trade

V. Peoples of the Forest and Plains

A. Introduction

1. Internally – following own trajectories independently
 - a. Some herding, some agricultural
 - b. Some small villages, some larger states
2. Most preliterate – knowledge, skills, traditions through oral methods
 - a. But...could still make strides in arts, building and statecraft

B. Artists and Kings: Yoruba and Benin

1. Nigeria, Nok
 - a. Terra cotta/bronze realistic/stylized art
 1. portrait heads of rulers
 - b. Long gap in history
2. Yoruba
 - a. Agricultural society led by ruling family/aristocracy
 - b. City Ile-Ife
 - c. Spoke non-Bantu language
 - d. Small city-states, regional kings
 - e. Urbanized nature similar to city-states of Italy/Germany
3. Benin – Edo peoples
 - a. Ivory/bronze art – sculptures
 1. Some even included Portuguese soldiers
 - b. Ruler in large royal compound

C. Central African Kingdoms

1. South of rain forest near Lake Victoria
2. State formation replaced kinship based societies
 - a. Rituals reinforced ruler's power
 - b. Luba peoples - believed leaders controlled fertility of humans/agriculture.

D. The Kingdom of Kongo and Mwene Mutapa

1. Kongo
 - a. Art – weaving, pottery, blacksmithing
 - b. Sharp division of labor
2. Farther east – Bantu confederation – built royal courts of stone
 - a. Zimbabwes – stone houses – Great Zimbabwe most famous
 1. Some even believed Phoenicians – prejudices
 - b. Mwene Mutapa

1. Controlled gold, glass beads, porcelain trade
2. Iron weapons

VI. Global Connections

- A. Reality – more written records in Sudanic states and Swahili coast – Islam
- B. Synthesis of African/Islamic values changed some Africans lives
- C. Portuguese arrived in 15th century
- D. Muslims and Portuguese intensified trade of ivory, slaves and gold
 1. Widened trade and global relations

Civilization in Eastern Europe: Byzantium and Orthodox Europe

I. Introduction

A. Two major civilizations

1. Byzantine – Orthodox Christianity
 - a. Maintained high level of political, economic, cultural life
 - b. Leaders saw selves as Roman Emperors
 - c. Empire lasted for 1000 years until Turkish invaders
 - d. Constantinople – most opulent, important city in Europe
 - e. Spread civilization to previously uncivilized areas
 - i. Russia, Balkans
 - ii. Russia inherits empire from Byzantine
2. West – Catholicism

B. Similarities

1. Both influenced by Islam
2. Both civilizations spread northward
3. Polytheism gave way to monotheism
 - a. Some syncretism – old religious beliefs maintained
4. Northern areas struggled for political definition
5. New trading activities – N. South
6. Looked back to Greco-Roman past – borrowed

C. Differences

1. Different, sometimes hostile versions of Christianity
2. Little mutual contact
 - a. Trade didn't go east/west
3. East more advanced politically, culturally, economically

II. The Byzantine Empire

A. Origins of the Empire

1. 4th century CE – eastern capital Constantinople - Constantine
 - a. elegant buildings
 - b. Christian churches
 - c. Greek becomes used language – Latin looked at as inferior
 - d. High levels of commerce
 - e. Recruited armies from barbarians
 - f. Emperor kept separate

B. Justinian's Achievements

1. 533 – a “moron” tried to reconquer western territory
2. Successes
 - a. Rebuilding Constantinople – architecture – Hagia Sophia
 - b. Codification of Roman Law
 - i. reduced confusion
 - ii. organized empire
 - iii. spread Roman legal principles
 - c. W/ general Belisarius – conquered N. Africa
3. Failures
 - a. Unable to take/hold Italian empire
 - b. Westward expansion weakened his empire
 1. Persian forces attacked from East
 2. New tax pressure

C. Arab Pressure and the Empire's Defenses

1. New focus after Justinian – defending boundaries
 - a. Withstood invasions of Arab Muslims in 7th century
 1. Greek fire devastated Arab ships
 2. Even though victory, but...
 1. constant threat on borders
 2. new economic burdens
 3. less power for farmers > greater power to aristocratic generals
2. Slavic kingdoms – Bulgaria – pushed on empire
 - a. Marriages and military success helped unite regions

- b. 1014 – Bulgaroktonos – defeated Bulgaria
 - 1. Became most powerful monarch on earth
 - 2. Capital city had awesome buildings, entertainment
- D. Byzantine Society and Politics
 - 1. Similar to early China
 - a. ordained by God – head of church and state
 - b. passed religious and secular laws
 - c. Elaborate court rituals
 - 1. Kept separate
 - 2. Immobilized rulers, prevented innovativeness
 - 2. ...but, women held imperial throne
 - a. Theodora – daughter of emperor, but refused to marry heir, sister did
 - 1. Forced to live in monastery
 - 2. Claimed control in 70
 - a. Checked power of unruly nobles
 - b. Limited bureaucratic corruption
 - c. Severely retaliated against political enemies
 - 3. Maintaining order
 - a. Bureaucrats
 - 1. Trained in Greek classics, philosophy and sciences
 - 2. Recruited from all social classes
 - b. Officials close to emperor – eunuchs
 - c. Provincial leaders appointed from center
 - d. Spies everywhere
 - e. Military organization
 - 1. Recruit and offer land
 - 2. Military leaders could gain regional power
 - f. Economically – hands on
 - 1. Controlled food prices/regulated trade
 - 2. Prices kept artificially low for urban rich
 - 3. Trade – silk production, luxury goods – only China’s could compete
 - a. But merchants didn’t gain a lot of prestige, power
 - 4. Cultural life
 - a. Relatively conservative – little innovation
 - b. Art and architecture
 - 1. adapted Roman domed buildings
 - 2. religious mosaics
 - 3. icon painting
 - a. blue and gold backgrounds + richly dressed figures
 - b. brilliance of heaven
 - c. led to iconoclast movement – should they be destroyed
- E. The Split Between East and West
 - 1. Different focus
 - a. East economic orientation, link to Asia more than Europe
 - 2. Disagreement
 - a. papal attempts to interfere over icons
 - b. Charlemagne claims to be Roman emperor
 - c. Rituals in Latin, not Greek
 - d. pope as first bishop
 - e. religious art
 - f. celibacy for priests
 - 3. 1054 Schism – split between Roman Church and Eastern Orthodox
- F. The Empire’s Decline
 - 1. Invasion – 11th century – Seljuk Turks
 - a. Cut off source of tax revenue
 - b. Cut off food supplying territory
 - 2. Creation of independent Slavic kingdoms
 - 3. During Crusades – Italian merchant cities – Venice – gained trading advantages
 - 4. 1453 – Turkish sultan brought army w/ artillery
 - 5. Importance

- a. Anchored vital corner of Mediterranean
- b. Key trading contacts
- c. Maintained classical learning
- d. Spread Christian learning

III. The Spread of Civilization in Eastern Europe

A. Introduction

- 1. Contacts with Russia due to missionary activity and trade routes
- 2. Regional kingdoms formed
- 3. Brought to an end by Mongol invasions
- 4. Missionaries
 - a. Cyril and Methodius – created written script for language
 - b. Slavic alphabet – Cyrillic
 - c. ***Difference – religion allowed to have vernacular/local languages – not Latin

B. The East Central Borderlands

- 1. Balkans – area of competition between east and western political models
- 2. Moderately active trade and industry
- 3. Influx of Jews
 - a. barred from agriculture
 - b. resented by Christian majority
 - c. forced to take commerce jobs
 - d. emphasis on education and literacy
 - e. able to govern selves
 - f. developed distinguished culture

C. The Emergence of Kievan Rus'

- 1. Byzantine influence formative period for Russian civilization, but nothing yet
- 2. Early culture in this region
 - a. Animist
 - b. Strong family tribes/villages
 - c. folk music, oral legend
 - d. Maintained animist religion – gods of sun, thunder, wind and fire
- 3. Scandinavian traders set up trade stop at Kiev
 - a. monarchy emerged
 - b. Rurik, Denmark native, became first monarch
 - c. Russia – Greek word for “red” – hair color of Norse traders
 - d. Vladimir I – 980-1015 – converted to Christianity, and on behalf of people
 - 1. Constantine/Theodosius all in one
 - 2. Forced conversions
 - 3. Chose Orthodox instead of Roman Catholicism
 - a. reject influence of pope
 - b. not accept a religion that forbade alcohol
 - c. splendor of Orthodox religious ceremonies
 - d.
 - 4. Became largest state in Europe – though decentralized
 - a. Created formal law codes

D. Institutions and Culture in Kievan Rus'

- 1. Kievan Rus could not replicate Byzantine
 - a. bureaucracy
 - b. elaborate educational system
- 2. Borrowed from Byzantine
 - a. devotion to power of God/saints
 - b. ceremonies and luxury
 - c. ornate churches
 - d. monogamy replaced polygamy
 - e. almsgiving – obligation to poor
 - f. Russian literature
 - i. mixture of religious and royal events
 - ii. tone of God being wrathful due to wickedness and then saving the day
 - g. art – icons, illuminated manuscripts
 - h. religious art rivaled by local music, street performers, theater

- i. social structure
 - i. fairly free farmers
 - ii. boyars – aristocrats – less political power
- E. Kievan Decline
 - 1. Rival princes set up regional governments
 - 2. Rapid decline of Byzantium
 - a. relied on prosperity/manufacturing of southern neighbor
 - 3. 1237-1241 Mongol Invasion
 - a. Tatars control – two centuries
 - 1. literature languished
 - 2. trade lapsed
 - 3. north-south commerce never returned
 - 4. left day to day control to locals
 - 4. When Constantinople falls in 1453, Russia claims throne of east European leadership
 - a. “third, new Rome”
- F. The End of an Era in Eastern Europe
 - 1. After Turks, Mongols – Eastern Europe fell on hard times
 - a. East and West on different trajectories
 - 1. Western Europe free from outside control
 - 2. West continued focus on political, economic, cultural advancement
 - 2. Christianity remained
 - 3. Church-state relations remained
 - 4. Pride in artistic culture remained

IV. Global Connections

- A. Byzantine Empire key – Constantinople key trading city
- B. Russia became dependent on Constantinople
- C. With coming of Mongols – led to unusual isolation

A New Civilization Emerges in Western Europe

I. Introduction

- A. Middle Ages – Medieval
 - 1. Gradual recovery from Rome's collapse
 - 2. Growing interaction with other societies
- B. Spread of religious beliefs
 - 1. Most polytheistic converted from Christianity
 - 2. Some continued to believe in magic/supernatural spirits
- C. Knowledge from trade/invasers
 - 1. Tools for new crops
 - 2. European paper factory
 - 3. Arabs – math, science, philosophy
- D. Took more from other nations than contributed – one-sided trade
- E. Two Images
 - 1. Prejudice toward Europe – big, smelly, hairy lugs
 - a. Newer to civilization
 - b. Economy less advanced
 - c. Manners less polished
 - 2. Flashes of brilliance
 - a. Thomas Aquinas – sum up knowledge of man, God, nature

II. Stages of Postclassical Development

- A. Rome's decline affected
 - 1. Italy fragmented
 - 2. commerce shrinking
 - 3. Spain in hands of Muslims
 - 4. Frequent invasions – Viking raids
 - 5. Weak rulers
 - 6. Subsistence agriculture
 - 7. Literacy restricted to hierarchy/monasteries
 - a. No additions, merely copied old manuscripts
 - b. Couldn't understand a lot of the philosophy they copied
- B. The Manorial System: Obligations and Allegiances
 - 1. Manorialism – economic/political relation between lord and peasants
 - 2. Serfs
 - a. lived on self-sufficient manors
 - b. received protection/justice from lords
 - i. Military force
 - c. gave part of goods/crops to lord
 - d. worked monthly on lord's land
 - e. some could escape
 - i. move to city/become wanderers
 - f. production low – limited equipment
 - i. Moldboard – curved metal
 - ii. Three-fold system – fallow
 - 3. Obligations
 - a. For labor and land received
 - i. ownership of houses
 - ii. pass property rights to children
- C. The Church: Political and Spiritual Power
 - 1. Only solid, stable organization in Western Europe
 - a. Copied structure of Roman Empire
 - 1. Pope – Rome – top authority
 - 2. Regional bishops
 - 3. Supervised local priests
 - 2. Role of pope
 - a. regulate doctrine
 - b. beat back heresies

- c. sponsored missionary activity
- 3. Conversions of leaders oftentimes to legitimate authority
- 4. Monasteries
 - a. prayer/religious discipline
 - b. developed monastic rules – Benedict of Nursia
 - c. Helped improve cultivation of land
 - d. Provided some education/promoted literacy
- D. Charlemagne and His Successors
 - 1. Northern France – Carolingians overtook Franks
 - a. Charles Martel – Battle of Tours 732 – pushed back Muslims/stopped Spain
 - b. Charles the Great – Charlemagne
 - 1. Substantial empire in France/Germany
 - 2. Restored church-based education
 - 3. Intellectual activity gradually restored
 - 4. Upon death, split empire among 3 grandsons
 - a. Successors useless
 - 2. Political history from here became regional monarchies
 - a. no single language
 - 1. Separate languages led to national identities - difference
 - b. cultural unity around Church
 - 3. Holy Roman Emperors for German/Italian section
 - a. Rule hollow, means little, regional lords still controlled
- E. New Economic and Urban Vigor
 - 1. New sources of strength
 - a. new agricultural techniques
 - 1. three-field
 - 2. moldboard plow
 - 3. horse collar – almost as cool as the world famous Chinese ox collar
 - b. dominance of lord/knights – horse collar and stirrups
 - c. Viking raids slowed down
 - 1. Christianized
 - 2. Regional government stronger
 - 2. All led to population growth
 - a. Led to new markets
 - b. Look to eastern lands not previously converted to agriculture
 - c. Loosen bonds of serfdom
 - d. trade with others led to new crops
 - 3. Growth of towns
 - a. Literacy spread
 - b. Professional entertainers – new songs, tricks – the lovely bear-baiting
 - c. Monastic schools/hospitals
 - d. Merchant activity/craft production
 - 4. Improved cultural life
 - a. Universities next to cathedrals
 - b. Taught philosophy and theology
- F. Feudal Monarchies and Political Advances
 - 1. Feudal relationships
 - a. Military elites
 - 1. Could afford horses/iron weaponry/training
 - b. Greater lords then controlled vassals and then they controlled lesser vassals
 - c. These feudal relationships could be expanded
 - d. Charlemagne took to next level, granted land for allegiance
 - 2. Bad - Inhibited strong central states
 - a. Good - Reduced regional warfare
 - 3. Kings used feudalism to build power – administration/bureaucracy would follow
 - a. France – 14th century – king had Church pay tax
 - 1. Previously Church was exempt from tax on property
 - 4. William the Conqueror – 1066- England had unique form of feudalism
 - a. great lords tied to king
 - b. Royal officials called Sheriff – think Robin Hood

c. Bureaucracy filled with urban business/professional people

G. Limited Government

1. Power of Church limited political claims
2. Aristocrats – powerful independent voice
 - a. Magna Carta – nobles forced King John in 1215 to sign rights
 - b. Led to creation of Parliament
 1. House of Lords - nobles
 2. House of Commons – wealthy businessmen
 3. Held power of taxation – could prevent/enable King warfare
3. Parliaments elsewhere represent Three Estates – church, nobles, urban leaders
4. Saw war as key to settling problems – Hundred Years War prime example

H. The West's Expansionist Impulse

1. Causes
 - a. Population growth
 - b. Missionary impulse
 - c. Righteous zeal provided by Christianity
2. Expulsion of Muslims in 1492
3. Germanic knights pushed east – Germany and Poland
4. Pushed to Greenland, Canada
5. Crusades
 - a. Pope Urban II – indulgences – fight for God, reclaim holy land
 1. forgiveness of sins
 2. ensured entry to heaven
 3. spoils from rich Arabs
 4. Thirst for excitement
 5. facilitate Christian pilgrim's visits
 6. Venice – save commercial rites
 7. attacking Jews
 - b. Opened to economic/cultural influence of Middle East

I. Religious Reform and Evolution

1. Church started to focus on landholdings/political interests
2. Reform Movements
 - a. Franciscans poverty/service
 - b. St. Clare of Assisi – represented new spirit of purity/dedication
 - c. Pope Gregory VII
 1. insisted on holy character of priesthood
 2. priests stay unmarried
 3. free Church from state control
 - a. Avoid investiture – state appointment of bishops
 4. Church wanted to control/judge heresies

J. High Middle Ages

1. High mark 12th and 13th centuries
2. Dominance of Christianity vs. vitality/diversity of university life
3. Agricultural existence vs. growing cities/merchants

III. Western Culture in the Postclassical Era

A. Theology: Assimilating Faith and Reason

1. Dark Ages – knowledge was gathering quotes, little creativity
2. 1000 forward – attempt to prove God's existence
3. Also...attempt to prove errors of church leaders
 - a. Peter Abelard – defiant attitude – logical contradictions of faith
 1. Bernard of Clairvaux – monk – faith alone is enough
 2. Relied heavily on faith of Bible, like Muslims and Qur'an

B. New Universities

1. Intellectual vitality – university education led to higher jobs
 - a. Unlike China, success not tied into bureaucratic system directly
2. Students actually paid teachers directly sometimes

C. Thomas Aquinas

1. Faith came first
2. Through reason, humans could find order

3. His Summas used logic to eliminate objections
 - a. Scholasticism – logic to absurd degrees – can you prove anything logically?
 1. Consider Zeno’s paradox – nothing new
- D. Emphasis on previous learning, but some exceptions
 1. Roger Bacon – optics – added to Muslim learning
 - a. Eyeglasses
- E. Popular Religion
 1. Little known of how people actually practiced
 2. Religious devotion expanded
 - a. City religious groups formed
 - b. Veneration of Mary – merciful side of Christianity
 - c. worship of saints
 3. But...continued to believe in magical rituals
 - a. Pagan festivals
 - b. Even...dancing and merriment
- F. Religious Themes in Art and Literature
 1. Christian art reflected popular outlook and formal religious theology
 - a. Goal – serve the glory of God
 - b. Depicted saints
 - c. Used stylized figures
 - d. Medieval life as backdrops
 - e. Stained glass designs for churches
 2. Gothic Architecture
 - a. Combined Muslim design and Western engineering
 - b. Gothic
 1. Soaring spires
 2. Tall arched windows – cast to heavens
 - c. Proved
 1. Growing technical skill
 2. Ability to tax, central gov’t
 - 3 Patient labor
 3. Medieval Literature
 - a. Mostly Latin, but vernacular writing emerged
 1. Similar to India – Sanskrit, but the people read Hindi
 - b. Oral sagas, adventure stories
 - c. Showed conflict
 1. Christian values vs. richness/coarseness of life
 - d. Love became first new value pursued
 - e. Chaucer’s *Canterbury Tales* – has naughty stories that poke fun at institutions

IV. Changing Economic and Social Forms in the Postclassical Centuries

- A. West became a commercial zone
 1. Italian merchants actively sought cloth from North
 2. Northern cities became centers for Western exchange/markets for exotic products
- B. New Strains in Rural Life
 1. Most nobles disapproved of commerce/some embraced
 2. Lord want better conditions, tax higher
 - a. Some serfs can get paid
 - b. Led to conflicts – peasant uprisings
 1. Frustration over gap between lord and peasant
- C. Growth of Trade and Banking
 1. Urban growth
 - a. specialized manufacturing
 - b. increased commercial activities
 - c. greater trade
 - d. banking introduced
 2. Rising trade
 - a. Wanted luxury goods
 - b. Wanted spices – flavor, preservation, medicinal value
 - c. Timber/grain from N. Europe to mfg goods from S. Europe

- e. Hanseatic League – Scandinavian cities
 - 3. Jewish businessmen became money lenders
 - 4. Trade, bankers, merchants all pushed for capitalism
 - a. Jacques Coeur – famed merchant – made a ton, lost a ton
 - 5. Merchants
 - a. Not as wealthy/adventurous as Muslims
 - b. But...because of weak govts they had more power
 - 1. Developed rather independently from gov't
 - 6. Guilds – relatively independent from state – like labor unions today
 - a. limit membership
 - b. control apprenticeships
 - c. discouraged new methods of mfg – goal security not innovation
 - d. guaranteed quality
 - e. members had status in local affairs
 - f. statutes/rules enforced by municipal gov'ts
 - 7. Clock making – technology, schedule of church services
 - 8. Most people peasants though, some moved to city – year and a day rule
 - 9. Economic values – still what's best for group
- D. Limited Sphere for Women
- 1. Christian religion
 - a. Equality of souls
 - b. Women's monastic groups – convents
 - c. Veneration of Mary, religious saints
 - d. But...Eve as cause of original sin
 - 2. Compared to Islam
 - a. less confined to household
 - b. less segregated in church services – but couldn't lead
 - 3. Urban women had role in commerce
 - a. Could operate/run guilds
 - 4. Literature stressed women as docile/supportive/chivalry

V. Decline of the Medieval Synthesis

- A. End of Medieval Era
- 1. Monarchies consolidated holdings – combined
 - 2. Hundred Years' War
 - a. Futility of military methods
 - 1. Paid armies better than knights
 - 2. Ordinary archers better/cheaper
 - 3. Castles ridiculous to gunpowder
 - b. Futility of feudalism
 - 3. Sources of vitality ending
 - 1. Agriculture can't keep up with population growth
 - a. lands used up
 - b. no new technology
 - c. led to several famines
 - 2. Series of devastating plagues
 - a. Black Death
 - 3. Social disputes – peasant uprisings
 - 4. But...manufacturing and mining increases
- B. Signs of Strain
- 1. Land owning aristocracy fading
 - a. But still keeping ceremony and chivalry – looks silly though
 - 2. Church losing power
 - a. Church focused on political involvement/loses spiritual side
 - b. Gov'ts gain power, start taxing Church
 - 3. Breakdown of intellectual/artistic synthesis
 - a. Now when people speak, it could be called heresy
 - b. Art now focuses on human figures, less spiritual
- C. The Postclassical West and Its Heritage
- 1. Improvements after 900

- a. population
 - b. trade
 - c. cities
 - d. intellectual activity
 - e. universities
 - f. Gothic art
 - g. government based on feudal/Church relations
2. Imitation of surrounding regions – especially Islam
 3. Divided rule resembled feudal Japan and feudal Africa

VI. Global Connections

- A. Early part – danger of invasions – Vikings
- B. Fear of Islam, threat – considered dangerously false religion
- C. Problem...much to be learned from this “threat”
- D. Europe tried to benefit from this knowledge exchange, while reducing threat

The Americas on the Eve of Invasion

I. Introduction

- A. By 1500, Americas densely populated by Indians – misnomer – Columbus/Indies
 - 1. Term has meaning only when used to apply to non-Indians
- B. Mesoamerica and Andean heartland
 - 1. Imperial states in place when Europe arrives
 - 2. Few areas influenced by two main centers
 - 3. Areas that developed independently

II. Postclassic Mesoamerica

A. Introduction

- 1. Toltecs/Aztecs replace Mayas of 8th century CE
 - a. By 15th century Aztecs created extensive empire – war, religion, agrarian
- 2. Downfall of Mayans – Teotihuacan
 - a. Nomads from North come down
 - b. Toltec Culture – 968 established capital Tula
 - 1. Sedentary/agrarian peoples with militaristic ethic
 - 2. Cult of sacrifice/war
 - 3. Aztecs saw Toltecs as givers of civilization

B. The Toltec Heritage

- 1. Leader Topiltzin followed Quetzalcoatl – feathered serpent
- 2. Empire spread over much of central Mexico
- 3. 1000 Conquered Chichen Itza – Mayans under control of Toltecs
- 4. Toltec influence northward
 - a. Trade turquoise with American Southwest
 - b. How far – to Mississippi/Ohio – debatable evidence
 - 1. Stepped temples – Monk's Mound
 - 2. Ritual sacrifice
 - 3. pottery
 - 4. Social stratification
 - 5. Large city – Cahokia could handle 30,000 people

C. The Aztec Rise to Power – eagle with serpent on cactus

- 1. Geography – aquatic environment – chinampas
 - a. Aztecs/Mexicans won control of lake
 - b. Nomadic tribes or agricultural culture
- 2. Political structure – centralized city with tributary city-states
- 3. Military – tough warriors/fanatic followers of religion
- 4. 1428 emerged as independent power

D. The Aztec Social Contract

- 1. Subject peoples
 - a. Pay tribute, surrender lands, military service
 - b. King civil power/god on earth
- 2. Stratified society
 - a. Histories rewritten
- 3. Human sacrifice – cult of military class supplying war captives as sacrifices

E. Religion and the Ideology of Conquest

- 1. Incorporated features from past Mesoamerican religions
 - a. Little distinction between world of gods and natural world
 - b. Deities – fire, rain, water, corn, sky, sun – pantheon
 - 1. Gods of fertility/agriculture
 - 2. Creator deities
 - 3. Warfare and sacrifice
 - c. Female form for all gods
- 2. Yearly festivals/ceremonies
 - a. Expansive calendar
- 3. Sacrifice - to energize the sun god – needed nourishment of human blood
 - a. Types and frequency/degree changed with Aztecs – borrowed from Toltec
 - b. religious conviction vs. political control
- 4. Religious questions – afterlife, good life, do gods exist

- 5. Art has flowers/birds/song and blood
- F. Tenochtitlan: The Foundation of Heaven
 - 1. Metropolis – central zone of palaces/whitewashed temples
 - 2. Adobe brick residential districts
 - 3. Larger houses for nobility
 - 4. Zoos, gardens for king
 - 5. Geographically connected to island by four causeways
 - 6. Calpulli ruled neighborhoods
- G. Feeding the People: The Economy of the Empire
 - 1. Mass population needed to be fed
 - a. Tribute
 - b. Irrigated agriculture – chinampas – floating islands
 - 1. 20,000 acres
 - 2. High crop yields – 4 times a year – corn/maize
 - 2. Trade
 - a. Regular intervals to market
 - b. Barter or cacao beans/gold for currency
 - c. Pochteca – long distance trade
 - 3. State controlled distribution of tribute
 - a. Primarily redistributed to nobility

III. Aztec Society in Transition

- A. Widening Social Gulf
 - 1. Life based on calpulli (neighborhood) groups
 - a. Governed by council of family heads
 - 2. Nobility came from heads of calpullis
 - 3. Military leaders based on success in taking captives
 - a. Ritual warfare – uniforms
 - 4. As society grew, widening social disparity – no longer egalitarian
(hmmm...where have I seen this pattern before?)
 - a. Scribes, artisans, healers between peasants and nobility
 - 5. But...competition not between social classes, but between corporate groups
- B. Overcoming Technological Constraints
 - 1. Role of women – relatively equal, but subordinate to men
 - a. Peasant women – fields, child-rearing
 - b. Revered as weavers
 - c. Polygamy among nobility, monogamy among poor
 - d. Could inherit property
 - 2. Limits of technology
 - a. Women – six hours a day grinding corn/maize
 - 1. Couldn't be freed from 30-40 hours of preparing food
 - 3. Controlled vast number of people amazingly – 1.5 million to 25 million
- C. A Tribute Empire
 - 1. Most power in hands of Aztec ruler and chief advisor
 - a. “elected” from best siblings of royal family
 - 2. As time passed, ritual sacrifice/military dominated all elements of life
 - 3. City-states – as long as they made tribute – they could have autonomy
 - 4. Weaknesses
 - a. Rise of nobles altered dynamics
 - b. Society based on system of terror
 - 5. By 1500, Aztec society was in the down, military period – height far earlier

IV. Tawantinsuyu: World of the Incas

- A. Inca Empire – Tawantinsuyu – highly centralized
 - 1. Integrated various ethnic groups
 - 2. Irrigated agriculture
 - 3. Incorporated elements of previous civilizations – agriculture/religion/metallurgy
 - 4. Introduction
 - a. Genius for state organization/bureaucratic control
 - b. When central authority broke down, regional leaders took over

- i. war between rival chiefdoms
- B. The Inca Rise to Power
 - 1. Inca “ruler” – military alliances and campaigns to take over
 - 2. Subsequent rulers with names you’ll never remember expanded and consolidated land
 - a. Between 9 and 13 million people under rule
- C. Conquest and Religion
 - 1. Reason for conquest
 - a. economic gain
 - b. political power
 - 2. religion – cult of ancestors
 - a. deceased rulers mummified
 - 3. split inheritance
 - a. leader’s power goes to successor
 - b. leader’s property goes to male family
 - 4. political and social life related to religion
 - a. holy shrines – stones, mountains, rivers, caves, tombs – huacas
 - 1. Prayers/human sacrifices
 - b. Temple of the Sun – center of state religion
- D. The Techniques of Inca Imperial Rule
 - 1. Leader/inca considered a god
 - 2. Court also temple
 - 3. Four provinces ruled by governor, power then divided further
 - a. Local rulers could remain autonomous if they were loyal
 - 4. All nobles played role in state bureaucracy
 - a. Nobles gained privileges, had a lot to lose
 - b. Could wear large ear spools – orejones – gee thanks
 - 5. Spread language – unified
 - 6. System of roads with way stations – tambos – one day apart
 - 7. For labor, people benefited from large, expensive work projects – only central gov’t can provide
 - a. State-sponsored irrigation made cultivation possible
 - 8. Instead of tribute, they wanted labor
 - 9. Relation between men and women
 - a. Needed to stay close
 - b. Women link to the moon
 - 10. Downfall
 - a. Marriage alliances created rivals for the throne – ahhh...that whole succession problem rears its ugly head
- E. Inca Cultural Achievements
 - 1. Art – built on styles of predecessor peoples
 - a. Metallurgy – gold/silver/bronze, copper
 - b. Pottery/cloth
 - 2. But...No system of writing...No wheel
 - 2. Math
 - a. Knotted strings quipo to count
 - 3. Infrastructure – greatest achievement
 - a. land/water management
 - b. extensive road systems
 - c. Architecture and public buildings
 - d. Terraced farming on steep slopes
- F. Comparing Incas and Aztecs aka “if you forget everything else, remember this”
 - 1. But first, before we get started...look at the words used in this section
 - a. No really...look at the words used
 - b. They start with words like “although”, or “both”
 - c. It’s just beautiful how the reader can make connections
 - 2. In fact, my eyes are filling a little misty
 - a. This is one of the best Comparative Analysis Essays I’ve ever seen in your Stearns book, and after 14 chapters of taking notes, I’m starting to
 - i. feel like Stearns is like a brother, an older brother, but a brother
 - ii. but...I digress...let’s get back to it
 - 3. Similarities

- a. Represented military and imperial organization success
 - b. Controlled circulation of goods
 - c. Agricultural based with a food surplus
 - d. Nobles became more important than local leaders
 - e. Allowed for diversity as long as authority
 - f. Empires acquired by conquest of sedentary peoples
 - g. Belief systems, cosmology similar roots
 - h. Both couldn't survive shock of conquest
 - i. Your book says they do survive the conquest, but I beg to differ, they were split up into small little regions
 - ii. But, I will accept that they carried on the culture
4. However "We cannot overlook the great DIFFERENCES"
- a. Aztecs have better trade and markets
 - b. First, they're quite similar, variations of same system
 - c. Metallurgy, writing systems, hierarchy

V. Other Indians

- A. How to differentiate – based on degree of social order/material culture/political structure
 - 1. Diversity based on geographical factors
 - 2. Not all agriculture based
- B. How many Indians?
 - 1. If you guessed 14,375,421, you were wrong
 - 2. Between 8.4 million and 112 million
 - i. Numbers changed due to
 - a. Understanding of impact of disease
 - b. archaeological studies
 - c. improved estimates of agricultural techniques
 - 3. Europe about the same size as the Americas – population wise
- C. Differing Cultural Patterns
 - 1. Basically...it's hard to say there is just one type of "Indian"
 - i. Some hunted, some gathered, some farmed, some did a mixture
 - ii. Some had huge class divisions, some were more egalitarian
 - iii. Most lived in small kin-ship based groups
 - 2. North America extremely diverse
 - i. Some lived in cliffs, towns or teepees
 - ii. Agricultural unless farming too tough, then hunter gatherers
 - 3. Similar to Europe/Asia
 - i. Kin based societies
 - ii. Communal owning of property
 - iii. Women subordinate, but some had high positions
 - 4. Part of ecological system, not controlling it "You think you own whatever land you land on...earth is just a dead thing you can claim, but I know..."
- D. American Indian Diversity in World Context
 - 1. Paradox – wealthy/accomplished civilizations, but "primitive" to Europe
 - 2. But...how much is the difference based on lack of...
 - i. wheel
 - ii. large pack animals
 - iii. metal tools
 - iv. written language
 - 3. They developed, just differently
- E. Global Connections
 - 1. Isolation prevented diffusion of ideas – it's not bad, just the reality
 - 2. Lacks world religions, large domesticated animals (yes...they had guinea pigs)
 - 3. Not immune to diseases
 - 4. Lacked ironworking

Reunification and Renaissance: The Era of the Tang and Song Dynasties

I. Introduction

- A. Vital consolidation – changes less fundamental than elsewhere
- B. Though isolated, created “orbit of influence”
- C. After Han – nomadic invasions
 - 1. Regional kingdoms
 - 2. Landed families with aristocratic backgrounds dominated rulers
 - 3. Decline
 - a. Foreign religion – Buddhism
 - b. non-Chinese nomads ruled
 - c. Great Wall divided between kingdoms
 - d. trade/city life declined
 - e. technology stagnated
 - f. thought looked for magical cures/immortality
- D. Rapid return to height under Tang because of
 - 1. Preservation of Confucian institutions

II. Rebuilding the Imperial Edifice in the Sui-Tang Eras

A. Introduction

- 1. Summary
 - a. Sui recentralized control
 - b. Under Tang – bureaucracy restored, improved, expanded
 - c. Confucian revival
- 2. Sui Dynasty – 580 – return to strong dynastic control
 - a. Wendi – northern elite family
 - b. Secured power through
 - 1. marriage
 - 2. support of neighboring nomadic leaders
 - a. Reconfirmed titles
 - b. Showed no preference for scholar gentry
 - c. Won support
 - 1. lowering taxes
 - 2. creation of food granaries

B. Sui Excesses and Collapse

- 1. Son Yangdi
 - a. murdered father
 - b. extended father’s conquests
 - c. drove back nomads
 - d. established milder legal code
 - e. restore examination system
- 2. Downfall
 - a. Programs hurt aristocratic families and nomadic leaders
 - b. Built palaces
 - c. Build canal links
 - d. extensive game park – imported trees
 - e. failed in attempt to take Korea

C. The Emergence of the Tang and the Restoration of the Empire

- 1. Li Yuan – Duke of Tang took over
 - a. Former nomadic leaders forced to submit
 - b. Created frontier armies
 - 1. Sons of tribal leaders sent to capital as hostages – eventually assimilated
 - c. Korea overrun by Chinese armies
 - 1. Kingdom of Silla created as tributary state

D. Rebuilding the Bureaucracy

- 1. To survive, must rebuild and expand imperial bureaucracy
 - a. need for loyal/well-educated officials
 - b. offset power of aristocracy
 - c. power to ruling families + bureaucrats
 - d. created ministries

1. secretariat – drafted decrees
 2. secretariat monitored officials
 3. executive ran ministries – day to day life
- E. Growing Importance of the Examination System
1. Numbers of bureaucrats grew far past Han
 2. Ministry of Rites – several kinds of examinations
 3. Honor to those who passed
 - a. Jinshi title
 - b. transformed into dignitaries
 - c. special social status
 1. certain clothing
 2. exempt from corporal punishment
 3. access to material comfort/pleasures
 4. Birth and family connections could still help you get into universities, assist
 - a. Bureaucracy still overwhelmingly run by established families
 5. Merit and ambition important, but birth and family influence count for more
- F. State and Religion the Tang-Song Era
1. State support of Confucian ideas
 - a. Threatened Buddhist monastic orders
 - b. Threatened old aristocratic families
 2. Previous nomadic rulers – mostly Buddhist
 - a. Masses believed in Mahayana Buddhism – salvation
 - b. Chan/Zen Buddhism for elite
 1. Stress on meditation
 2. appreciation of natural/artistic beauty
 3. Empress Wu – 690-705
 - a. Tried to make Buddhism state religion
 - b. Commissioned Buddhist painting/sculpture
 - c. Statues of Buddha carved
 - d. Large pagodas built
 - e. 50,000 monasteries
 4. Reached Height in beginning of Tang empire
- G. The Anti-Buddhist Backlash
1. Daoists competed by stressing their own magical/predictive powers
 2. Economic challenge of Buddhists
 1. not taxed
 2. denied labor pool – can't tax/conscript peasants on monasteries
 3. Emperor Wuzong
 1. Thousands of shrines destroyed
 2. monks/nuns forced to abandon monastic life
 3. Lands divided among taxpaying landlords/peasants
 4. But...Buddhism already left mark in law, arts, language, heaven, charity

III. Tang Decline and the Rise of the Song

A. Fall of Tang

1. Empress Wei attempts to take throne for son by poison
2. Another prince Xuanzong takes over
 - a. Initially wanted political/economic reforms
 - b. Eventually devoted self to arts, pleasures music
 - c. Relation with Yang Guifei – woman from harem of another prince
 1. Famous, ill-fated romance
 2. Focus on Yang Guifei
 - a. Power to her family – angered others
 - b. neglected economy
 - c. military weakness
3. Military leaders push for revolt
 - a. Revolt put down, but emperor has to kill Yang Guifei
 - b. Had to make alliances with nomadic leaders/regional kings
 - c. Regional lords develop independent armies
 1. Leads to period of revolts

- B. The Founding of the Song Dynasty
 - 1. Just when it seemed like provincial leaders and nomads would again rule...
 - 2. Zhao Kuangyin – fearless warrior
 - a. Can't overcome Liao dynasty
 - b. Precedent set - *** Song dynasty always plagued by pressure from north
 - 1. Had to pay heavy tribute to north
 - 2. North militarily dominant
 - c. Song empire culturally superior
- C. Song Politics: Settling for Partial Restoration
 - 1. Desire to not have same problems as under Tang
 - a. Military subordinated to civilian bureaucrats
 - 1. Different than Rome/West where military leaders dominate
 - b. Civil officials only allowed to be governors
 - c. military commanders rotated
 - d. promoted interests of Confucian scholar-gentry
 - 1. Officials' salaries increased
 - 2. Civil service exams routinized – every three years at three levels
 - e. Led to too many officials, but...bureaucracy saved
- D. The Revival of Confucian Thought
 - 1. Revival of Confucian ideas
 - a. Recover long-abandoned texts (like Renaissance in Europe)
 - b. decipher ancient inscriptions
 - 2. Neo-Confucians
 - a. Personal morality highest goal
 - b. Virtue attained through book learning...and...
 - c. Personal observation...and...
 - d. Contact with wise people
 - e. Hostile to foreign philosophies – aka Buddhism
 - f. Focus on tradition
 - 3. Eventually stifled thought of elite
 - 4. Reinforced class, age, gender distinctions
 - a. If men/women keep to place, you can achieve social harmony
- E. Roots of Decline: Attempts at Reform
 - 1. Problems
 - a. Weakness in phase of Khitan from north, encouraged other nomads
 - b. Tribute paid to north weakening economy
 - c. Cost of army – 1 million – too expensive
 - d. Focus on civilian leaders, meant weak leaders often led armies
 - e. Money not spent on fortifications, but on scholarly pursuits/entertainment
 - 6. Wang Anshi – attempts to reform
 - a. Legalist perspective
 - b. Cheap loans
 - c. Irrigation projects
 - d. Taxed landlord/scholarly class
 - e. Established trained mercenary force
 - f. Tried to reorganize university education
- F. Reaction and Disaster: The Flight to the South
 - 1. Song dynasty survived invasion of Jurchens by moving South
 - 2. Southern Song dynasty not powerful, but...
 - a. Lasted 150 years
 - b. One of the most glorious periods of Chinese history – their Golden Age

IV. Tang and Song Prosperity: The Basis of a Golden Age

- A. Grand Canal
 - 1. Movement of people and goods
 - 2. Population switch made it necessary to improve communications north-south
 - a. South producing more food – has larger population
 - 3. Million forced laborers
- B. A New Phase of Commercial Expansion – how does the economy get better
 - 1. Silk Road expanded and protected

- a. Horses, Persian rugs, tapestries imported
 - b. silk textiles, porcelain, paper exported
 - 2. Junks – as strong quality wise as dhows of the Arabs
 - a. watertight bulkheads
 - b. sternpost rudders
 - c. oars, sails, compasses, bamboo fenders
 - d. gunpowder rockets
 - 3. Governments supervised hours/marketing methods at trade centers
 - 4. Merchants banded together in guilds
 - 5. Expanded credit
 - 6. Deposit shops found throughout empire
 - 7. paper money – credit vouchers – flying money
 - a. Reduced danger of robbery
- C. World's Most Splendid Cities
 - 1. Surge in Urban Growth
 - 2. Imperial City – Changan
 - a. Palace/audience halls restricted
 - b. Elaborate gardens, hunting park
 - 3. Hangzhou – “most noble city” “best in the world” – Marco Polo
 - a. Great marketplaces
 - b. entertainment
 - 1. boating
 - 2. singing girls
 - 3. bath houses
 - 4. restaurants
 - 5. acrobats
 - 6. tea houses,
 - 7. opera performances
- D. Expanding Agrarian Production and Life in the Country
 - 1. Agricultural improvements
 - a. Encouraged peasant migrations
 - b. supported military garrisons in rural areas
 - c. state-regulated irrigation/canals
 - d. new seeds – Champa rice from Vietnam
 - e. great poo – human, animal, fertilizer manure
 - f. inventions – wheelbarrow
 - g. break up land of aristocracy
 - 1. Takes power from aristocrats
 - 2. Promoted position of ordinary citizen
 - 2. Architecture
 - a. Curved roofs meant status
 - b. Yellow/green tiles
- E. Family and Society in the Tang-Song Era
 - 1. Women
 - a. Showed signs of improving, but then deteriorated
 - 1. Marriages among same age women/men
 - 2. Importance of marriage alliances helped with dowrys
 - 3. Upper classes – women could yield considerable power initially
 - a. Range of activities – even polo
 - b. Divorce by mutual consent
 - c. More defense against husband's negative behavior than in India
 - d. Wealthy women even took lovers in Hangzhou
- F. Neo-Confucian Assertion of Male Dominance
 - 1. Women, but with the Neo-Confucianists, women put back in their place
 - a. Primary role – bearer of sons – patrilineal line
 - b. Advocated confining women – fidelity, chastity, virginity
 - c. Excluded from education for civil service
 - d. Footbinding – equal to veil/seclusion in Islam
 - 1. Preference for small feet – feminine
 - 2. Limited mobility – crippling

3. Can't be initially accepted by the poor – still need the labor
4. Eventually, because marriage goal, mothers had to bind daughter's feet
2. Men permitted to have premarital sex, concubines, remarry after death
 - a. Laws favored men for inheritance
- G. Glorious Age: Invention and Artistic Creativity
 1. Inventions
 - a. New agricultural tools
 - b. Banks and paper money
 - c. Engineering feats – Grand Canal, dikes, dams
 1. Bridges – arches, segmented, suspension, trussed – forms used today
 - d. Explosive powder
 1. Grenades, flamethrowers, poisonous gases, rocket launchers
 2. Checked nomadic invasions
 - e. Domestically
 1. dinking tea, chairs, coal for fule, kite
 - f. Key inventions for future civilizations
 1. abacus, compass, printing – movable type
- H. Scholarly Refinement and Artistic Accomplishment
 1. Painted landscapes
 2. Artists generalists, not specialists – you would be the poet, musician, and painter
 3. Confucian influence vs. Buddhist
 1. Landscapes, everyday life replace devotional objects
 4. Paintings
 1. Symbolic – philosophical or taught lessons
 - a. Crane – pine tree – longevity
 - b. Bamboo – scholarly class
 2. Abstract – subtlety and suggestion
- I. Global Connections
 1. By moving south, Song could withstand nomadic invaders
 2. More market oriented
 1. Technological improvements taken from surrounding areas
 2. Production of luxury goods desired by wealthy class around the world
 3. Chinese inventions utilized by rest of the world
 4. Until 18th century – political and economic resources unmatched by other civilizations

The Spread of Chinese Civilization: Japan, Korea, and Vietnam

I. Introduction

- A. Neighbors of China borrow from Chinese achievements
 - 1. Influenced North/West nomadic neighbors
 - 2. Also influenced agrarian Japan, Korea, Vietnam
 - 3. Buddhism played key role in transmission
 - a. Indian ideas filtered through Chinese society/culture

II. Japan: The Imperial Age

A. Introduction

- 1. Overview
 - a. 7th and 8th century attempt to borrow from China
 - 1. army, bureaucracy, etiquette, art
 - b. But...emperor's sheltered
 - 1. provincial leaders/warlords took over
 - c. Plunged into civil wars from 12th to 17th century
- 2. Taika Reforms – copying Chinese administration
 - a. Chinese characters/language adoption
 - b. wrote history in dynastic terms
 - c. court etiquette
 - d. struggled to master Confucian ways
 - e. worshipped Chinese style temples
 - f. admired Buddhist art
 - g. Buddhism blended with kami – Shinto

B. Crisis at Nara and the Shift to Heian (Kytoto)

- 1. Army/bureaucratic ideas stopped by aristocratic families/Buddhist monks
- 2. Emperor can't control Buddhist monks – influenced government
 - a. Moves to Heian – monks just make monasteries in nearby hills
 - b. Power given to aristocratic families
 - c. Rank determined by birth, not merit
 - d. Local leaders organized local militias

C. Ultracivilized: Court Life in the Heian Era

- 1. Hyper structured rules of court
 - a. Polite behavior always
 - b. Every action known by everyone – put up a façade always
 - c. Complex gardens/palaces
- 2. Literature
 - a. Writing verse prioritized
 - b. First novel – prose – Lady Murasaki's The Tale of Genji
 - 1. criticizes those who pursue aesthetic enjoyment
 - 2. Shows how poised/cultured nobility must act
- 3. Females played unusually creative roll – avoided full Chinese influence

D. The Decline of Imperial Power

- 1. 9th century – Fujiwara clan influences emperor greatly
 - a. Stacked courts
 - b. Married into family
 - c. Built up large estates
- 2. Monks equally build up power and domains

E. The Rise of the Provincial Warrior Elites

- 1. Large landed estates come from
 - a. aristocratic families
 - b. Built up power – landowners, estate managers, local officials
- 2. Mini-kingdoms – like fiefdoms/manors in Europe
 - a. small fortresses
 - b. constant threat from neighboring lords
 - c. self-sufficient – granaries, blacksmith, wells
- 3. Warrior leaders – bushi
 - a. administered law, public works, collected revenue
 - b. maintained armies

4. Samurai armies – loyal to lords
 - a. called in to protect emperor
 - b. age of danger/bandits – samurai as bodyguards
 - c. warrior class
 - d. constantly trained in hunting, riding, archery
 - e. used longbow and steel swords
 - f. warrior code – bushido
 1. courage
 2. seppuku – hari-kari if you dishonor family
 3. prearranged battle locations, proclaimed ancestry, few fatalities
5. Peasants become serfs – bound to land
 - a. can't carry swords, dress like samurai
 - b. turned to Buddhism

III. Era of Warrior Dominance

A. Introduction

1. 12th century on > civil wars
2. Chinese influence declines
3. Warrior elite produces impressive Japanese art – ceramics/landscape, poetry

B. Declining influence of China

1. Emperor – heavenly mandate and centralized power a joke – regional power clear
2. Refuse to grovel, pay tribute to Chinese Son of Heaven
3. Gempei Wars – peasants vs. samurai
4. Minamoto established bakufu – military government

- a. Power with Minamoto family and samurai retainers

C. The Breakdown of Bakufu Dominance and the Age of the Warlords

1. Warlords – shoguns – military leaders
 - a. built up power – enlarged domains
 - b. Hojo family – manipulated shoguns who ruled for emperors
2. Ashikaga Shogunate took power 1336-1573
 - a. Emperor flees to hills
 - b. Warlord lands passed out to samurai – used to be just military, now leaders
 1. 300 little kingdoms – daimyos – no longer bushis

D. Toward Barbarism? Military Division and Social Change

1. Chivalrous qualities of Bushi era deteriorate
 - a. spying, sneak attacks, betrayals
 - b. poorly trained peasant forces
 - c. looked like they were reverting to barbarism
2. Some Daimyos tried to maintain order
 - a. tax collection
 - b. public works
 - c. encourage settlement of unoccupied areas
 - d. new tools
 - e. new crops – soybeans, hemp, paper, dyes, vegetable oil
 - f. new commercial class emerged
 1. guild organizations started – solidarity/group protection
3. Women
 - a. merchant women a bit of independence
 - b. noble women used to be able to ride/use bow and arrow
 1. Now primogeniture – oldest son gets everything wins out
 2. given in marriage for alliances
 3. taught to slay selves rather than dishonor – if raped
 4. Japanese theatrical female roles played by men

E. Artistic Solace for a Troubled Age

1. Focus – simplicity/discipline
2. Revival of Chinese influence
3. Monochrome ink sketches
4. Architecture built to blend with natural setting/meditation
 - a. Famous gardens
 1. Volcanic rocks

2. Raked pebbles
3. Bansai trees
4. Tea ceremony

IV. Korea: Between China and Japan

A. Introduction

1. Most profoundly influenced, for longest
 - a. Extension of mainland
 - b. Dwarfed by neighbor
 - c. Ruled by indigenous dynasties
2. Peoples before – hunting and herding peoples
 - a. Colonized by Chinese settlers
 - b. Koguryo tribe resisted Chinese rule – Sinification...but...
 1. variants of Buddhism
 2. Chinese writing – tough to be adapted
 3. unified law code
 4. established universities
 5. tried to implement Chinese-style bureaucracy
 1. Noble families don't allow
3. Divided into three parts during Three Kingdoms
 - a. Koguryo
 - b. Paekche
 - c. Silla

B. Tang Alliances and the Conquest of Korea

1. Three kingdoms weakened – Koguryo warriors hurt Tang
2. China striking alliance – Silla in southeast – became tribute
 - a. tribute payments
 - b. submission as vassal
 - c. Chinese withdraw armies in 668

C. Sinification: The Tributary Link

1. Tribute system
 - a. Send embassies
 - b. Must kowtow – ritual bows – prostrate self
2. Benefits of tribute system
 - a. Continued peace
 - b. Access to Chinese learning, art, manufactured goods
 - c. Merchants went with emissaries
 - d. Scholars study at Chinese academies
3. *** Became major channel of trade/cultural exchange

D. The Sinification of Korean Elite Culture

1. Aristocrats
 - a. studied in Chinese schools – some took tests
 1. but family connections still more important than test scores
 - b. artistic pursuits/entertainment
 - c. favor Buddhism over Confucianism
2. Art
 - a. Artwork/monastic designs reproduced Chinese Buddhist work
 - b. Outdid teachers for pottery
 1. porcelain/ black stoneware

E. Civilization for the Few

1. Elite attracted to luxury goods
 - a. fancy clothes
 - b. special teas
 - c. scrolls
 - d. artwork
2. Korea exported raw materials
 - a. forest products and copper
3. Beneath elite class
 - a. purpose servicing elites
 - b. government workers

- c. commoners
- d. near-slaves – “low born” – like mean people

F. Koryo Collapse, Dynastic Renewal

1. After common people tired of being repressed
2. Yi dynasty established 1392 – ruled until 1910
 - a. Restored aristocratic dominance

V. Between China and Southeast Asia: The Making of Vietnam

A. Introduction

1. Vietnam – rice-growing area
2. Viets not as accepting of Chinese influence
 - a. farther away
 - b. resilient culture
 - c. seen as distinct people – fear of losing identity
3. Already received benefits from China
 - a. technology
 - b. market for their ivory, tortoise shells, pearls, peacock feathers, aromatic woods, exotic products from sea/forest
 - b. political organization
 - c. ideas
4. Seen as “southern barbarians”
5. Different from China
 - a. Different language
 - b. Village autonomy
 - c. favored nuclear family over extended family
 - d. never developed clan networks
 - e. women have greater freedom/influence
 - f. women wear long skirts/not long pants
 - g. delighted in cockfighting
 - h. chewed betel nut
 - i. blackened teeth

B. Conquest and Sinification

1. 111 BCE Han dynasty conquers Vietnam – elite realized they could benefit
 - a. attended Chinese schools
 - b. took exams for administration
 - c. cropping techniques and irrigation
 - d. military organization gave them an edge over neighbors
 - e. extended family model to extended family – venerated ancestors
2. Roots of Resistance
 - a. Elites like, but peasants annoyed
 - b. Chinese didn’t like local customs – disgusted/looked down
 - c. Peasants rallied when lords wanted to fight
 1. Trung sisters led 39 CE revolt
 - a. Women had a lot to lose with Confucian ideas
3. Winning Independence and Continuing Chinese Influence
 - a. Can’t control
 1. Greater distance
 2. Mountain barriers
 3. Small number of Chinese actually moved to Vietnam
 4. Vietnamese took advantage of political turmoil in China
 5. By 939 won independence
 - b. Future leaders borrowed from Chinese ideas
 1. Chinese palaces
 2. Administration
 - a. Secratriats
 - b. Ministries
 - c. Civil Service Exams
 - d. Bureau of Censors – graft/corruption
 - c. But...scholar gentry never arises
 1. local officials identify with peasantry

2. competition from well-educated Buddhist monks

C. The Vietnamese Drive to the South

1. Able to defeat Khmer/Cham neighbors – superior military forces/weapons

D. Expansion and Division

1. North vs. South – South seen as less energetic, slower

2. Nguyen in South, Trinh in North – civil wars

3. Unable to unite against foreign threat – eventually French

VI. Global Connections

A. Chinese organization suited to sedentary cultivation

1. Borrowing from China led to ignoring of outside world

B. Writing, bureaucracy, religious teachings, art spread to Asia

1. Korea, direct rule brief, but influence great

2. Japan – emulated China for a while, aristocratic class took over

C. Imports monopolized by wealthy elites

The West and the Changing World Balance

I. Introduction

- A. 1400 – world in period of transition
 - 1. Downfall of Arab caliphate
 - 2. Spread of Mongols
 - 3. Who would take new international trade role? Maybe China?
- B. But...Enter the Europeans – finally, they've been behind everyone for 8000 years
 - 1. Italy, Spain, Portugal took leadership role
 - 2. Americas couldn't respond to European invasions
- C. Key question – why did different civilizations react differently?
 - 1. This could be a key question – notice the word differences
 - a. This class just loves to compare civilizations

II. The Decline of the Old Order

- A. 1200 – Middle East run by Byzantine Empire (North) – Arab Empire (South)
 - 1. But...Turks took over Byzantines in 1453, 1258 Mongols - Caliph
- B. Social and Cultural Change in the Middle East
 - 1. Religious leaders gained power over artistic leaders in Arab world
 - a. New piety – think about orthodox Muslims today
 - b. Religious art themes
 - c. Rationalism of Greece (Hellenism) now seen as bad, a threat
 - 1. ...don't think this is just Arab world, Europeans getting scared of logic/rationalism as well
 - 2. Economic shifts
 - a. As centralized power slows, provincial leaders (landlords) get more power
 - 1. Hmm...what an interesting pattern I've never seen before
 - b. But...bad things resulted
 - 1. Lower agricultural yield
 - 2. Less taxes
 - 3. Less trade
 - 4. Indian Ocean trade still strong
 - c. A gradual decline, not sudden like in Rome
 - d. But...even though politically weak, other political areas took more power
 - 1. Ottoman Turks took over control – more powerful than before
- C. A Power Vacuum in International Leadership
 - 1. Ottoman Turks not an international leader like Islamic caliphate
 - 2. Mongols provided next global leader
 - a. Encouraged interregional trade
 - b. Exchanged technology/ideas
 - c. End of empire turned to seaborne trade, as land trade less protected
- D. Chinese Thrust and Withdrawal
 - 1. Ming “brilliant” dynasty took over 1368-1644
 - a. pushed out Mongols first
 - b. re-established tributary links with Southeast Asian states
 - 2. State-sponsored trade expeditions
 - a. Admiralty Zhenghe – 1405-1433 led vast, unparalleled fleet
 - 1. Former eunuch – why do you think leaders like eunuchs for advisors?
 - 2. Brought fleet of 28,000 troops – scared the willies out of local leaders
 - b. Eventually brought back – threatened the Confucian bureaucrats
 - 1. Remember – they don't like merchants having power
 - 2. Other reasons – cost
 - a. Money better spent building Beijing, fighting Mongols
 - 3. What if Chinese kept trading? Lost chance to be world power
 - a. Dainty little European ships no match
 - b. Followed Chinese pattern of spending money internally, practically
 - 1. Not like West, where power is judged by expansion
 - 4. Instead – worked on infrastructure – population increased, manufacturing improved
 - 5. Arabs on decline, Mongols dying out, China not stepping to the plate...leads to...

III. The Rise of the West

- A. Why is their rise surprising?
 - 1. Still awed by other bureaucracies
 - 2. Church under attack
 - 3. warrior aristocrats softened life – ridiculous tournaments/armor
 - 4. lives of ordinary Europeans falling apart
 - a. famine
 - b. vulnerable to bubonic plague
 - 1. China's population hit by 30%
 - 2. Europe lost 30 million
 - a. Led to strikes/peasant uprisings
- B. Sources of Dynamism: Medieval Vitality
 - 1. Why was Europe still strong?
 - a. Strong regional governments created during feudalism
 - b. Military innovations thanks to Hundred Years War
 - 1. Non-aristocratic soldiers – regular guys not paid by gov't
 - 2. Paid by central gov't = more taxes = more central power
 - c. Growth of cities – helped commerce
 - d. Church content with capitalism – notice alliteration
 - e. Technology improving – metalwork
- C. Imitation and International Problems
 - 1. Technology pushes expansion
 - a. During Mongol period – Europe has ideal access
 - 1. Not controlled, but still involved in trade
 - 2. Internal conflict spurs regions to improve technology to win battles
 - 2. International Factors push expansion
 - b. Interest in luxury goods
 - c. Nobody wants European products, so they have to pay in gold
 - 1. Europe doesn't have gold...so...they need to go find some
 - d. Fears of a Muslim threat
 - 1. Need to secure Western ports
 - 2. Need to create sea trade since Muslims now control land trade
- D. Secular Directions in the Italian Renaissance
 - 1. First...I can't believe we're going to spend two paragraphs talking about the Renaissance when this was discussed ad nauseum in Western Civ
 - 2. West's surge forward – rebirth of culture and political views of Classical Europe
 - a. Artists create more human-centered works of art – humanism
 - b. Artist/writers pushed for own reputation
 - c. Works now secular, and religious simultaneously
 - d. Italy started – wealthy merchants want to impress others – patrons
 - 1. Help sponsor cultural activities, scholars – competition
- E. Human Values and Renaissance Culture
 - 1. Focus of art changes – it's a cultural revolution
 - a. Subject – people, nature, portraits
 - b. Created perspective
 - c. Vivid, realistic statues – like classic Rome/Greece
 - 2. But...not a full break from Medieval World...usually had to involve religion too
 - 3. Change mindset – looking outward
 - a. Building ships, pushing commerce
 - b. Ambitious city-state governments funded new ventures
 - c. Human ambition, pursuit of glory focused on exploration/conquest
- F. The Iberian Spirit of Religious Mission
 - 1. Spanish and Portuguese rulers pushing military/religious agenda
 - a. Goal of armies – push Christianity, kick out Arabs/Jews
 - b. Government enforced Church codes
 - c. Inquisition courts to enforce orthodoxy
 - d. Key...government with religious mission

IV. Western Expansion: The Experimental Phase

- A. Early Explorations

1. Western route to the Indies – spice trade area?
 - a. Vivaldis from Genoa sailed off to the land of nowhereville
 - b. Mostly had to stick to the coast of Africa
2. After 1430, some navigational problems solved
 - a. compass/astrolabe – navigation by stars – from Arabs
 - b. Improved mapmaking
 - c. but...geographically inaccurate maps give false confidence
 - d. 1498 – Vasco de Gama heads to Indian Ocean

B. Colonial Patterns

1. How to make expeditions profitable?
 - a. Henry the Navigator pushed for scientific, intellectual, religious, economic
2. Islands off Africa became test ground for colonialism
 - a. large agricultural estates
 1. sugar, cotton, tobacco
 - b. brought in slaves by Portuguese
3. Success of early programs led to expansion
4. Forces influencing European expansion
 - a. inferiorities and fears - Muslims
 - b. energies of Renaissance merchants
 - c. economic pressures
 - d. population surge

V. Outside the World Network

A. Introduction

1. America/Polynesia not affected by world exchange – they'd be centuries behind
2. New problems left civilizations vulnerable

B. Political Issues in the Americas

1. Resentment for leadership
 - a. For some reason tribute regions tired of being enslaved, sacrificed
2. Overextension – difficult to control
3. Other cultures developing – maybe would have surpassed
4. All irrelevant, because when Europeans arrive...

C. Expansion, Migration, and Conquest in Polynesia

1. Between 7th and 14th spread eastward – Hawaii – spread culture
 - a. Society in caste system – military leaders/priests dominate
 - b. No written language – oral history

D. Isolated Achievements by the Maori

1. 8th century – Maori in New Zealand
 - a. Most elaborate art
 - b. Military leaders/priests have great power
 - c. Slaves
2. Because developed in isolation
 - a. Vulnerable to disease
 - b. Inferior weapons
 - c. Cultural disintegration

E. Adding up the Changes

1. Master plan that Europeans would dominate or series of coincidences?
 - a. Political instability in Americas
 - b. Developed in isolation left technologically inferior
 - c. Vulnerable to diseases
 - d. China decides not to continue pursuit of world trade domination
 - e. Individuals try to improve Europe's trade deficit – Henry the Navigator
 - f. Muslim impact on Africa less control
 - g. Africans don't benefit from trade with Mongols

VI. Global Connections

A. Global contacts

1. Muslim traders/missionaries still active
2. Mongols readily shared ideas from one end of empire to the other
3. China made new contacts

4. But by 1450...who would dominate next was in flux
- B. Key continuity
1. Regions required trade to survive
 - a. Africa relied on Middle East
 - b. Southeast Asia linked to Muslim traders/China
 - c. Western Europe contacts increasing
 - d. China, India, Middle East see Africa/Europe as consumer source

Age of Discovery/Colonization Leads To A World Economy

I. Introduction

- A. What are consequences of...
 - 1. Voyages of Columbus
 - 2. Exploration of Europeans
 - 3. Empires built by European conquerors/missionaries
- B. Consequences
 - 1. Power shift
 - 2. Redefinition of interchange
- D. Patterns of diffusion
 - 1. Classical – developing regional economies/cultures – Medit./China
 - a. External conflicts existed, but not that important
 - 2. Postclassical Era – contacts increase
 - a. Missionary religions spread
 - b. Interregional trade key component of economies – bet. continents
 - c. Some regions dominated trade – Muslims then Mongols
 - 3. 1450-1750 – Eve of the Early Modern Period
 - a. New areas of world brought into global community – Americas
 - b. Rate of global trade increased – Southeast Asia
 - c. Relationships between groups changed power structure
 - d. Effects on Europe – dominated trade
 - 1. Changes within Europe
 - 2. Parts of world become dependent on Europe
 - 3. Used New World goods to pay for Old World luxury items
 - a. Americas > Silver > China
- E. Foods
 - 1. 30% of world's food comes from Americas – potato, corn
 - a. Corn embraced by Africa – later by Europe
 - 1. Thought spread plague – also not in Bible – is it kosher?

II. The West's First Outreach: Maritime Power

- A. Introduction
 - 1. Western nations unprecedented mastery of oceans
 - a. Spain, Portugal > Britain, Holland, France
 - 2. Who pushes trade? Princes, clergy, merchants
 - a. Muslims – superior economy, goods
 - 1. European nobility used to luxury goods
 - b. Mongols – sped up exchanges
 - c. Fall of Khans – China a mystery again
 - 3. What were Europe's disadvantages?
 - a. Ignorant of world – earth flat? Indigenous warriors
 - b. Fear of Ottoman Empire
 - c. Lack of gold to fund
 - d. Limited distance of small, oar-propelled ships
- B. New Technology
 - 1. What were the key technological innovations that helped with trade?
 - a. deep ships able to carry a lot of armaments/weapons
 - b. compass
 - c. mapmaking
 - d. explosives adapted to gunnery
 - 1. Metallurgy adapted Chinese invention
 - e. Europe has unprecedented advantage on sea
- C. Portugal and Spain Lead the Pack
 - 1. Why Portugal?
 - a. Western geographic location
 - b. Rulers
 - 1. Excitement of discovery
 - a. Could harm Muslim world
 - b. Could get really rich

- c. Henry the Navigator – 1434 – African Coast
- d. 1488 – Around Cape of Good Hope
- e. 1498 – Vasco de Gama
 - 1. Threatened by Spain – Columbus 1492
 - 2. Four ships + Hindi pilot from Africa > India
 - 3. Brought iron pots, gold for spices
 - 4. Ships threatened, killed Indian merchants
- f. Portuguese then hit Brazil, Africa, India, China, Japan
- 2. Why Spain?
 - a. Recently freed from Muslim rule
 - b. Missionary zeal
 - c. Desire for riches
 - d. 1492 – Columbus – India/Indies – earth round
 - 1. Mistaken Americas > “Indians”
 - 2. Amerigo Vespucci – realized New World
 - e. 1521 Magellan rounds Southern tip – heads to Indonesia
 - f. 16th century – Spanish sent military force to back up American claims
- D. Northern European Expeditions
 - 1. End of 16th century – Holland, France, England join game – why?
 - a. Strong, wealthy monarchies
 - b. Zealous Protestants want to rival Catholics
 - c. Spain/Portugal become complacent
 - d. N. Europe lighter, faster ships – 1588 Spanish Armada defeated – shift in power
 - e. Spain/Portugal already controlled S. America
 - 1. N. European focused on N. America
 - 2. Interest in Americas
 - a. Market for English woolens
 - b. Fish
 - c. French trappers
 - d. Northwest passage – Hudson
 - 3. Dutch freed from Spain – Holland begins exploring
 - a. Pushed Portuguese from Indonesia
 - b. S. Africa as relay station
 - 4. Creation of trading companies
 - a. Dutch East India Company/British East India Company
 - b. Government monopolies of all commerce
 - c. Not supervised
 - d. Raise armies/coin money
 - e. Essentially more powerful than independent governments
 - 1. Dutch ruled Taiwan
 - 2. British ruled India
 - 5. What were negatives of travel?
 - a. Tiring, uncertain future

III. Toward a World Economy

A. The “Columbian Exchange” of Disease and Food

- 1. Spread disease
 - a. Native Americans – no natural immunities to smallpox/measles
 - 1. 50-80% casualties over 150 years
 - 2. Wiped out earlier civilizations
 - 3. Made possible for heavy European colonization
- 2. Crops
 - a. Corn/sweet potatoes to China
 - 1. + new agricultural technology > population increases
 - 2. 17th century has population pressure
 - 3. 18th century – Europe major population change
- 3. Animal husbandry
 - a. Horses and cattle to New World – yeayyy...beasts of burden

B. The West’s Commercial Outreach

- 1. What was European effect on existing traders?

- a. Did not totally displace
 - 1. Muslims controlled E. Africa
- b. Replaced some interregional traders
 - 1. India > S. East Asia – think Malacca
- c. European controlled ports
 - 1. Contacts with overland traders
 - 2. Access to inland goods
- 2. Indirect control set up – Western traders get special rights
 - a. Western merchants allowed freedom in foreign cities
 - 1. Nagasaki, St. Petersburg, Constantinople
 - 2. Supplemented regional economies
- C. Imbalances in World Trade
 - 1. Most active competition between Europe – see any global context – wars to come?
 - 2. Spain failed – bad banking system
 - 3. England, France, Holland – merchants already strong – core nations
 - a. What was the effect on these countries?
 - 1. Pushed manufacturing, new markets for goods
 - 2. Created mercantilism – nation-state must only trade with core nation
 - a. Stiff tariff (aka import tax) policies discouraged colonial mfg
 - 4. Outside Europe, some regions became dependent, subservient
 - a. What goods did these regions offer?
 - 1. Low cost goods – metals, cash crops – sugar, spice, tobacco, cotton
 - 2. Human labor – sub-Saharan Africa supplies slaves
 - 3. Exchanged for mfg. goods > guns, alcohol
- D. A System of International Inequality
 - 1. Global context – dependent nations then are the dependent nations today
 - a. Don't exaggerate core-dependent system
 - 1. Some regional princes/local leaders got rich also
 - 2. Some not involved – local peasants aren't touched by global econ.
 - b. But...what were the negatives?
 - 1. Significant minorities fueling system
 - 2. Latin/African merchants don't control rules of trade
 - 3. Wealth doesn't stimulate local economies – mfg. not encouraged **
 - a. Forced to rely on imports, don't become self-sufficient
 - 4. Coercive labor systems spread
 - a. System only survives with cheap labor
 - b. Importation of African slaves to Americas
 - c. Encomienda system – estate agriculture – forces peasants
- E. How Much World in the World Economy?
 - 1. Those not in global economy don't grow as fast – why?
 - a. Don't have huge profits of European core nations
 - b. Technologies don't change as rapidly
 - 2. China – benefited, but participated on small scale
 - a. Refused to embrace all of Europe's new technologies – firearms
 - b. Limited trade through Macao – which country controlled Macao?
 - c. So...bad, didn't develop as fast, but good...didn't become subservient
 - d. Chinese mfg. of luxury goods enough to keep pace
 - 1. What...China manufactures goods? Really? I've never seen anything that says Made in China
 - 2. Europeans loved Chinese goods – porcelain plates > China
 - 3. Japan – initially open to Western missionaries, gunnery, shipping
 - a. Feudal wars interested in guns
 - b. But...guns kept out
 - 1. Threat on samurai military dominance
 - 2. Warring lords – balance of power would be destroyed
 - 3. Made guns locally then...
 - c. Totally cut off trade, isolated for 17th to 19th century – Meiji Restoration
 - d. Only Nagasaki – Dutch port – kind of like Macao
 - 4. India – Mughal Empire – 16th century
 - a. Encouraged small port colonies from Europeans

- b. But...India focused mostly internally
- 5. Ottoman/Safavid Empires
 - a. Focused internally
 - b. Few European enclaves in key cities
- 6. Russia
 - a. Remains agricultural
 - b. Trades with nomadic peoples
- 7. Africa
 - a. Aside from sub-Saharan slave regions, mostly ignored
- F. The Expansionist Trend
 1. First phase of dependent countries – S. America, W. Indies, N. America, W. Africa
 2. Second phase – Southeast Asia
 3. Third phase – India, Mughal Empire
 - a. British/French East India Companies controlled more of economy/admin
 - b. British passed high tariffs, stop import of cotton
 1. Goal – India market for British goods
 2. Source of gold income
 - c. India's position gradually worsened, mfg. started to stall
 4. Third phase – Eastern Europe
 - a. Growing western cities needed Eastern grain
 - b. Serfs on large Polish, Prussian, Russian estates
 1. Like encomienda system, but European gov'ts stronger than Americ

IV. Colonial Expansion

- A. The Americas: Loosely Controlled Colonies
 1. Why was colonization of Americas possible?
 - a. Superior horses, guns, iron weapons
 - b. Population losses of Indians
 - c. Political disorder
 2. What type of men led expeditions?
 - a. Adventurous, violent, treacherous, unscrupulous, money hungry
 - b. Vasco de Balboa – first colony on mainland – Panama
 - c. Francisco Pizarro – defeated Incas
 3. What were the characteristics of colonies?
 - a. gold-hungry
 - b. loosely controlled by colonial govts back in Europe
 - c. Initially, natives allowed to exist, if they paid tribute
 - d. Administration/rule became more formalized
 - i. Expanse of agriculture
 - ii. Missionary efforts
- B. British and French North America: Backwater Colonies
 1. Types of early British colonies
 - a. Religious Calvinist refugees – New England
 - b. Huge land grants to people of influence – William Penn
 2. French colonies in Canada
 - a. Originally to be manors
 - b. New France – Quebec
 1. Strong role of Catholic church
 - c. British take control of Canada in 1764 after Seven Years War
 1. French and Indian War if you're studying US History
 3. N. America not as valuable as W. Indies, Asian colonies, L. America
 - a. Important – this allowed US manufacturing to develop on own
 1. US South looked like L. America – big estates + slaves
 - a. Wealthy planter class wants European luxury goods
 - b. Foundation of self-governing – “civil society”
 1. Ran own assemblies
 2. Church as center of organization
 3. Consumers of Enlightened thinkers – Joh Locke
 - c. Little new art, part of Europe
 - d. Economy developed under salutary neglect

1. Merchant class started, had something to lose
2. Annoyed at tax hikes meant to pay for Seven Years War
- e. Ease of displacing Indians
 1. Few, no large empires
 2. Not agriculture based, easy to displace
 3. Disease
 4. Did not combine with natives like in L. America
- f. Slaves – by 18th century – 23% of English colonies slave

C. North America and Western Civilization

1. To what extent was European culture reproduced in America?
 - a. Family patterns similar, but...
 1. Married younger, larger families < more land (cause)
 2. Focus on nuclear family
 3. Child-centeredness of American families – need labor to survive

D. Africa and Asia: Coastal Trading Stations

1. Not colonizing Africa, content to have fortresses on coast
 - a. Why not colonize? Climate, disease, nonnavigable rivers
2. European impact locations
 - a. Angola – Portugese go inland for slaves, disrupts society
 - b. Cape Colony – S. Africa – Dutch stop
 - a. Boer (farmers) spread out
 - b. After 1770, battle became for who would control – Boer/Indigenous
 - c. Philippines – Spain – missionary zeal
 - d. Indonesia, Taiwan – Dutch
3. Fall of India
 - a. Mughal Empire weakening 17th century
 - b. British/French forts all over coasts
 - c. Centralized gov't fails, move to regional leaders
 - d. Why does Britain beat France for control of India?
 1. Station at Calcutta – base for income gathering
 2. British gov't listens closely to British East India Trading Co.
 3. Superior navy – communication
 4. Less focused on missionary work – tolerant of Hindi customs
 - e. Seven Years War – 1756 – catalyst 120 deaths of English prisoners
 1. Allied selves with regional leaders, same as in Americas
 - f. British controlled, but Mughal Empire still existed
4. Pattern – Colonial administrations push for economic advantage
 - a. Open country to markets
 - b. Restrict from buying own goods
 - c. Commercial production of cheap foods/raw materials

E. Impact on Western Europe

1. Economically – pushed further industrial revolution
 - a. World trade, African slave trade
 - b. Brought in wealth, capital to be reinvested
 - c. Reduced dependence on agriculture
 - d. Additional tax revenues for governments
 - e. Militaries grew with larger tax revenues
2. Political – colonial rivalries create national conflict in Europe
 - a. Seven Years' War – British/France in Europe, India, N. America
 1. First world war
3. Food
 - a. Sugar now consumed by lower classes as well
 1. Set precedent for Europeans – quick satisfaction, easy pleasure

F. Impact of a New World Order

1. Unfree labor systems
 - a. Slavery, serfdom affected E. Europe, L. America, W. Africa
2. New foods, societies could now survive, prosper
3. Individual merchants, landowners status improved
4. China prospered from silver income, lost from population rise

V. Global Connections

- A. Europe's economy, military, government changed
- B. Reactions to Europe's rise
 - 1. Sit back and watch passively in awe
 - 2. Consciously isolate self
 - 3. Retained vibrant internal colonies
 - 4. Blended European ideas with local customs
 - a. Religion in S. America
 - b. Distinct art forms

European Change: Renaissance, Reformation, and Revolutions

I. Introduction

- A. 1450-1750 dramatic changes
 - 1. Still agricultural
 - 2. Commercially active
 - 3. Manufacturing base
 - 4. Science at center of society
 - 5. Shifting ideas of family/nature
 - 6. Increased bureaucratization – sound familiar?
- B. Reasons for change
 - 1. Dominance of international trade
 - 2. Overseas expansion
 - 3. Combination of commerce, state, culture, and technology
 - 4. 1450-1650 – series of cultural shifts
 - 5. 1650-1750 – Scientific Revolution > Enlightenment

II. The First Big Changes: Culture and Commerce

- A. The Italian Renaissance
 - 1. Artistic movement
 - 2. Challenged medieval values/styles
 - a. Examine old truths
 - 3. Why in Italy?
 - a. Urban, commercial economy
 - b. Competitive city-states – an arts race?
 - 4. New themes
 - a. Writing in Latin
 - b. Secular subjects – love/pride
 - c. Classical/human-centered themes
 - d. Religion declined as focus
 - e. Humanism – humankind as focus of intellectual/artistic
 - 5. Political Theory – Niccolo Machiavelli
 - a. End justifies means – better to be feared than loved
 - 6. Other effects
 - a. Improved banking techniques
 - b. Merchants became more profit-seeking
 - c. Political rule based on ability to improve well-being/city's glory
 - d. Professional armies/improved tech. – conflict among city-states
 - e. Diplomacy – exchange of ambassadors
- B. The Renaissance Moves Northward
 - 1. Fall of Italian power
 - a. French/Spanish invasions
 - b. Atlantic trade routes reduced Mediterranean importance
 - 2. Spread to North – France, Germany, England
 - a. Classical art/architecture
 - b. Greek/Latin literature
 - c. Humanists wrote in vernacular – own language
 - d. Writers more popular culture – low-brow – Shakespeare
 - 1. bodily functions
 - 2. human passions
 - 3. Set new classics
 - 3. Political Change > toward greater state power
 - a. Revenue increase > greater ceremony/pomp aka blowing \$
 - b. Kings – Francis I – patrons of arts/architecture
 - c. State-sponsored trading companies
 - d. Military conquest
 - e. Feudal/religious justifications not as important as state
 - 4. Renaissance effects
 - a. Kings still restricted by power of local lords
 - b. Peasants not touched by Renaissance values

- c. Economics same
 - d. Men more bravado – women more domestic
- C. Changes in Technology and Family
1. Technological Changes
 - a. Learned from Asia
 1. Pulleys/pumps for mines
 2. Stronger iron
 - b. Printing press – Johannes Gutenberg – movable type
 1. Books helped expand Renaissance
 2. Literacy gained ground
 3. Source for new thinking
 2. Family structure
 - a. European-style family
 1. Late marriage
 2. Nuclear families not extended
 - b. Goals/reasons
 1. Limit birth/family size
 2. Husband/wife importance
 3. Linked family to property holdings – can't marry till own property
- D. The Protestant and Catholic Reformations
1. Protestant Reformation
 - a. Martin Luther – 1517 – German monk 95 Theses
 1. Indulgences
 2. Only faith brings salvation – not Church
 3. Sacraments not important
 4. Monasticism wrong
 5. Translate Bible to vernacular
 - b. Why did people buy into Luther's views?
 1. Political Leaders
 - a. Nationalist – don't want pope's taxes
 - b. gain more power over Holy Roman Emperor
 - c. seize church lands
 - d. State control of church
 2. Ordinary People
 - a. Justification for rebellion against lords – Luther's response?
 - b. Notion of work – other careers seen as positives
 - c. Moneymaking OK
 - d. Christian bias against moneymaking – Christ's view of rich?
 2. Anglican Church
 - a. Henry VIII has marriage/fertility issues – takes his ball and goes home
 1. Women disposed of easily for political reasons
 2. Daughter Elizabeth I – Protestant
 3. Jean Calvin – Geneva, Switzerland – Predestination
 - a. Priests as moral guiders
 - b. Local believers participate in church administration
 - c. Education to read Bible
 - d. These would be your Puritans/Pilgrims with the Thanksgiving hats
 4. Catholic Reformation – more severe or more open?
 - a. Special council meetings
 - b. Revived Catholic doctrine
 - c. Restated importance of sacraments
 - d. Tried to get rid of superstition/magical beliefs
 - e. Jesuits – politics, education, missionary work
- E. The End of Christian Unity in the West
1. Series of religious wars
 - a. Germany – Thirty Years War – 1618 German Protestants vs. Holy Roman Emperor
 1. Destroyed German power/population
 2. Treaty of Westphalia 1648 – princes can choose
 - b. English Civil War – 1640s
 1. Religious problems combined with...

- 2. Parliament wants power
- 2. Effects of Religious Wars
 - a. Limited acceptance of religious pluralism
 - b. Religious doubts? Wait a second...there's more than one way to see God?
 - c. Shift in power – France, England, Netherlands up, Spain/Italy down
 - d. Philosophical changes
 - 1. Less connection between God and nature
 - 2. Focus on family life – love husband/woman
 - e. Women's Rights
 - 1. More emphasis on happy marriage
 - a. Emphasis on affection
 - 2. But...no more convents, fewer options – must get married
 - f. Growing literacy
- F. The Commercial Revolution
 - 1. New world economy – greater commercialization
 - a. Increased trade
 - b. New goods
 - 2. Causes
 - a. Increased inflation
 - b. Import of gold and silver – prices up
 - c. New wealth needs new products
 - d. Borrowing cheap – companies take more risks – easier to pay back
 - e. Great trading companies
 - 1. New profits
 - 2. New managerial skills
 - 3. Colonial markets
 - a. Agricultural specialty areas – not just self-sufficient
 - 1. Gradual switch to commercial farming
 - b. Specialization in villages/cities
 - 4. Increased purchasing power of ordinary citizens
 - a. 1600 West 5x as much as S. European
 - b. Furniture, wine
- G. Social Protest
 - 1. Growing proletariat – people without access to property
 - a. Population growth/inflation – had to sell property
 - b. Became manufacturers
 - c. Became paid laborers
 - d. Cities – beggars/wandering poor
 - 2. Popular protest results
 - a. Demanded protection from poverty/loss of property
 - 3. Effects of 17th century protests
 - a. Social tension
 - b. United peasants through songs, common causes
 - 4. Witchcraft persecution – 17th century
 - a. Europe/New England
 - b. Method of blaming poor
 - c. Conflict about family/role of women

III. Science and Politics: The Next Phase of Change

- A. Scientific Revolution
 - 1. Affected intellectual life
 - 2. Promoted change in popular outlook
- B. Did Copernicus Copy?
 - 1. Copernicus – heliocentric theory – new thinking – proved Greeks
 - 2. Copied from Muslims or Chinese, Indian, Mayan or independent?
 - 3. Science becomes more a focus of Europe than anywhere else
- C. Science: The New Authority
 - 1. Scientific research can overrule/test existing theories
 - 2. Galileo – conflict w/ Church over laws of gravity
 - 3. William Harvey – circulatory system around heart

4. Rene Descartes – human reason can develop laws – accept nothing
 5. 1687 – Isaac Newton – Principia Mathematica – summarized theories/observations
 - a. Laws of motion, gravity
 - b. Rational hypothesis + generalizations based on experiments
 - c. Laws not blind faith
 6. Effects
 - a. Lectures/manuals for layman
 - b. Witchcraft seen as ridiculous
 - c. People control/calculate environment
 - d. Doctors based more on scientific diagnosis – no more nutjobs
 - e. Lost and found section of newspaper – huh?
 - f. Attacks on religion
 1. miracles don't make sense
 2. Deism – great clockmaker in the sky
 3. John Locke – faith irrelevant – jus need senses/reason
 7. Why is this unique?
 - a. China/Muslim had science for practical reasons
 - b. Europe – more pure science, understanding world
 - c. West as center of advancement
- D. Absolute and Parliamentary Monarchies
1. Feudal monarchies come to end
 - a. Nobles lose influence after wars
 - b. Heavy wars require more taxes/better administration
 2. Absolute Monarchy
 - a. Modeled after France
 1. Parliament doesn't meet
 2. Blew up castles
 3. Bureaucracy from merchants/lawyers
 4. Appointed representatives to provinces
 5. Professionalized army
 - a. formal training officers – no longer nobility
 - b. uniforms and support
 - c. military hospitals/pensions – Hotel des Invalides
 6. King Louis XIV – “I am the state”
 - a. Patron of arts – government has cultural role
 - b. Versailles – keep nobles busy
 - c. Mercantilism – protect economy of nation
 1. Reduce internal tariffs
 2. Support manufacturing
 3. Limit imports from other nations – lose \$
 - a. Heavy import taxes
 - b. Need colonies for natural resources/market
 - b. Borrowed in Spain, Prussia (Germany today), Austria-Hungary (Hapsburg)
 1. Focus on military, expansion/protection
 3. Parliamentary Monarchy
 - a. Britain/Netherlands
 - b. Central state + parliamentary
 - c. England – civil wars – Glorious Revolution
 1. Parliament sovereign over king (slowly becomes figurehead)
 2. Meets regularly
 4. Changing political theory
 - a. John Locke
 - a. Power from people
 - b. Social contract between state/people to protect property
 - b. Rousseau – right to protest
 - c. Notions of limits to central authority
- E. The Nation State
1. Common culture/language
 2. Loyalty linked by cultural/political bonds
 3. Citizens believed gov't should act for their interests

- a. France – bad harvest – state should do something
- 4. Kept Europe divided and often at war

IV. The West by 1750

A. Political Patterns – became stagnant

- 1. England – parliamentary routine – fight for power
- 2. France – unable to tax nobles, church
- 3. Central Europe – greater change
 - a. Prussia – Frederick the Great – enlightened despot
 - 1. Greater religious freedom
 - 2. Better agriculture – potato
 - 3. Commercial coordination
 - 4. Harsh punishments cut back
- 4. Continued war – link between states and war

B. Enlightenment Thought and Popular Culture

- 1. France and Western Europe
 - a. Applying scientific thought to human society
 - 1. Rational laws to describe social/physical behavior
 - a. Criminologists – criminals should be rehabilitated
 - b. Political scientists – careful constitutions to govern best
 - c. Economics
 - 1. Adam Smith – Wealth of Nations
 - a. Competition good
 - b. Government avoid regulation
 - c. Let initiative and market forces work
 - d. Denis Diderot – Encyclopedie
- 2. Basic principles of human affairs
 - a. Humans good
 - b. Educated to be better
 - c. Religions that rely on blind faith are bad – attacked Catholic church
 - d. Progress possible if people set free
- 3. Feminist thinkers
 - a. Salons
 - b. Mary Wollstonecraft – new political rights for women
 - c. Journals written by women for women
 - d. Men to blame for women's lowly position
- 4. Changes in habits/beliefs
 - a. Reading clubs/salons
 - b. Treat kids nicer
 - 1. Less swaddling – think Singapore burrito of my kids
 - 2. Educational toys/books
 - c. Love between family members
 - d. Emotional bond in marriage – what a crazy thought
 - 1. Move away from arranged marriages

C. Ongoing Change in Commerce and Manufacturing

- 1. Purchasing – more processed products
- 2. Entertainment – pay for live entertainment – status improves
- 3. New agriculture – 3-field not as effective
 - a. Drain swamps
 - b. Technology – fertilizer, seed drills, stockbreeding
 - c. Potato – improved food supply, delay due to Bible
- 4. Increased manufacturing – colonial trade + internal commerce
 - a. Domestic system – done in homes, collected individually
 - b. Replaced by factories – moving toward Industrial Revolution
 - c. Manufacturers begin organizing labor – how best to make money
- 5. Capitalism – invest in funds for profit
- 6. Population increase

D. Innovation and Instability

- 1. Changes in stronger gov'ts that supported economics
- 2. Reevaluation of family/children's roles

- a. Children newly empowered, grow up to question system
- 3. Political roles – enlightenment – what is my place in gov't
- 4. Unusual agricultural society – changes in commercial, cultural and political world

V. Global Connections

- A. 1450 Christianity makes them superior, but why do other civilizations have better cities/econom
- B. 1750 – believed their rational thought better than superstitions of others
 - 1. Most civilizations backward
 - 2. How cute – noble savage and exotic animals
- C. Changed views of Europe and others toward selves

Modern Russia Emerges

I. Introduction

- A. Land empire created between 1450-1750
 - 1. Involved limited commercial exchange
 - 2. Altered balance of power Asia/Europe
 - 3. Expanded eastward into Asia
- B. Link to Eastern Europe
 - 1. Some regional kingdoms
 - 2. Conflict with Poland and Lithuania
- C. Changes of nation
 - 1. Sense of separate identity
 - 2. Reaction to Western influence – accept it, select from it, shun it

II. Russia's Expansionist Politics Under the Tsars

- A. First step – Break free from Mongol control
 - 1. Moscow princes strong as tax collectors
 - 2. Ivan III – Ivan the Great – large army – 1462 frees chunk
 - i. Utilized support for Orthodox Church
 - ii. Played off nationalism
 - iii. 1480 totally freed of Mongol control
- B. Need for Revival
 - 1. Basic Russian Values
 - i. Under Mongols
 - 1. Some adopted dress
 - 2. Christianity maintained
 - 3. Arts diminish
 - 4. Economic hit – trade down/manufacturing limited
 - a. Purely agricultural economy
 - 2. Centralized Rule
 - i. With imperial mission – make an empire
 - ii. Connection to Byzantine Empire – married niece of emperor
 - 3. “Third Rome” – Caesar – Tsar
 - 4. Ivan IV – Ivan the Terrible
 - i. Killed many nobles (boyars) for alleged conspiracy
 - 1. Nobles couldn't stand up for selves – no tradition
- C. Patterns of Expansion
 - 1. Central Asia
 - i. Why? Push back Mongols
 - ii. Vast plains easy to conquer/stage battles
 - iii. Cossacks – Russian pioneers – horse + farm
 - 1. Took over then settled lands
 - 2. Skilled horsemen – think American cowboys/Mongol
 - 2. Usages of expansion
 - i. Land given to nobles for allegiance
 - ii. Further east opened new trading relationships
 - 3. Eliminated independent Central Asia
 - i. Nomads gone
 - ii. Diverse peoples added to Russia – multicultural empire
 - 1. Like Mughal Empire/Ottoman Empire
 - 2. Large Muslim minority
- D. Western Contact and Romanov Policy
 - 1. Carefully managed contacts with the west
 - i. Early contacts with British merchants
 - ii. Imported Italian artists/architects to work on churches/palaces – onion
 - iii. Nobles look to west for style/art/status - precedent
 - 2. Conflict over heir to the throne
 - i. After Ivan IV – Time of Trouble – disputes for throne – boyars
 - ii. Romanov Dynasty chosen by boyars
 - 3. Romanov's reestablish order

- i. Stopped Swedish/Polish attacks
 - ii. Expanded empire
 - 1. Met Ottoman Empire
 - 2. Part of Ukraine
- 4. Alexis Romanov's new powers
 - i. Abolished noble assemblies – think Louis XIV
 - ii. State control of Orthodox faith – get rid of superstitions of Mongol era
 - 1. Exiled to Siberia – Old Believers

III. Russia's First Westernization

A. Introduction

- a. Unusually agricultural existence
 - i. Peter the Great extended tsarist control
 - ii. Expanded territory
 - iii. Imitated Western forms
- b. Peter the Great – exceptional leader
 - i. Traveled to west in disguise – picture 6'8" guy in disguise
 - ii. Visited manufacturing centers – empires for alliances
 - 1. Gained interest – brought back artisans, scientists

B. Tsarist Autocracy of Peter the Great

- a. Autocrat
 - i. Put down revolts with cruelty
 - 1. Organized military
 - ii. Devalued parliament
 - iii. Recruited bureaucrats from outside nobility
 - iv. Secret police to watch bureaucrats/prevent dissent
 - 1. Chancery of Secret Police to 1990
- b. Foreign policy
 - i. attacked Ottoman Empire, but didn't win a ton of battles
 - ii. weakened Sweden – sea port
 - iii. shifted capital to St. Petersburg

C. What Westernization Meant

- a. Political changes
 - i. Small bureaucratic departments (think Ministries or Departments)
 - ii. Military
 - 1. Improved weaponry
 - 2. First Russian navy
 - iii. Got rid of nobility for advisors – got specialized people
 - iv. Tsar-appointed local magistrates – can control provinces
 - v. Systemized law codes/tax system (stuff China did 2000 years ago)
 - vi. New training institutes for bureaucrats
- b. Economic changes
 - i. Metallurgy and mining
 - ii. Unlike W. Europe, didn't urbanize, develop middle class
 - 1. Serfs used for manufacturing – nobles rewarded
 - iii. economics funded military
- c. Cultural changes
 - i. Power to upper class women
 - 1. stopped the pass the whip ceremony (whipped?)
 - 2. wear Western clothing
 - 3. Attend public events
 - 4. Peasant relations stayed the same
 - ii. Take power from elite
 - 1. shave beards, wear western clothes – Mongol connection
 - 2. altered appearance
- d. Borrowing from the West
 - i. Education in math/sciences
 - ii. Western cultural zone
 - 1. imported ballet from France
 - 2. Christmas trees from Germany

- e. To what extent was West imitated? Selective
 - i. Didn't change poor
 - ii. Not wage labor, but serf (slave/coerced) labor
 - iii. Economics for military purposes not for commercial expansion
 - iv. Ideas to strengthen aristocracy, not create political rebellions
- f. Hostile Responses
 - i. Peasants resented nobles – some didn't speak Russian
 - ii. Elite discouraged Western change – losing Russian identity
 - iii. Set precedent for cycle of enthusiasm > revulsion
- D. Consolidation Under Catherine the Great
 - a. Weak rule following Peter the Great
 - i. Military leaders fought for power
 - ii. Anti-western leaders emerged
 - iii. Peter the Great's daughter's nephew – Peter III – mentally challenged
 - 1. Wife Catherine – German princess – takes over
 - a. Put down rebellions
 - b. Centralized power
 - c. Used Pugachev Rebellion as an excuse for more power
 - b. Catherine II – fascinating women rulers
 - i. Hated husband/son
 - ii. Helped overthrow husband
 - iii. Enlightened leader + realist/needed to centralize
 - iv. Active personal life – doubt you need to know that
 - c. Selective westernizer
 - i. Brought some ideas of French Enlightenment
 - ii. Brought some reformers to discuss law codes
 - d. Image vs. Reality – centralized authority – serf life gets worse
 - i. New powers to nobility – could increase punishment
 - 1. Nobles then gave more power to central authority
 - 2. Became service aristocracy – sold out?
 - ii. Role of landlord
 - 1. Requisition peasant labor
 - 2. Levy taxes
 - 3. Impose punishments
 - e. Fading from Western influence – still selective
 - i. Improved St. Petersburg
 - ii. Encouraged nobles to travel
 - iii. Closed Russia after French Revolution – hmmm...why?
 - 1. Censored intellectuals – here's a pattern/precedent
 - f. Russian expansion
 - i. Fought Ottoman Empire
 - ii. Extended holdings all the way down to modern day Alaska, Oregon, N. California
 - g. Russia's interests in Europe
 - i. Divided Poland between Austria and Prussia
 - 1. Poland's parliament kept crippling gov't flexibility
 - ii. Set precedent of involvement in W. Europe
 - 1. Eventually, Russia would stop Napoleon
 - h. Success by 1800 – summary – here's what they accomplished
 - i. Won independence
 - ii. Centralized gov't
 - iii.

IV. Themes in Early Modern Russian History

- A. Introduction
 - a. Nobility extremely important
 - b. Two types
 - i. Great landowners/absentee owners living in the cities – westernized
 - ii. Smaller owners live out in the countryside – less Westernized
- B. Serfdom: The Life of East Europe's Masses
 - a. Nobles power over serfs increases

- i. Free farmers before
 - ii. Fell into debt – repay through servitude
 - 1. worked land, but didn't own it
 - iii. Gov't encouraged process – why?
 - 1. Made nobles happy – won't revolt
 - 2. Method of controlling masses, when bureaucracy wasn't effective
 - b. Serf laws
 - i. 1649 – hereditary status – born a serf – can't escape
 - c. Similarity to slavery
 - i. Bought and sold
 - ii. Gambled away
 - iii. Punished by masters
 - iv. Differences
 - 1. nation enslaved own people, not outsiders
 - 2. relied on community ties (see precedent for communism)
 - d. Similarity to Eastern Europe
 - i. Nobles in Poland, Hungary benefited from system
 - 1. Supported political control
 - 2. Allowed them to have distinctive/Western life
 - e. Eastern Europe subordinate to the West
 - i. Russian grain traded for luxury items for nobility
 - f. Life of serfs on estates
 - i. Whole villages could be sold for manufacturing jobs
 - ii. Poor/illiterate
 - 1. Paid high taxes/obligations – impossible to escape
 - iii. Catherine the Great created model villages to show off
- C. Trade and Economic Dependence
 - a. Classes between serfs and landlords
 - i. Prevented emergence of merchant class
 - 1. Western European merchants lived in Russian cities/controlled trade
 - b. Success of Russia's social and economic system
 - i. Enough money to support empire
 - ii. Exported furs/commodities to central Asia – balanced trade
 - iii. Significant population growth
 - 1. Surprising considering harsh climate
 - c. Limitations of Russia's social and economic system
 - i. Man labor not technological innovation
 - 1. No motivation – extra profit just goes to lord
 - ii. Manufacturing lagged behind w. Europe
- D. Social Unrest
 - a. System leads to protests
 - i. Western-oriented aristocrats push for change – end of 18th century
 - ii. Peasants – loyal to tsar, but resented lords
 - b. Peasant Rebellions
 - i. Pugachev rebellion – Cossack chieftain – promised
 - 1. End to serfdom
 - 2. End to taxation
 - 3. End to military conscription
 - 4. End to landed aristocracy
 - ii. Eventually put down after roaming Southern Russia
 - 1. Cut into pieces in Moscow square
- E. Russia and Eastern Europe
 - a. Eastern Europe
 - i. Changing boundaries
 - ii. More embracing of enlightenment/scientific revolution – contributed scholars
 - b. Nationalities lose autonomy
 - i. Hungary part of German Hapsburgs
 - ii. Czech part of Hapsburgs - Bohemians
 - c. Decline of Poland
 - i. Link to west – Catholic

- ii. Political aristocrats chose weak kings on purpose
 - 1. Vetoed reform efforts
- iii. Poland split into three parts

V. Global Connections

A. Why so significant?

- a. Huge land empire – 10 time zones
- b. Different from w. Europe, but huge impact

Early Latin America

I. Introduction

- A. Cortes conquers Aztecs
 - 1. Amazed at beauty of Tenochtitlan - incomparable
- B. Pattern of conquest, continuity and rebuilding
 - 1. Spanish tried to utilize Native resources similarly
 - a. Used materials from ruins to build own houses
 - b. Used similar forced labor system
 - c. Allowed to follow ancient customs
- C. Impact of invasions
 - 1. Huge Spanish/Portuguese empires
 - 2. Latin America pulled into new world economy
 - 3. Hierarchy of world economic relationships – Europe on top
 - 4. New societies created – some incorporated, some destroyed
 - a. Distinct civilization combining Iberian Peninsula w/ Native
 - 5. Created large landed estates
 - 6. Europeans came to Americas for economic gain and social mobility
 - 7. Exploited precious metals

II. Spaniards and Portuguese: From Reconquest to Conquest

- A. Introduction
 - 1. Iberian Peninsula on the Eve of Exploration
 - a. Tradition of military conquest and rule over other peoples
 - b. Ferdinand and Isabella – unified and destroyed religious diversity
 - a. Jews expelled
 - b. Religious contributed to acceptance of Columbus's idea
- B. Iberian Society and Tradition
 - 1. Recreating Iberian life
 - a. Urban cities surrounded by American Indians
 - b. Conquerors as nobles with Indians as serfs
 - c. Precedent of controlling African slaves
 - 2. Political rule
 - a. Professional bureaucracy
 - b. Theocracy – religion and Church influenced politics – vice versa
 - 3. Role of merchants
 - a. Trading posts in Africa, but estates in Atlantic islands
 - b. Trade factories turned into plantations - Brazil
- C. The Chronology of Conquest
 - 1. Era of Conquest – 1492>1570 – administration and economy set-up
 - 2. Consolidation and Maturity – 1570>1700 – colonial institutions
 - 3. Reform and Reorganization – 1700>1800 – Reform and reorganization
 - a. Seeds of dissatisfaction and revolt
- D. The Caribbean Crucible
 - 1. Early island conquests – Hispaniola, Puerto Rico, Cuba
 - 2. Treatment of natives – Taino natives distributed to encomendero
 - 3. City precedents – gridlike around central plaza – church, town hall, governor's
 - 4. Methods of rule – governors, treasury officials, notaries, Spanish laws brought
 - 5. Early immigration
 - a. Import African slaves
 - b. Women came also – conquest goal turned to settlement
 - c. Gold hunting phase initial then replaced by sugar plantations
 - 6. Treatment of Natives – enslavement, disease, murder
 - 7. Attempts at reform
 - a. Clerics and priests tried to end abuses
 - b. Bartolome de Las Casas – wrote of complaints
- E. The Paths of Conquest
 - 1. Taking over Central Mexico – between 1519 and 1535
 - a. Not a movement, but series of individual initiatives
 - b. Cortez defeats Aztecs in Tenochtitlan

2. Taking over South America
 - a. Pizarro and Incas – Peru by 1540
3. Further exploration
 - a. Densely populated areas first, then went after semisedentary/nomadic
 - b. Coronado searches for gold goes into US
 - c. 1570 192 Spanish cities and towns

F. The Conquerors

1. Motivation
 - a. 1/5 of all treasure to crown
 - b. Money then divided among men signed up, priority to friends/relatives
2. Types of people that were conquerors
 - a. Hoping to improve selves
 - b. Serve God by conquering heathen
 - c. soldiers, gentlemen, some women
 - d. saw selves as new nobility
3. Reasons for Spanish success
 - a. Weapons – firearms/steel weapons
 - b. Effective/ruthless leadership
 - c. Epidemic diseases – smallpox, influenza, measles
 - d. Internal divisions rivalries between Indians
 - e. Mobile, nomadic tribes stiffer resistance than centralized states
4. Who replaced conquerors?
 - a. bureaucrats, merchants, colonists
 - b. sometimes conflict over transfer of power

G. Conquest and Morality

1. Reasons why treatment of Natives justified
 - a. Aristotle argument – freeing Indians from unjust lord
 - b. Indians not fully human
 - c. Born to serve
2. Reasons why treatment of Natives not justified
 - a. Rational people
 - b. Never done harm like the Muslims
 - c. Admirable customs and accomplishments
 - d. Conversion should take place peacefully – Indians our brothers
3. Spanish crown tried to make changes, but too late

III. The Destruction and Transformation of Indian Societies

A. Introduction

1. Decline of population
 - a. Caribbean population almost disappears – slavery, mistreatment, disease
 - b. Mexico – 25 million > 2 million, Peru – 10 million > 1.5 million
2. Reasons for loss of population
 - a. Disease
 - b. Disruption of economic social structures – those left in chaos
 - c. Cattle replaced Indian population on Spanish farms/unclaimed land

B. Exploitation of the Indians

1. Native American life preserved
 - a. Nobility kept in place to facilitate tax collection, labor demands
2. New methods of labor and taxation
 - a. Encomienda system – use Indians as workers/servants/tax them
 - b. Often arbitrary, excessive
 - c. Without reciprocal obligation/protection – what have you done for me lately?
 - d. Encomiendas ended because Spain didn't want to compete with new nobility
 - e. Thousands of Indians mobilized for state projects
 - f. Some left towns and worked for Spanish – start of wage labor system
3. Resiliency to exploitation
 - a. Some adapted and learned to use language, legal system, law courts
 - b. Selective in their adaptation of European foods, technology, culture

IV. Colonial Economies and Governments

A. Introduction

1. Agrarian society – 80% worked on farms

- 2. Precious metals – mining efforts/booty of conquest essential activity
- B. The Silver Heart of Empire
 - 1. Mining labor and methods
 - a. Potosi in Peru – 160,000 people lived/worked in town/mine
 - b. Laborers
 - a. American Indian slaves – early encomienda system
 - b. Changed to large # of wage laborers eventually
 - c. Used European method of amalgamation w/ mercury (ahhhh...of course)
 - 2. Relation of mining to economy
 - a. Gov't profited 1/5 of profit + controlled mercury
 - b. Service industries develop around mining towns
- C. Haciendas and Villages
 - 1. Rural estates – basis of wealth and power for local aristocracy
 - a. Some plantation crops sent overseas
- D. Industry and Commerce
 - 1. Types of trade
 - a. Sheep raising and textile manufacturing
 - b. Mercantilism – only Spaniards allowed to trade w/ America
 - 1. consulado in Seville controlled all goods – kept prices high
 - 2. Fleet system
 - a. Convoy system sent two fleets annually
 - 1. Came from Philippines as well twice annually
 - b. Galleons protected
 - c. ports created to guard treasure
 - 3. European reaction to supply of American silver
 - a. ½ of silver remained in Spain
 - 1. Paid for Spanish wars
 - 2. Bought manufactured goods from elsewhere and then shipped
 - b. Sharp rise in inflation
 - c. Wealth of Spain still depended on taxation
 - d. Bankers lent more money than they should have
- E. Ruling an Empire: State and Church
 - 1. Determining sovereignty
 - a. North/South line – Treaty of Tordesillas – Brazil vs. everything else
 - 2. Method of control of Spanish kingdoms
 - a. University trained bureaucrats – letrados
 - b. Codified laws – Recopilacion
 - c. Two viceroalties – one in Mexico City and one in Lima
 - 1. Viceroys controlled military, legislative, judicial powers
 - d. Under viceroys – audiencias – professional magistrates at local level
 - 3. Role of the Church
 - a. Established churches in towns/villages
 - b. Set up missions in frontier areas
 - c. Recording and analysis of Indian culture – for conversion purposes
 - d. Later, state appointed archbishops – subsequently, allegiance
 - 4. Impact of the Church
 - a. Stimulated architects with church/cathedral building
 - b. printing presses high percentage of religious books
 - c. Schools run by clergy, universities – law and theology
 - d. Tribunal of Inquisition to judge heretics
- V. Brazil: The First Plantation Colony
 - A. Introduction
 - 1. Early settlements
 - a. At first, relations with Native Americans peaceful
 - b. Sugar plantations established
 - c. By 1600, 100,000 residents – 30,000 Europeans, 15,000 black slaves
 - B. Sugar and Slavery
 - 1. Labor intensive
 - a. Sugar had to be processed on site
 - b. Required large amounts of capital for machinery – plantation only viable

2. First great plantation economy
 - a. Single crop produced by slave labor
 - b. Social hierarchy reflected plantation/slave origins
 1. White planter family as aristocracy
 - c. Slaves at bottom of social hierarchy
 - d. Mixed origin – became artisans, small farmers, herders, free laborers
 3. Government structure
 - a. Royal officials trained in law ruled by governor
 - b. Jesuits – religious group supported by cattle ranches/sugar mills
 - c. Didn't have independent printing presses, intellectual life
 1. Closer connection to Portugal than New Spain to Spain
- C. Brazil's Age of Gold
1. Competition with Europe
 - a. Affected by change in ruling monarchies
 - b. French entrance into Caribbean lowered price of sugar, increased slave price
 2. Gold rush begins
 - a. 1695 gold discovered in interior regions
 - b. 5000 immigrants a year, went to interior
 - c. Used slaves for mining labor
 - d. Wild towns initially turned into network of towns
 - e. 1735>1760 Brazil greatest producer of gold in the world
 3. Impact of gold discovery
 - a. Opened interior to settlement
 1. Hurt indigenous population
 - b. Mining stimulated opening of new areas to ranching and farming
 - c. Rio de Janeiro – closest port to mines – grew
 - d. Hierarchy of color in new areas
 - e. Portugal continued negative economic policies
 1. Buy manufactured goods from abroad, not make
 - a. Gold went from Portugal to England
 - b. Trade imbalance
 - c. Became economically dependent on England

VI. Multiracial Societies

A. Introduction

1. Relation of different ethnic groups
 - a. Europeans, Indians, slaves
 1. All came for different reasons
 2. Hierarchy based on
 - i. master vs. servant
 - ii. Christian vs. pagan

B. The Society of Castas

1. Miscegenation
 - a. Few European women available
 - b. Sexual exploitation of women or marriage = mestizos
 - c. Mestizos
 1. Intermediary – higher than Indians, but not as respected as Spanish
2. Sociedad de castas
 - a. Occupation important, but race at birth more instrumental
 - b. Castas – people of mixed origin
 1. Mulattoes – half African/half European
 2. Mestizos – half Spanish/half Indian
 - c. With marriage, hard to tell – someone lower could pass off as someone higher
3. Class privileges
 - a. Peninsulares – whites born in Spain
 - b. Creoles – whites born in New World
 1. Dominated local economies
 2. Sensitive to any suggestion of inferiority
 3. Would be the leaders of future protest movements
4. Patriarchal society
 - a. Father has control of children to 25

- b. Women – motherhood and household
- c. Widow could assume direction of family
- d. Lower-class could be involved in commerce
- e. Marriages often arranged, came with dowry
- f. Women full rights of inheritance
- g. After a certain age, unmarried upper class women moved to convents

VII. The 18th Century Reforms

A. Introduction

1. Changing ideas

- a. Amigos del pais – friends of the country – clubs that discussed reforms
 - i. Goal – economic benefits
- b. Brief period of growth followed by decline
 - i. expansion of European population
 - ii. increased demand for American products

B. The Shifting Balance of Politics and Trade

1. Competition with Europe

- a. Problems in Spain
 - i. foreign wars
 - ii. increasing debt
 - iii. declining population
 - iv. internal revolts
- b. Pressure from France, England, Dutch
 - i. Buccaneers raided Caribbean ports
 - ii. General process of colonization in Americas

2. Failure of Spanish mercantile and political system

- a. Annual fleets became irregular
- b. Silver payments became fewer
- c. Goods shipped to colonies not Spanish
- d. Colonies became self-sufficient
 - i. Mfg needed products
 - ii. Local gov'ts became more powerful
- e. Graft/corruption common

3. Legal division of Spanish properties

- a. Spanish king dies without heir – War of the Spanish Succession
- b. Treaty of Utrecht – 1713 – French merchants gain more control
 - i. Bourbon (French) king, but can't unite France/Spain

C. The Bourbon Reforms

1. Causes of reform

- a. Age of enlightened despotism
- b. Strong central government
- c. economic nationalism
- d. Kicked out anyone who didn't want to change – Jesuits tied to Rome
- e. Improvements
 - i. French bureaucratic models
 - ii. Tightened system of taxation
 - iii. New navy
 - iv. Fleet system abolished, new ports opened
 - v. Try to get rid of graft
 - vi. New methods of tax collection

2. Reform in the West Indies

3. Reforms in America

- a. Defense and military reforms
- b. Missions and outposts in frontier areas – California
- c. Resisted foreign competitors militarily

4. Changing trading regulations

- a. State monopolies established over tobacco, gunpowder
- b. Influx of cheap Spanish/English goods
 - i. Conflict over free trade vs. locally made/more expensive goods

5. Impact of changes

- a. Spain - Revived Spanish Empire

- b. America – social tension
 - i. removal of Creoles from gov't
 - ii. creation of Creole militia
 - iii. dissatisfaction among elite

D. Pombal and Brazil

- 1. Pombal's reforms
 - a. Fiscal reforms to eliminate – contraband, gold smuggling, tax evasion
 - b. Creation of monopoly companies
 - i. Sent to develop Amazon region
 - c. Encouraged whites to marry Indians – don't need to be military controlled
- 2. Impact of Pombal's reforms
 - a. Reduced Portugal's trade imbalance
 - b. Demand for Brazilian products low
 - c. Hard to compete in European market
 - d. Set stage for independence at end of 18th century

E. Reforms, Reactions and Revolts

- 1. 18th century American boom
 - a. Population increase
 - i. lower mortality
 - ii. increasing fertility
 - iii. increasing immigration
 - iv. rising slave trade
- 2. Changes in power
 - a. Greater control from Spain/Portugal annoyed old power elite
 - b. Urban uprisings, tax revolts, Indian uprisings
- 3. Tupac – not the rapper
 - a. Tupac Amaru – mestizo in Peru
 - b. Led 70,000 Indians, Mestizos and Creoles – eventually executed
- 4. What led to complaints and frustration
 - a. Activism by mother country government
 - b. Dissatisfaction of American colonies
 - c. But...sharp ethnic divisions made it difficult to unify locals

VIII. Global Connections

- A. Colonial Empires
 - 1. Iberian nations transferred their culture, gov't – recreated society
- B. Diverse societies
 - 1. Some indigenous cultures survived – Peru, Mexico
 - 2. Culture dependent on demographic breakdown – more slaves, Europeans, or Natives
 - 3. Racial hierarchies
- C. Relation to Russian Empires
 - 1. Development of coerced labor
 - 2. Impact of gunpowder
 - 3. Western forms imposed on populations, with resistance – Russia more selective
- D. Demand for Latin American products
 - 1. World economic position as dependent and based on coerced labor

Africa and the Africans in the Age of the Atlantic Slave Trade

I. Introduction

- A. Mahommah Gardo Baquaqua – symbol of slavery
 - 1. Muslim trader > African slavery > African slave trade > Missionary
- B. Impact of outsiders on Africa
 - 1. Islam first, then African developed at own pace, West had big impact
- C. Influence of Europe
 - 1. Path of Africa becomes linked to European world economy
 - 2. Diaspora – mass exodus of people leaving homeland
 - 3. Slave trade dominated interactions
 - 4. Not all of Africa affected to the same degree
- D. Effects of global interactions
 - 1. Forced movement of Africans improved Western economies
 - 2. Transfer of African culture > adapted to create new culture
 - 3. Most of African still remained politically independent
- E. Trends
 - 1. Islam increased position in East
 - 2. Christianity stayed in Ethiopia
 - 3. Growth of African kingdoms

II. The Atlantic Slave Trade

A. Introduction

- 1. Portuguese voyagers
 - 1. Set up forts – fairly low scale – not huge impact initially
- 2. Traders
 - 1. Ivory, pepper, animal skins gold for slaves initially
 - 2. Mulattos and Portuguese gradually spread inland
- 3. Commerce leads to political, social, religious relations
 - 1. Impressed by power of many interior kingdoms – Benin
 - 2. Attempts at Christian conversion
 - a. Kongo most successful – king and kingdom converted
 - b. Ambassadors/exchange of ideas
 - c. Oddly, relationship ends when Kongo people get enslaved
- 4. First contact – preconceptions, appreciation, curiosity
 - 1. Portuguese looked strange, some tribes started portraying them artistically
- 5. Portuguese exploration
 - 1. Set up Portuguese settlements on the West coast
 - 2. Goal primarily commercial/military, but also missionary
- 6. Patterns of contact – shared ideas
 - 1. fortified trading stations
 - 2. combination of force and diplomacy
 - 3. alliances with local rulers
 - 4. predominance of commercial relations - \$ uniting factor – that's odd
- 7. History of African slave trade
 - 1. Slavery existed in Rome, replaced by serfdom in Middle Ages
 - 2. Brought to Mediterranean intermittently by Iberian peninsula
 - 3. After 1441, became common trading item
 - a. trade more effective than raids
- 8. Added impetus
 - 1. sugar plantations in Atlantic islands off Africa creates need
 - 2. Later adapted to Americas

B. Trend Toward Expansion

- 1. Numbers of slave
 - a. 1450-1850 – 12 million slaves shipped
 - b. Mortality rate 10-20% on ships
 - a. Millions more die in capture process/resulting wars
 - c. Largest period in 18th century – 7 million
- 2. Reason for high volume
 - a. Mortality rates high

- b. Fertility low
 - c. Reproduction level higher in S. USA
 - a. Different labor – not sugar plantations, mining
 - b. Reproduction encouraged
 - c. Milder climate
 - d. More concentration - 80-90% of pop in L. America, 25% in Brit America
- 3. Reasons for shifts in volume
 - a. Sugar made Caribbean major terminal
- 4. Regions of concentration
 - a. Brazil/Caribbean major destinations
 - b. 3 million slaves also as part of Red Sea, Muslim trade, trans-Sahara
- C. Demographic Patterns
 - 1. Types of captives
 - a. Trans-Saharan focused on women
 - b. Atlantic slave trade focused on men
 - a. Heavy labor
 - b. High mortality of children – didn't want
 - c. W/ capture – African tribes liked to keep women/children for self
 - 2. Demographic effects
 - a. Population cut by 50%
 - b. Becomes skewed toward more women
 - c. New crops – maize/manioc allowed numbers to recover
- D. Organization of the Trade
 - 1. Relation to European power
 - a. As Dutch/British emerge as power in Europe – want control of slave trade
 - 1. British – Royal African Company
 - b. Each has agents and forts
 - 2. Merchant towns
 - a. Mortality rates quite high – tropical diseases - malaria
 - 3. Connections between Europeans and African traders
 - a. Indies piece – basis of currency = adult male, everything related to that
 - b. Brought to coast
 - 1. African/mulatto agents purchased captives interior
 - 2. Some taxed movement of slaves
 - 3. Some states tried to establish monopolies
 - c. Collaboration – European or African domination
 - 4. Profitability of slave trade
 - a. Yes, profitable
 - a. Up to 300% for slaving voyage
 - b. But...still dangerous, with risks
 - a. On average 5-10% growth, better than other ventures
 - b. Didn't contribute a ton to \$ for Industrial Revolution
 - c. However...a huge part of triangular trade
 - a. Led to increased production
 - b. Economies needed cog in the cycle
 - c. Huge part of increasingly integrated world economy

III. African Societies, Slavery and the Slave Trade

A. Introduction

- 1. African forms of servitude
 - a. Variety of forms of servitude from peasant status to chattel (property) slavery
 - b. Method of increasing wealth – land owned by state
 - c. Variety of uses – servants, concubines, soldiers, administrators, field workers
 - d. Some slaves part of lineage system
 - e. Some exploited
 - f. Denied choice about lives/actions
 - g. Enslavement of women central feature
 - a. Used to extend lineage
 - b. Led to polygamy/harems
 - h. Sudanic states - Muslim

- a. Slavery legal for nonbelievers, illegal for Muslims
 - 1. But...still some Muslims were enslaved
 - i. Rarely enslaved own people, usually neighboring tribes
 - a. Expanding states major suppliers
 - 2. Relation between preexisting slavery and new slave trade
 - a. Pre-existing condition could be readily tapped by Europeans
- B. Slaving and African Politics
 - 1. Intensified enslavement and altered nature of slavery
 - 2. Many competing city-states
 - a. Military importance
 - b. Some historians argue that slavery led to more wars
 - 3. Results
 - a. Europe blocked coastal states from gaining too much political/economic power
 - b. Interior kingdoms gained more power – turned to cycle of guns for slaves
- C. Asante and Dahomey
 - 1. Asante on Gold Coast – example of empire that benefited from slave trade
 - a. Controlled gold and slave trade
 - b. Osei Tutu – 1717 – asantehene – supreme religious/civil ruler
 - 2. Benin – controlled slavery, but never let dominate
 - 3. Dahomey – controlled slavery by royal court – 1.8 million slaves
 - 4. Creativity emerges with centralized states
 - a. Leaders challenged by local officials
 - b. Art flourished – oftentimes patronized by royal courts
 - 1. Some art purchased by nobles
- D. East Africa and the Sudan
 - 1. Swahili Coast – East Coast
 - a. Commercial centers come under control of Ottomans and Portuguese
 - 2. Slave trade existed
 - a. Most to harems of Arabia
 - b. Some to Portuguese plantations
 - 3. Some island plantations emerged off coast of Africa
 - 4. Interior area not as affected
 - 5. Islamization enters violent phase in 18th century
 - a. Reform movement
 - b. Effects
 - 1. New political units
 - 2. New Islam eliminated pagan practices
 - 3. Literacy spread

IV. White Settlers and Africans in Southern Africa

- A. Introduction
 - 1. Southern Africa barely affected
 - 2. Politically chiefdoms
 - a. Process of expansion as relatives spread
 - 3. Dutch East India Company creates plantations in the South – Cape Colony
 - a. As Dutch farmers, Boers/Afrikaners, pushed further inland – conflict
 - b. In great trek – Boers moved far north to be free of Dutch rule
- B. The Mfecane and the Zulu Rise to Power
 - 1. Shaka Zulu – iron discipline + new tactics takes over surrounding areas
 - a. Erratic, cruel behavior brought region under control – created enemies
 - 2. Mfecane – wars of crushing and wandering
 - a. Forced migrations and campaigns led to conflicts
 - 3. Pattern of conflict in the South
 - a. competition between settlers and Africans for land
 - b. expanding influence of European government control
 - c. desire of Europeans to use Africans as laborers

V. The African Diaspora

- A. Introduction
 - 1. Trade

- a. Imports: European firearms, Indian textiles, Indonesian cowrie shells, American tobacco
- b. Exports: ivory, gold, slaves
 - 1. Price of these items steadily grew – benefited traders

B. Slave Lives

- 1. Separation from friends/family
- 2. Forced march to coastal pens
- 3. Middle Passage – traumatic – up to 20% mortality
 - a. Poor hygiene
 - b. Dysentery
 - c. Disease
 - d. Bad treatment
 - e. Reaction – suicide/mutiny
- 4. Retained languages, beliefs, traditions, memories

C. Africans in the Americas

- 1. Large plantations – sugar, rice, cotton, tobacco
- 2. Mining
- 3. Replaced indigenous people/indentured servitude
- 4. Most agricultural, but some artisans, street vendors, household servants

D. American Slave Societies

- 1. Saltwater slaves – African-born
- 2. Creole slaves – American-born
 - a. Mulattos
 - b. Sexual exploitation
 - c. Miscegenation
- 3. Hierarchy based on skin color – race
 - a. Free whites down to darkest slaves
 - b. Creoles/mulattoes given more freedom
- 4. Variety of slavery in Americas
 - a. Peru – blacks outnumber
 - b. Caribbean – vastly outnumbered
 - c. Brazil – large population
 - 1. More diverse
 - 2. tradition of manumission
 - 3. More miscegenation
 - d. USA South – depended more on reproduction less on imports
 - 1. less dependent on Africa
 - 2. reduced degree of African cultural reinforcement

E. The People and Gods in Exile

- 1. Family problems
 - a. Males outnumber females – maybe 3 to 1
 - b. Families sold away at whim
 - c. Marriages not legally/religiously sanctioned
- 2. Afro-American roots – African culture + new reality
- 3. Religion
 - a. Converted to Catholicism in Spain/Portugal
 - b. But...maintained old
 - 1. obeah - English islands – maintain African practices
 - c. Adaptation of old
 - 1. Don't have all the priestly class immigrate
 - 2. Held both beliefs
 - d. Harder for Muslim Africans to maintain
- 4. Resistance and Rebellion
 - a. Running away
 - 1. Some create runaway kingdoms
 - b. Direct confrontation
 - 1. Most famous – Suriname – former Dutch plantation colony
 - c. Feigned laziness

F. The End of the Slave Trade and the Abolition of Slavery

- 1. Result of economic, political and religious changes
- 2. Based on factors beyond Africans control

- a. Enlightenment, age of revolution, Christian revivalism, Industrial Revolution
- 3. Africans begin to trade other items – peanuts, cotton, palm oil
- 4. Enlightenment – seen as backward and immoral – slave trade symbolized cruelty
- 5. England led change – William Wilberforce – abolitionist
 - a. Pressured other countries
 - b. 1888 finally abolished in Brazil

VI. Global Connections

- A. Africa and the African Diaspora in World Context
 - 1. Africa placed at a disadvantage in world markets
 - 2. Movement of millions of people
 - 3. Created vibrant new cultural forms
 - 4. Altered political, economic structures

The Muslim Empires: Ottomans, Safavids, and Mughals

I. Introduction

- A. Muslim world essentially destroyed by those pesky Mongols
- B. But then...out of nowhere...came the return of the Muslims
 - 1. Ottoman Empire – the biggest
 - 2. Safavid Empire – Afghanistan and Iran
 - 3. Mughal – the northern part of India
- C. These “gunpowder empires” could be compared with Russia and the West
 - 1. In fact...they probably will be on a test not far, far away
 - a. All militarily important
 - b. Interacted far less with west than Russia
 - c. Maintained control over how much they wanted to deal w/ West

II. The Ottomans: From Frontier Warriors to Empire Builders

A. Introduction

- 1. Turkic-speaking peoples
 - a. Some fleeing Mongols, some looking for booty
 - b. Osman leads one of these peoples – the Ottomans
- 2. Ottomans attack Byzantine Empire
 - a. Finally Mehmed II defeats Constantinople
 - b. Big bad guns too much for big bad walls
- 3. Extending the Ottoman Empire
 - a. Scary naval power in Mediterranean
 - b. Spread empire down to Egypt and across N. Africa
 - 1. Looks kind of like what the Roman Empire looked like, w/out Europe
 - c. Threatened Vienna, but didn't take
 - d. But...Europe afraid of Ottomans for centuries...always in back of mind
 - 1. Near the hypothalamus area

B. A State Geared to Warfare

- 1. Economy and social class based on warfare
 - a. Warrior class goes to top...surprise...guess who got to make the rules
 - b. Competed for power with religious leaders and administrators
- 2. Army of Janissaries
 - a. aka “Really Good Christian Slave Soldiers that Fight For Us”
 - 1. Some given by parents, some taken forcibly
 - 2. Schooled and could become bureaucrats
 - 3. Hey...this is another type of coerced labor...interesting
 - b. Became more powerful than cavalry – threatened aristocracy
 - 1. What's scarier...Mr. Ed the Horse or a canon and gun?

C. The Sultans and Their Court

- 1. Sultans control those beneath and economy
 - a. Manipulated factions – aristocracy, religious, administrators
 - b. Commerce given to Christians/Jews – “people of the book”
- 2. Sultans grow distant from the masses
 - a. This will surprise you, but...sultans got richer
 - b. Spent all their days blowing money on wives, rituals and palaces
 - c. Viziers ended up taking control – think Prime Minister
- 3. Problems with succession
 - a. Like the rest of the Muslim world (similarity), succession confusing
 - b. When you have a harem, you have many sons
 - 1. You die...they fight each other
 - 2. Losing sons sometimes fled to enemy nations to stage revolt

D. Constantinople Restored and the Flowering of Ottoman Culture

- 1. Changing Constantinople
 - a. After destroyed/sacked – rebuilt
 - b. Hagia Sophia converted from cathedral to mosque
 - c. Aqueducts built, markets reopened, city's walls repaired
- 2. Future sultans try to improve mosques, infrastructure
 - a. Architecture blends best of Muslim/Byzantine world

- a. Mansions, rest houses, schools, hospitals, gardens
 - b. Fun and exciting markets
 - c. Coffeehouses became centers of socialization, literary sharing and ingesting of caffeinated beverages
- 3. Regulation of merchants and artisans
 - a. Government inspectors monitored quality of goods/artisans
 - b. Artisans joined together in guilds – that sounds just like Europe
- 4. Language shift to Turkish
 - a. Ummm...they shifted language to Turkish – literature and official business
- E. The Problem of Ottoman Decline
 - 1. Different perspectives of Ottoman Empire
 - a. Some talk about how bad decline was
 - b. Eventually became “sick man” of Europe
 - 2. Long decline means actually quite strong
 - a. How many other empires have are around for 600 years
 - 1. US has been an empire for about 61 years...but we’ve been declining for 28 months
 - b. By 17th century, they started retreat from Russia, Europe, Arab lands
 - c. Too large to be maintained – gave regional autonomy
 - 3. Breakdown of regional administration
 - a. Officials became corrupt
 - 1. Locals leaders hold back money from incompetent nincompoops
 - 2. Some rebellions at the local level
 - 4. Problems of imperial administration
 - a. Future leaders not groomed, but hidden away for protection
 - 1. Monarchs kept alive, but fairly unprepared/naïve
 - b. Leaders no longer fierce military leaders, but pampered
 - c. Power of military started to fade
- F. Military Reverses and the Ottoman Retreat
 - 1. Ottomans fall further behind Europeans
 - a. Reliance on super huge cannons
 - b. Janissaries don’t want military change that threatens their position
 - 1. Sounds a bit like the samurai...oohh...another connection
 - 2. Muslim sea power ends in 16th century
 - a. Battle of Lepanto – Spanish/Venetians wipe them out
 - b. Fleet rebuilt, but damage done
 - 1. Portuguese have head start on Africa
 - 2. Spanish/Venetians control Eastern Mediterranean
 - 3. Empire changes around world affect Ottoman finances
 - a. Christian European rivals get rich off of new goods
 - b. Tax collectors/merchants no longer making money
 - 1. No need to go through Ottoman Empire
 - c. Tons of bullion (aka silver) enters market
 - 1. Too much bullion equals high inflation
 - 4. Refusal to accept European ideas dooms empire
 - a. Falling behind in scientific, technological, commercial transformations
 - b. Also...in trade and warfare
 - 1. Arab world believed Europe has nothing to offer
 - a. Ohhh...poor naïve little fellas
 - 2. Conservative religious groups – nothing new
 - a. Want to protect position – remember Janissaries

III. The Shi’a Challenge of the Safavids

A. Introduction

- 1. History of Shi’a/Sunni Conflict
 - a. Like Ottomans
 - 1. Rose from Turkic nomadic struggles
 - 2. Also represent militant Islam
 - b. However...they are Shi’a – Ali and Muhammad’s ancestors should rule
 - c. Battle between Safavid Shi’a and Ottoman Sunni still lasts today
- 2. Origins of empire
 - a. Started with Sufi mystic Sail al-Din wanted to purify/reform Islam

1. This led to a lot of enemies
 - b. Eventually Isma'il took Tabriz and became emperor
 3. Battle of Chaldiran
 - a. N. West Persia – Shi'a vs. Sunni – battle for everything
 1. This would be like if the Catholics and Protestants had one big battle to decide who will rule all of Europe
 - b. Isma'il's cavalry destroyed by Ottoman firepower
 4. Significance of Chaldiran
 - a. Ottoman's couldn't maintain empire
 - b. Safavid empire can't move further west
 - c. Spread of Shi'a Islam doesn't go further west
 1. Shi'a mostly Iran and part of Southern Iraq
 - a. Yes...there are problems today because of that
- B. Politics and War Under the Safavid Shahs
1. Years of turmoil
 - a. Isma'il depressed due to loss, started years of turmoil
 - b. Relative piece/height of empire – 1587-1629
 2. Attempts to bring Turkish chiefs under control
 - a. Given warrior nobility status – like Ottomans
 1. They would threaten Shah for power
 - b. Turkic nobles balanced by appointed Persians
 - c. Plus...army of slave boys brought in to be administrators
 1. Yep...kind of like Janissaries
 - a. And yep...they were part of power struggle
 3. Using outsiders as advisors and warriors
 - a. These "slave regiments controlled firearms
 - b. Not reluctant to use technological info from Europeans
 1. Learned about casting of cannons and slave infantry from England
 2. Armed 40,000 troops...attempt to secure domain
- C. State and Religion
1. Relation to Persia
 - a. Persian replaces Turkish as spoken language
 - b. Opulent palaces
 - c. Grand titles – padishah – king of kings
 - d. claimed descent from Shi'a imams – successors of Ali
 2. Full theocracy
 - a. Shi'a becomes dominant sect taught
 - b. Mullahs – religious/prayer leaders supervised by state
 1. Taught must curse first three caliphs
 2. Teaching in mosque schools regulated by government
 3. Forced conversions to Shi'ism
 - a. Iranian identity – Shi'ism
 - b. Forced Jews, Sunnis, Sufi, Christians, Zoroaster
 - c. Shi'a Religious festivals
 1. Public flagellation
 2. Passion plays
 3. Pilgrimages to shrine – Karbala in Iraq
- D. Elite Affluence and Artistic Splendor
1. Restoring mosques and improving infrastructure
 - a. 17th century - Abbas I safe roads with rest stops
 - b. Merchants trade with China/India and Europeans
 - c. Isfahan mosques proved glory
 1. geometric shapes, floral patterns, verses from Qur'an
 2. Oasis of arches, greenery, colorful designs contrasted land
- E. Society and Gender Roles
1. Similar social issues between Ottomans and Safavids
 - a. Both led by warrior aristocracy
 - b. Retreated to estates – put huge financial drain on peasants
 - c. Peasants hurt by foreign invasions, civil strife, breakdown of services
 2. Role of handicraft

- a. Both encouraged handicraft/trade
- b. Both encouraged workshops for miniature paintings, rugs
- c. Both paid engineers well
- d. Both encouraged trade
 - 1. Ottomans had advantage – Jews/Christians already trading Europe
- 3. Role of women – negative
 - a. Women subordinated to fathers/husbands – surprise/surprise
 - b. Women kept secluded/veiled – always more strict in cities
- 4. Role of women – positive
 - a. Some women fought restrictions
 - 1. Colorful robes, refused to be veiled
 - b. Wives/concubines influenced rulers
 - c. Protected inheritance laws – divorce possible
- 5. Overall status of women
 - a. Some lived better than India/China
 - b. Most lived life with limited contact and had to stay in house
- F. The Rapid Demise of the Safavid Empire
 - 1. Causes of Decline
 - a. Leaders kept in seclusion – become inept
 - b. Eventually beat by nomads in 1722
 - c. Become battleground for nomads/neighbors wanting to take over

IV. The Mughals and the Apex of Muslim Civilization in India

- A. Introduction
 - 1. Founding of the Mughal Empire
 - a. Babur – said he was related to Mongols, but mostly Turkish
 - b. Lost his kingdom in central Asia – Afghanistan
 - c. Pushed around in Afghanistan – at 16
 - 2. Babur takes over Northern India
 - a. Can't reclaim homeland, settles for ugly green subcontinent
 - b. Beat Indians rather easily – 12,000 vs. 100,000 Lodi
 - 1. Superior firepower
 - 2. Scared the elephants, trampled Indians
 - 3. Lodi's men hated him, had no problem changing sides
 - c. Babur pretty impressive guy
 - 1. Wrote history
 - 2. Fine musician, landscaper – gardens for capital
 - 3. But...didn't administer...kept old Mongol system in place
 - 3. After Babur's death a fight for power
 - a. Humayan – son inherits kingdom – 18
 - b. Pushed out and lives with Safavids for awhile
 - c. Returns fights, back, then dies falling down stairs while carrying books
- B. Akbar and the Basis for a Lasting Empire
 - 1. Successes of Akbar
 - a. Though only 13, pretty impressive – fought back rivals
 - b. Long rule, about the same time as Elizabeth
 - 2. Military conquest and social/economic changes
 - a. Realized need to administer properly
 - b. Brilliant, illiterate – but great memory, slept 3 hours a night
 - 3. Long term religious plan
 - a. Reconciliation and cooperation with Hindu princes
 - 1. Encouraged intermarriage
 - 2. Abolished head tax - jizya
 - 3. Promoted Hindus to highest ranks
 - 4. Muslims must respect cows
 - b. Tried to invent new religion – Din-I-Ilahi
 - 1. Would forever end conflict in India
 - 4. Connection between aristocrats and monarchy
 - a. Military made nobility, but had to be prepared to fight
 - b. Local leaders had relative autonomy
- C. Social Reform and Social Change

1. Attempts to alter daily life
 - a. Improve calendar
 - b. Living quarters for the poor
 - c. Regulate consumption of alcohol – son 20 cups of wine a day
2. Attempts to improve role of women
 - a. Encouraged widow remarriage
 - b. Discouraged child marriages
 - c. Legally prohibited sati
 1. Even though it went against warrior class
 - d. Relief for women trapped in purdah

D. Mughal Splendor and Early European Contacts

1. Initial European reaction to Indian cities
 - a. Cities of Delhi, Agra, Lahore impressive
 - b. Armies dwarfed European armies
 - c. but...huge poverty and soldiers aren't trained
2. Trade with Europe
 - a. Trade gap – no interest in European products, but huge for textiles
3. Demand for Indian textiles
 - a. Cloth fine...wondered in Europe – daughter see through – 3 layers
 - b. Techniques of weaving and dying – madras, muslin, pajamas

E. Artistic Achievement in the Mughal Era

1. Rulers start living the good life
2. Jahangir and Shah Jahan patrons of the arts
3. Mughal Architecture

F. Court Politics and the Position of Elite and Ordinary Women

1. Elite women gain power in politics
2. Role of women in rest of society declined

G. The Beginnings of Imperial Decline

1. Domestic problems
2. Two ambitions of Aurangzeb
3. Military conflict drains treasury
4. Attempts to rid India of Hindu influence
5. Threats from new groups

V. Global Connections

- A. Failure to utilize European technology
- B. Failure to match European overseas expansion
- C. Attempts of Muslim empires to hold their own

Asian Transitions in an Age of Global Change

- I. Introduction
 - i. Importance of Vasco de Gama
 - 1. Returned from Indies 1499 – first to find route
 - 2. Turning point in W. Europe – Portugal takes lead
 - ii. Asia not nearly as excited
 - 1. Little interest in European goods
 - 2. Little interest in converting to Christianity
 - 3. Too numerous to do anything about it
 - iii. Importance of Europe actually minimal
 - 1. Had their own domestic and regional issues to deal with

- II. The Asian Trading World and the Coming of the Europeans
 - a. Introduction
 - i. No initial interest in European goods
 - 1. de Gama reaches Calicut, India, but no market for goods
 - 2. Gee...we really didn't need any cast-iron pots, coarse cloth, or coral beads...thanks for asking though
 - 3. Forced to give up silver for merchants to sell stuff
 - ii. Problems with Asian trade
 - 1. Little interest for goods
 - 2. Muslims already firmly embedded
 - 1. Difficulty in trading
 - 2. Resistant to conversion
 - iii. But...little did they know...they shouldn't understand group of smelly Europeans
 - b. Bonds of Commerce: The Asian Sea Trading Network
 - i. Asian trading network established for centuries
 - 1. West – Red Sea/Persian Gulf area
 - 1. glass, carpet, tapestry making
 - 2. Central – India
 - 1. cotton textiles
 - 3. East – China
 - 1. paper, porcelain, silk textiles
 - 4. Africa – supplied raw materials – metals, foods, forestry
 - ii. Raw materials
 - 1. Long distance - usually light weight/luxury items – spices/gems
 - 2. Short distance – rice, livestock, timber
 - iii. Routes determined by
 - 1. Weather – monsoon winds
 - 2. Coastal – unsafe open seas
 - iv. Why Europe could make progress in trade
 - 1. No central control to overthrow
 - 2. No military force protecting trade
 - 1. Exchanges relatively peaceful – each side had something to offer
 - 2. But...they weren't prepared for those smelly Europeans...
 - c. Trading Empire: The Portuguese Response to the Encounter at Calicut
 - i. Can't risk using all their bullion – silver/gold
 - 1. Mercantilism defined by not having bullion leave country
 - 2. Don't want to give power to other nations
 - ii. Option B – take by force – now how did they do that?
 - 1. Superior vessels
 - 2. Element of surprise – figure that – trade had been peaceful for 1000 yr
 - 3. Asians couldn't unite
 - iii. Phases of control
 - 1. Sea patrols (aka piracy) and raids on towns
 - 2. Capture towns and build fortresses
 - 1. Malacca, Goa, Ormuz - 1510
 - 2. Naval bases
 - 3. Factories – storing of goods

3. Create monopoly
 1. control price of spices
 2. licensing of merchant ships – any trader has to register
- d. Portuguese Vulnerability and the Rise of the Dutch and English Trading Empires
 - i. Why weren't the Portuguese successful – only first decades
 1. Even though they cut off hands, amazingly they still lost power
 2. Resistance of Asian rivals
 3. Lack of soldiers/ships
 4. Corruption among crown officials
 5. Shipping losses
 1. Overloading
 2. Poor design
 - ii. Dutch take over
 1. Take Malacca in early 1600s
 2. Set up port at Batavia – closer to source of spice islands – Indonesia
 3. Why Dutch succeeded?
 1. Also used fortified towns, factories, warships, monopoly
 2. But...more numerous/better armed ships
 3. Took control over all phases of production – harvesting
 4. System evolved – eventually made money different ways
 1. Regulated trade of other nations
 2. Buying Asian products and selling to other traders
 3. This is a much more peaceful, happy-joy-joy way of trading
- e. Going Ashore: European Tribute Systems in Asia
 - i. Not the same military advantage on the interior
 1. Don't have numbers or superior strategy
 2. Forced to kowtow to leaders
 - ii. Some go more internally though
 1. Dutch take over Java to control harvesting of raw materials – coffee/spices
 2. Spanish take over Philippines
 1. Northern part divided – one at a time
 2. Southern part hard to take
 - iii. Set up tribute system – like in the Americas
 1. You can live how you want, but leaders must meet tribute quotas
 2. Tribute paid by crops planted/harvested
- f. Spreading the Faith: The Missionary Enterprise in South and Southeast Asia
 - i. Portuguese/Spanish much more excited about missionary work than Brits/Dutch
 - ii. But...pretty hard to convert...curses...
 1. Muslim already exists – 1000 years
 2. Hindus have ideas/rituals – 2000 years
 - iii. Now which group of Indians could Christians convert
 1. Untouchables...but then once you interact with them, few options
 2. Upper class – Robert di Nobili – has a great idea
 1. Adopt Hindu practices and then convert – upper caste doesn't
 2. So...actually di Nobili was converted – not exactly the plan
 - iv. Successful in Philippines – no world religion – animistic before
 1. Leaders first, then peasants
 2. Friars led religious congregation and acted as regional leaders
 3. New brand of Christianity
 1. Not taught in vernacular – many had no idea what they were agreeing to
 2. Forced conversions
 3. Clung to traditional ways – remember syncretism?
 - i. Public bathing continued
 - ii. Drinking continued
 - iii. Talked to the dead
 4. So...if this was the best, really not the good
 1. Asia able to maintain identity

III. Ming China: A Global Mission Refused

- a. Introduction

- i. Zhu Yuanzhang – military peasant commander who rebelled against Mongols
 - 1. Declared Hongwu emperor in 1368
 - ii. 30 year reign to rid China of barbarian Mongols
 - 1. Got rid of dress, Mongol names dropped
 - 2. Names removed from buildings/records
 - 3. Mongol palaces/administrative buildings destroyed
 - b. Another Scholar-Gentry Revival
 - i. At first hesitant – peasant wary of scholar gentry, but needed
 - ii. Civil Service Exam becomes even more critical in determining future
 - 1. 2 out of 3 years test given
 - 2. Exams given in large compounds
 - 1. Slept, ate, answered questions in cubicle
 - 3. Competitive – thousands of positions for hundreds of spots – think you have to get a 2350 on your SATs to go to college
 - 4. Most talented could run provincial then maybe imperial posts
 - 1. Most respected people in land – next to royal family
 - c. Reform: Hongwu's Efforts to Root Out Abuses in Court Politics
 - i. Tried to keep administrators in line
 - 1. Got rid of chief minister position – took his powers
 - 2. Publicly beat naughty administrators – como ce dice “caning”
 - ii. Tried to get rid of conspiracy
 - 1. All court wives must be relatively poor – gets rid of party politics
 - 2. Exiled threats to the provinces – can't stay in Forbidden City
 - iii. Started censorship – thought control
 - iv. Many of these plans were ignored by future leaders
 - d. A Return to Scholar-Gentry Social Dominance
 - i. Hongwu tried to help out the poor
 - 1. public works, gave unoccupied lands to hard-working peasants
 - 2. Supplemental income through cloth production/handicrafts
 - ii. But...landlords got richer
 - 1. Gambled, lent money and didn't have to pay taxes
 - 2. Bought more land from peasants who couldn't pay debts
 - 3. Gentry justified the income gap because they romanticized worked hard
 - iii. Neo-Confucian thinking
 - 1. Youths to elders, women to men
 - 2. Some wanted draconian methods to keep people in line
 - 1. For example, teacher cut off head of student that disagreed
 - i. Note: This practice is currently illegal in 34 states, including California
 - 3. Women kept inferior
 - 1. Thousands came to the court hoping to be noticed – maybe a concubine
 - 2. How can they get respect/independence
 - i. Have male children – which is hard due to the XX chromosome issue
 - ii. Become a mother-in-law and then treat daughter-in-law like garbage
 - iii. Become courtesan – talented young lady who entertained men – step above prostitution
 - e. An Age of Growth: Agriculture, Population, Commerce and the Arts
 - i. Population increased due to improved diet
 - 1. Maize, sweet potatoes, peanuts – that's why they have peanuts on the table in Chinese restaurants
 - 1. Less susceptible to droughts
 - 2. Could be grown on hilly, marginal land
 - ii. Controlled terms of trade
 - 1. Porcelain, silk textiles, tea, ceramics, lacquerware in demand
 - 1. Tons of American silver ended up in China
 - 2. Europeans could do trade in Macao and Canton
 - 1. Merchants obviously benefited
 - 2. But...gov't got taxes and officials got bribes/favors
 - iii. Money spent on the arts – patrons
 - 1. Court, city, country life as focus – landscapes still important

- 2. Literature – novels start being created
- f. An Age of Expansion: The Zhenghe Expeditions
 - i. Zhenghe – remember him – sent off on expeditions – 1405-1423 – why?
 - 1. desire to explore other lands
 - 2. proclaim glory of the Ming Empire – aka “show off”
 - 3. Went to Southeast Asia and east coast Africa
 - ii. A bit more impressive than Columbus and Vasco de Gama
 - 1. 62 ships vs. 3 ships
 - 2. 28,000 sailors vs. 150 sailors
 - 3. 400 foot long ships vs. 60 foot long ships
- g. Chinese Retreat and the Arrival of the Europeans
 - i. China becomes isolated, pulls back exploration
 - 1. Quality of ships diminishes
 - 2. Take off sails – can’t go as far
- h. Ming Decline and the Chinese Predicament
 - a. Chinese dynasty fails...why?...same as always
 - a. incompetent rulers in throne
 - b. rampant corruption of officials
 - c. growing isolation of weak rulers
 - d. eunuchs start to dominate court politics
 - b. Other reasons
 - a. Public works start falling apart
 - b. Peasants suffering
 - i. sell kids to slavery
 - ii. Some start eating each other (Note: Things have to be pretty bad for you to see your offspring as potential protein)
 - iii. Turned to flight, banditry (aka stealing) or rebellion
 - c. Same as always
 - a. Internal disorder leaves China open to foreign invasion
 - d. 1644 – toppled by rebels from within – last emperor hangs self

IV. Fending Off the West: Japan’s Reunification and the First Challenge

- a. Introduction
 - i. Daimyo stalemate – huge warring period for centuries
 - ii. Nobunaga able to beat other daimyos
 - 1. Utilizes gunpowder
 - 2. Surprise attack
 - 3. Strongest general Toyotomi Hideyoshi takes over
 - 1. But he focuses on taking over Korea – dies in 1598
 - 2. Warfare resumes after his death
 - iii. And then enters...Tokugawa Ieyasu
 - 1. Focuses on internal conquest
 - 2. Started centuries of Tokugawa shogunate
 - 1. Puts end to civil wars
 - 2. Moves capital to Edo (aka Tokyo)
 - 3. Daimyos pledged allegiance to shogun
- b. Dealing with the European Challenge
 - i. Initial contacts
 - 1. European traders accidentally show up on shores
 - 2. Trade other Asian products
 - 3. Important products
 - 1. firearms, printing press, clocks
 - i. Revolutionized Japanese warfare
 - 4. Encouraged Japan to start trading overseas
 - ii. Christian missionaries
 - 1. Initially, seen as a great power contrast to important Buddhists
 - 1. Shoguns actually encouraged their growth
 - 2. Jesuits believed they were making great progress
 - i. Nobunaga actually starts dressing Western

2. All changes when Nobunaga dies
 1. Hideyoshi doesn't really care/kind of lukewarm, but then
 2. Buddhists not as powerful
 3. Concern that Christian converts don't obey orders – conflicts
 4. Worried that Europeans might follow with military expeditions
- c. Japan's Self-Imposed Isolation
 - i. Why?
 1. Fears of true European intentions?
 1. Totally unfounded...would Europeans ever try to conquer and Asian land for their own benefit?
 - ii. How?
 1. 1580s – ordered missionaries off island
 2. 1590s – started persecuting missionaries/converts
 3. 1614 – banned the faith
 1. kicked off island or hunted down and killed
 2. rebellions persisted, but...
 - i. Christianity becomes underground faith
 - iii. Next step – banning foreign influence
 1. Traders confined to few cities – Nagasaki Bay – Dutch - Deshima
 2. Ships forbidden to trade/sail overseas
 3. Western books banned
 4. Foreigners could travel/live in only a few areas
 - iv. School of National learning supported
 1. Japan's unique history
 2. Indigenous culture more important than anything else
 3. Members of elite followed European achievements

V. Global Connections

- a. Affect of Europe on Asia
 - i. Most Asians not affected
 - ii. Sure...Europeans
 1. Set up some bases – new more powerful, wealth port cities
 2. Made some new trade routes
 3. Muslim trade centers started to fall in value
 4. Introduced sea warfare
 - iii. But...realized best way to handle Asia was to adapt existing system
 - iv. Few new exchanges, nothing catastrophic
 1. They'd been trading for years
 2. But...
 1. New food from Americas go to Asia
 2. Silver goes to Asia from Americas
 3. Europeans get new strains of malaria and dysentery
 3. Limited interest in goods
 1. Seen more as novelties...ooh..what a cute little clock
- b. Different methods of reacting – hey...this is pretty important
 - i. Touched most of Asia only peripherally – on the borders
 1. Empires just too strong, too populated
 2. Culture too established
 - ii. East Asia
 1. China and Japan just weren't going to interact with Europeans
 1. Missionaries contained
 2. Limited trading contacts
 3. China stopped trading and allowed Europe to take over
 - iii. Because of isolation...failed to keep up with Europeans
 1. And that...my friends...is how Europe finally...after 4000 years surpassed Asia technologically...only in the last 50 years has the balance started to go the other direction...this was a fateful time...a critical time...an important time...an essential time...a time of great consequence and magnitude...I am finally done with this chapter and am going to go buy a Smoothie.

The Emergence of Industrial Society in the West, 1750-1914

I. Introduction

A. Introduction

1. Major Themes
 - a. Political Upheaval – age of revolution 1775-1848
 - b. Exportation of western European institutions to settler societies
 2. Major Changes
 - a. Monarchies replaced by parliaments (extensive voting)
 - b. North America emerges as major force in world economics
 3. Series of disruptions
 - a. New cultural forms – some challenge/support Enlightened thought
 - b. New states – Germany and United States
 - c. Led to new alliances – which led to the Great War
 4. Phases of Western transformation
 - a. 1750-1775 – Period of growing crisis
 - b. 1775-1850 – political revolution simultaneously with industrial revolution
 - c. 1850-1914 – implications of industrial revolution
- #### B. Optimism in Chaos
1. Marquis de Condorcet – “Progress of the Human Mind”
 - a. Due to literacy/education – mankind on the verge of perfection
 - i. This humble man died in jail

II. The Age of Revolution

A. Forces of Change

1. Cultural change – change in intellectual thought – Enlightenment
 - a. Political thought – challenged government
 - i. Jean-Jacques Rousseau – government based on general will
 - ii. Gap between leaders and thinkers – this isn't a good precedent
 - b. Also encouraged economic/social change
2. New businesspeople challenged old aristocracy
 - a. New power structure vs. old economic values
3. Population revolution
 - a. better border control – kept out those annoying immigrants with disease
 - b. improved nutrition
 - c. Effects
 - i. upper class needed to control their position – feel threatened
 - ii. can't inherit property > join working class
 - iii. rapid expansion of domestic manufacturing
 - a. protoindustrialization – set foundation for future capitalism
 - i. putting out system – capitalism out of your house
 1. run by merchants – materials, work orders, sales
 - iv. altered behaviors
 - a. consumer mentality – keeping up with the Joneses
 - b. premarital sex
 - c. parents lose control – can't threaten inheritance anymore
 - d. defiance of authority

B. The American Revolution

1. A Sort of Revolution – change of power from one group of elites to another
 - i. Enlightened ideas used to justify switch, desire for political office
 - ii. Atlantic coast colonies win
 1. Why? - British blunders + French help
 2. Set up new government – incorporated Enlightened ideas
 - a. Montesquieu – checks and balances – divided branches
 - b. Civil liberties – but...kept that thing called slavery
 - c. Voting rights

C. Crisis in France in 1789

1. This would set precedent that would transform all of Europe
2. Causes
 - i. Ideological factors – Enlightenment pressure – limit Church/aristocracy

- ii. Social changes – merchant class wanted more power
 - iii. Peasants pressed by population issues – want freedom from aristocracy
 - iv. Catalyst – economic problems by French gov't - series of wars/Versailles
- 3. Louis XVI – calls Estates General
 - i. Supposed to be three estates – but turns into National Assembly
 - ii. King gives this legitimacy after riots, women marching, and chaos
- 4. Summer of discontent
 - i. National Assembly – passes Declaration of the Rights of Man and Citizen
 - ii. Storming of Bastille – symbol of repression – destroyed almost vacant prison
 - iii. Great Fear – riots on countryside lead to Great Flight
 - iv. Led to monumental changes
 - 1. Seizure of church lands
 - 2. New parliament to restrict king
 - 3. Freedom religion, press, property
- D. The French Revolution: Radical and Authoritarian Phases
 - 1. Enters Radical Phase in 1792
 - i. Reign of Terror – get rid of monarchy
 - ii. Push revolution further
 - iii. Executed potential threats – guillotine becomes weapon of choice
 - 2. Maximilien Robespierre
 - i. Leader of radical phase
 - 1. Lost touch with issues of the people
 - a. Creates new religion – cult of the Supreme Being
 - b. Doesn't listen to issues of urban dwellers
 - 2. Eventually arrested himself
 - 3. New changes
 - i. Proclaimed universal manhood suffrage
 - ii. Universal weights and measures – crazy dudes
 - iii. slavery abolished
 - iv. universal military conscription – loyalty to the state
 - 1. Now France has a huge, motivated army
 - 2. Makes Europe nervous – spread revolutionary ideals
 - 4. Nationalism – new spirit – national anthem
 - i. replaced allegiance to locality and the Church
 - 5. Enter Napoleon – followed conservative phase – oligarchy
 - i. Centralized system of secondary schools/universities
 - ii. Meritocracy – achievement based on skills, not birth
 - iii. Religious freedom
 - iv. Tries to conquer Europe
 - 1. Repelled in Russia
 - 2. Tore down local governments elsewhere
 - a. They now gave loyalty to the nation
- E. A Conservative Settlement and the Revolutionary Legacy
 - 1. Congress of Vienna – national lines drawn
 - i. Tried to create a balance of power – create strong powers around France
 - 1. Prussia gains power in Germany
 - 2. Piedmont in Northern Italy
 - 3. Britain gains new territory around the world
 - 4. Russia maintains control of Poland
 - ii. Tried to restore the old days – conservative – monarchy
 - 1. But...liberals push for political change
 - a. More say for the people
 - b. Gov't stays out of individual issues
 - c. Constitutional rules for religion, press, and assembly
 - d. Economic reforms
 - e. Better education
 - 2. Then there was the...radicals
 - a. Wanted way more power for people – universal suffrage
 - b. Socialism – attack private property and divide equally
 - iii. Revolutions from students and urban artisans – most to gain

1. Greece breaks away from Ottomans, Italy, Germany, Belgium, France
2. U.S. takes away land rights – Jacksonian Democracy
3. Britain – Reform Bill of 1832 – parliamentary vote to middle class men
4. By 1830s Western Europe has solid parliaments

F. Industrialization and the Revolutions of 1848

1. Now factory workers are getting ticked off – whatever happened to skilled labor?
 - i. Chartist movement – regulate technologies – slow down so we have a job
2. Revolutions of 1848 – climax of protest
 - i. France starts it up again – socialism – government supported jobs/women’s rights
 1. Ended up replacing with another authoritarian – Napoleon’s nephew
 - ii. Nationalism demands in Germany and Austria-Hungary – autonomy
3. Revolution fails again
 - i. revolution too drastic – need to choose more moderate methods
 - ii. better transportation reduces food crisis – the major catalyst
 - iii. Better riot control police
4. But...industrial business class starts to replace aristocrats – new money vs. old money
 - i. Now it became those with money vs. those without

III. The Consolidation of the Industrial Order, 1850-1914

A. Introduction

- a. Infrastructure gradually improves
 - i. Railroads, canals, urbanization
 1. Britain – 50% live in cities – first time in human history
 - ii. Handle city problems
 1. Sanitation, parks, regulation of food/housing facilities
 2. Crime rates drop/stabilize

B. Adjustments to Industrial Life

- a. Family life changes
 - i. Low birth rates/low death rates – kids more important – not source of income
 - ii. Better health for kids – only 10% are dying before 10 years old – yippee!
 - iii. Louis Pasteur discovers germs – better health/sanitation
- b. Consumer culture begins
 - i. More money to buy products – living above subsistence
- c. Rise in corporations
 - i. more stock owned companies
 - ii. labor unions created
 1. workers bargain for better pay/conditions?
- d. Farmer life improves
 - i. More connected
 - ii. Developed staple crops
 - iii. Cooperatives to market crops/purchase supplies – can be done cheaper if work together

C. Political Trends and the Rise of New Nations

- a. Governments start to gradually enact reforms to avoid revolution
 - i. Key issues – voting rights, freedom of religion, conserve wealth of old
- b. Promoting active foreign policy creates nationalist fervor
 - i. Expanding empire – people forget domestic issues – no, really?
- c. Creating nations
 - i. Count Camillo di Cavour – Piedmont unites Italy - alliance with France
 1. Fought Austria for Northern provinces – peninsula unites
 2. Revolution from control of the Church
 - ii. Otto von Bismarck – unites Germany
 1. Forced conflict with other nations to unify German people
 2. Defeated France in 1871 – new Germany
 3. Parliament has lower house based on universal suffrage
 - iii. America stays one nation – industrial North defeats rural-based South
 1. industrial weaponry and transport systems give hint of war to come
- d. Goal now becomes keeping political power and getting elected
 - i. For the most part, status quo is kept whether liberal or conservative party
 - ii. Italy calls it trasformismo – basically the peaceful transfer of power in which there is no radical change, but you add the suffix “-mo” at the end

- D. The Social Question and New Government Functions
 - a. West starts having civil service exams – just about 1000 years after Chinese
 - b. New schools
 - i. Increase literacy rates
 - ii. Teach domestic roles to women
 - iii. Preach nationalism – language, history, attack minorities/immigrant cultures
 - c. Welfare programs to help old, injured, unemployed – Bismarck ahead of the game
 - d. Social question – not political/economic equality, but social equality
 - i. Socialism – Karl Marx
 - 1. who controls means of production?
 - 2. Middle class defeated aristocracy and now it was the workers turn
 - a. Eventually class eliminated – proletariats vs. bourgeoisie
 - 3. Socialists parties grow in popularity across W. Europe
 - a. Fiery speakers attract workers
 - 4. Revision – accomplish social equality peacefully – a compromise
 - ii. Feminist movements
 - 1. Equal access to employment, education, vote
 - 2. Middle class women led the charge
 - a. Active, passionate leadership
 - b. Window smashing, arson, hunger strikes, petitions, marches

IV. Cultural Transformations

- A. Emphasis on Consumption and Leisure
 - a. Better wages + reduction in hours = free time, expendable income
 - b. Also, factories produced tons of cheap goods
 - i. Advertisement encouraged
 - ii. Bicycle fad of 1880s
 - 1. People line up – starts changing clothing of women
 - c. Mass leisure culture
 - i. Newspapers with fluff – bold headlines/human interest stories
 - 1. crime, sports, comics, crime, corruption, violence
 - ii. Live comedy and music
 - iii. Vacation trips – seaside resorts grow
 - d. Team sports
 - i. Discipline and coordination necessary
 - ii. Commercial industry grew – uniforms, rubber balls, stadiums
 - iii. Hypercommunity loyalties – Go 49ers!!!!
 - iv. Olympics reintroduced in 1896
 - e. New priorities
 - i. More secular – people turn to worldly entertainments
 - ii. Mass leisure allows passion, vicarious participation in sports – “We won!!!”
- B. Advances in Scientific Knowledge
 - a. Rising prosperity led to more time for scientific/artistic exploration
 - i. Improvements in medicine, agriculture
 - ii. Still used rationalist perspective – almost solely secular
 - b. Charles Darwin – 1859 – Origin of Species
 - i. animal/plant species evolve over time from earlier forms
 - ii. Nature worked through random struggle
 - iii. Conflicts with religious doctrine
 - c. Physics expands – Albert Einstein’s Theory of Relativity - adds notion of time
 - d. Expanding empirical knowledge of humans – statistics for everything
 - i. Attempts to explain business cycles, causes of poverty, behavior of crowds
 - e. Sigmund Freud – theories of human subconscious to explain behavior
- C. New Directions in Artistic Expression
 - a. Some artistic approach reflected logic and daily lives
 - i. Charles Dickens – novels on human behavior
 - ii. Georges Seurat – pointillism
 - b. But...a lot of art went off on random tangents
 - i. Romanticism – emotion/impression more important than reason/generalization
 - ii. Start breaking form – no more poetry rhyming, why plot, painting evocative
 - a. If you want to be literal, use a camera

- iii. Art becomes abstract – art for art’s sake
- c. So...basically...there is no one way of doing things – science, or art
 - i. More debate over life – Conservatism vs. liberalism
 - ii. Tensions in the modern mind

V. Western Settler Societies

A. Introduction

- a. Causes of Western expansion
 - i. new markets for processed goods
 - ii. created commercial agriculture in other regions
 - a. satisfy need for raw materials, agricultural products
 - iii. communication/transportation facilitated expansion
 - iv. Nationalistic rivalries
 - v. Businesspeople sought new chances for profit
 - vi. Missionaries sought chances for profit
 - vi. Massive European emigration
- b. Success of expansion
 - i. Steamships brings technology inland
 - ii. Improved weaponry – artillery and machine gun

B. Emerging Power of the United States

- a. First hundred years remained isolated
 - i. Improved infrastructure, political system, internal growth, westward expansion
 - ii. New stream of immigrants in 1850s
 - iii. Success of America borrowed by Europeans during revolutions
- b. Civil War – industrial North vs. agricultural South
 - i. Civil War freed slaves, but South eventually re-enslaved through sharecropping
 - ii. Accelerated America’s industrialization
 - a. Expand transportation networks
 - b. Armaments manufacturers need markets after war
 - c. American agriculture – mechanized – exported to world
 - iii. American military, art, technology had very little impact abroad

D. European Settlements in Canada, Australia and New Zealand

- a. Borrowed heavily from Western Civilization
 - i. Parliamentary legislatures and economies mirrored
 - ii. Cultural styles borrowed from Europe
- b. Remained part of British Empire
- c. Canada
 - i. Tried to create gradual self-government to avoid revolution
 - ii. Quebec created to ease French tension
 - iii. New immigrants poor in during last part of 18th century
- d. Australia
 - i. 1788-1853 – exported convicts
 - ii. Discovery of gold increases population in 1850s
 - iii. Unified federal nation claimed on January 1, 1900
- e. New Zealand
 - i. Conflict with Maoris – attempts to convert to Christianity
 - ii. Agricultural population
 - iii. Parliament allowed to rule self without interference from mother country
- f. Connections
 - i. All remained agricultural – necessitated exchanges with England
 - ii. Themes of liberalism, socialism, modern art, and science transported
 - iii. Received new waves of immigrants during 19th century
 - 1. Export of people huge issue
 - iv. Industrialization leads to rapid colonization
 - 1. Communication and transportation created quickly

VI. Diplomatic Tensions and World War I

A. Introduction

- a. Germany becomes new power in Europe by 1880s – secured alliances
- b. World ran out of places to carve up by 1900

- i. Africa gone, only a few areas left
 - c. Britain threatened by Germany's industrialization and navy
 - d. France more concerned with Germany – aligns self with Russia/Britain
- B. The New Alliance System
 - a. Two alliance systems dominate
 - i. Triple Alliance – Germany, Austria-Hungary, Italy
 - ii. Triple Entente – Britain, Russia, France
 - b. Arms race created to intimidate/defend against rivals
 - i. military conscription during peacetime
 - c. Each alliance had unstable partner
 - i. Russia – revolution in 1905 – would it be crippled?
 - ii. Austria-Hungary – nationality disputes – want self-determination/autonomy
 - d. Balkan states only adding to difficulty
 - i. Balkan nations broke away from Ottoman Empire
 - ii. Serbia expanding – this threatens Austria-Hungary that has Serbian population
 - 1. Gavrilo Princip kills Archduke Ferdinand
 - 2. Austria vows to punish Serbia – Russia comes to aid
 - 3. Germany attacks France then Russia before they can mobilize
- C. Diplomacy and Society
 - a. Nationalist competition got out of control – no other civilizations to threaten
 - b. Governments attempts to distract population through foreign actions
 - i. But...once imperialism was too easy, then what?
 - c. Plus...military build-ups – need buyers for products
 - d. Mass newspapers shape nationalist pride
 - e. Initially people excited about war
 - i. Some people thought it was a nice break from stability of the world

VII. Global Connections

- A. Imperialism and redefinition of world economy put Europe interests everywhere
- B. Russia tried to avoid situation – warned against parliamentary politics
- C. European ideas of socialism liberalism, radicalism were exported to other regions around the world – later used to overthrow oppressors

Industrialization and Imperialism: The Making of the European Global Order

I. Introduction

- A. Change in Europe's relationship with world
 - 1. Change in goods – no longer spices/mfg goods, but natural resources for machines
 - 2. Trade balance shifts
 - a. Need for markets for Europe mfg products
 - b. 1840 exported more than imported – finally, people want to buy Europe stuff
 - 3. Reasons for expansion
 - a. Missionaries no longer state sponsored
 - i. Europe no longer threatened by anyone
 - b. European rivalries now fueled expansion
 - 4. Ability to control empire
 - a. Industrialization gave Europe power to control center
 - b. Steamships/railways put everyone in reach of European landgrab

II. The Shift to Land Empires in Asia

- A. Introduction
 - 1. Initially limited interest of Europeans to control regions – too expensive
 - 2. Communication realities prevented centralized control – led to local administration
- B. Prototype: The Dutch Advance on Java
 - 1. Initially Dutch paid tribute to Mataram sultans
 - a. Dutch East India Co. worked w/in system
 - 2. Later - backed Mataram sultans in intertribal conflicts
 - a. Every time Dutch helped out, they demanded more land
 - i. Dutch backing needed due to their organization, weapons, discipline
 - ii. Finally in 1750s, they'd given up everything
- C. Pivot of World Empire: The Rise of the British Rule in India
 - 1. Initially British East India Company worked with rulers
 - 2. Later – backed territorial claims, princes used Europeans to settle disputes
 - b. The uses then become the users
 - 3. Unlike Dutch however, British Raj (gov't) came from French/British rivalries
 - a. 1700s – France/Britain in 5 wars, British won them all, but US
 - 4. Key battle – 1757 Plassey
 - a. 3000 British under Robert Clive defeat 50,000 Indians
 - b. Victory not merely based on numbers issue
 - i. Brits used Hindu banker money to pay off Indians
 - ii. Method of getting back at Muslims
 - c. Teenage nawab Siraj doesn't have control of force
 - i. they defect or refuse to fight
- D. The Consolidation of British Rule
 - 1. Mughal Empire gradually breaks down under wars with East India Company
 - a. As Brits took more land, Indian princes fought other lands to get territory
 - i. India reduced India
 - 2. British control
 - a. Madras, Bombay, Calcutta – administrative centers of three presidencies
 - b. Local leaders of princely states had to report to British administrators
 - 3. Reasons for British takeover
 - a. Muslims/Hindus don't unite under national identity
 - b. Some Indians liked fighting for British – uniforms, weapons, pay, treatment
 - i. 5 to 1 Indians serving British to actual British soldiers
 - 4. India's large population made it the key to great empire
 - a. Indian soldiers used to conquer surrounding areas
 - b. Became market for investments, manufactured goods
 - c. Major source of raw materials
- E. Early Colonial Society in India and Java
 - 1. Initially maintained existing social structure
 - a. Just placed traders/officials above existing system
 - 2. Tried to bring Europe over to Asia, but not always with success

- a. Can't do the whole Dutch canal thing in Indonesia with mosquitoes
 - b. Adapted to varying degrees dress, eating, work habits
 - i. Some refused...bad idea...wool clothes in S. East Asia
 - ii. Adopted food, hookahs/water pipes, Indian dancing
 - 3. Racial divide
 - a. Society had racial discrimination
 - b. But also...Europeans/Asians mixed – miscegenation – mostly men colonize
- F. Social Reform in the Colonies
- 1. Initially – maintained religion of existing group
 - a. Kept Hindu caste system – refused entry to missionaries
 - 2. But...nabobs – corrupt British leaders who made money while overseas
 - a. in 1770 Bengal famine kills 1/3 population – obvious reforms needed
 - b. Lord Charles Cornwallis – took out local autonomy – report directly to Britain
 - i. But...also mistrusted Indians, made wholesale changes
 - 3. Why the push for change?
 - a. Utilitarians – England has best system – why not share?
 - b. Evangelical religious revival – reform the heathens
 - 4. How?
 - a. Push for education
 - b. Language
 - c. Infusion of Western technology
 - d. Get rid of sati – 1830s
 - i. w/ help from western educated Indian leaders – Ram Mohun Roy
 - ii. Threatened with physical punishment if they applied sati
 - 5. Changes – transplanted Western industrial/political revolutions
 - a. Western ideas, inventions, modes of organization, technology
 - b. Drawn into global network
 - c. At schools, model behavior on European exercise, reading, scientific learning
 - d. Ironically...values taught to Indians, used against them later

III. Industrial Rivalries and the Partition of the World, 1870-1914

A. Introduction

- 1. Science/industrial advantages led to European competition between states
 - a. Beginning 19th century – Britain's navy makes dominant
 - b. Belgium, France, Germany, US competing for power
- 2. Reasons for colonial expansion
 - a. Status as great power
 - b. Raw materials
 - c. Markets for manufactured goods – needed to keep economies growing
 - i. European countries suffering from overproduction and unemployment
 - d. Colonies could be destinations for unemployed
 - i. markets for surplus goods
- 3. Central political leaders took more direct control over running colonies
 - a. improved communication – telegraph
 - b. No longer could an explorer alone ratify agreements
 - i. led to fierce parliamentary debates
- 4. Public opinion important
 - a. mass journalism
 - b. extension of the vote – universal manhood suffrage

B. Unequal Combat: Colonial Wars and the Apex of European Imperialism

- 1. Advances due to Industrial Revolution
 - a. Access to minerals others didn't know existed
 - b. Chemists create even more powerful explosives
 - c. Metallurgy – mass production of mobile artillery
 - d. More accurate hand weapons
 - e. Machine gun as effective battlefield weapon
 - f. Improved ships
 - i. Steam engines, iron hulls, massive guns
- 2. Areas of Africa/Pacific Islands fought with spears, arrows, leather shields
- 3. Some areas resisted

- a. Vietnamese guerillas fought back when leaders refused
 - b. Zulus defeated British at Isandhlwana in 1879
 - c. But...eventually they would lose...win the battle, but no way they can win war
4. Only successful methods of resistance
- a. guerrilla warfare, sabotage, banditry only match for superior weapons
 - b. Sometimes spiritual leaders gave encouragement to locals

IV. Patterns of Dominance: Continuity and Change

A. Introduction

1. Tropical dependencies – small # of Europeans rule a ton of locals
 - a. Brought under rule suddenly late 19th/early 20th century
2. Settlement colonies –
 - a. White Dominions – huge % of land, low % of population
 - b. Small # of natives, whites majority
 - i. Natives killed by disease/wars of conquest
 - c. US, Canada, Australia, Chile, Argentina
3. Third type – settlement colony variation
 - a. Large indigenous population + large # of immigrants
 - i. S. Africa, New Zealand, Hawaii, Algeria, Kenya
 - b. Numerous clashes over land rights

B. Colonial Regimes and Social Hierarchies in the Tropical Dependencies

1. Followed pattern of India
 - a. Played ethnic/cultural divisions against one another
 - b. West/East Africa – Animists and Christians vs. Muslims
 - c. These divisions called “tribes” – dehumanizing
2. Whites lived in capital/provincial cities
 - a. Local leaders then reported to Europeans
 - i. Some Western educated
3. But...education not as pushed in Africa – racism
 - a. Lack of college graduates – lack of a middle class
 - i. Learned from mistakes – educated classes in other colonies start revolts
 - a. Want jobs beyond their capacity and get annoyed

C. Changing Social Relations Between Colonizer and Colonized

1. As time passed, Europeans became more isolated from locals
 - a. Women were brought over
 - i. Safer conditions – health care/segregated living quarters
 - ii. Discouraged interaction with locals – brothels attended less
 - b. Whose fault, female or male?
 - i. Males
 - a. Passed laws against miscegenation
 - b. Kept contacts between white women and locals to minimum
 - ii. Women
 - a. Had native nannies or servants
 - c. Only interaction with high ranking natives was at formal occasions
 - d. Notions of white racial superiority – late 19th century
 - i. Ranking of races put whites on top – Darwinism gone wrong
 - ii. Differences between ruler and ruled was inherent
 - iii. So what’s the point in interacting – you really can’t change them
 - e. Recreated European life, and spent summers in hill communities

D. Shifts in Methods of Economic Extraction

1. Attempts to expand export production
 - a. Teach natives scientific management and encourage to work harder
 - b. Incentives
 - i. More money to buy cheap consumer goods
 - ii. Head/hut taxes must be paid from ivory, palm nuts or wages
 - a. Congo – flogged and killed if didn’t reach quotas
 - b. Women and children held hostage
 - c. Infrastructure created for sole purpose of moving natural resources
 - d. New areas of cultivation and mining
2. Raw materials shipped by merchants to be processed in Europe

- a. Finished goods sold to Europeans
 - b. Local economies don't benefit from entire process
 - c. Exist for the purpose of making Europeans able to buy cheap, cool stuff
 - 3. So...not only were they subjugated politically and socially, but also economically
 - a. Hey...that would be a great essay question
- E. Settler Colonies in South Africa and the Pacific
 - 1. Adopted many of the economic/political practices of tropical dependencies
 - 2. Settler colonies before 19th century usually wiped out native populations
 - a. Disease and battle
 - 3. Those formed after 19th century had much larger native populations
 - a. Not killed off by disease – immunities built up over time
 - b. Settlers had far more clashes with locals over territorial claims
- F. South Africa
 - 1. Dutch colony initially set up as way station/halfway point to India
 - 2. But...Boers (farmers) started moving inland
 - a. Subjugated local Khoikhoi peoples
 - 1. Miscegenation ensued creating “colored” population
 - 3. When British take over in 1800s they are totally different than Boers
 - a. Boers more rural, speak different language
 - 1. Didn't have all the benefits of scientific, industrial, urban revolutions
 - b. Had slaves, British missionaries trying to get rid of slavery
 - 4. Boers felt pressure and move further inland
 - a. Come into contact with established Bantus – Zulus and Xhosa
 - b. British forced at times to come in on side of the Boers
 - c. Boers try to create to Boer Republics in 1850s
 - 1. Orange Free State and Transvaal
 - 2. Ran themselves until diamonds were discovered - 1867
 - i. Amazingly...British now very interested
 - ii. Initially Boers won first war in 1881
 - 3. But...more British moved in when gold discovered in 1885
 - 4. All out Boer War from 1899-1902
 - i. Who would control access to the mines?
 - ii. British eventually win, but feel guilty for treating Boers like garbage
 - 5. Settler minority then controls native Africans
- G. Pacific Tragedies
 - 1. Introduction
 - a. Demographic disasters/social disruptions similar to European first contacts
 - 1. Lived isolated, no immunities to diseases
 - 2. Vulnerable to outside influences
 - a. New religions, sexual behaviors, weapons, cheap goods
 - b. Led to social disintegration and widespread suffering
 - 1. Agents of change – whalers, merchants, missionaries, administrators
 - 2. New Zealand/Hawaii – large native populations
 - c. Solutions
 - 1. Accommodation – combined some old with new
 - 2. Revival of traditional beliefs/practices
 - 2. New Zealand
 - a. Maori tribes destroyed
 - 1. Prostitution, alcoholism, superior deadly weapons disrupted warfare
 - 2. Smallpox, TB, and cold killed them
 - 3. Changed agriculture – used Western tools/practices to farm
 - b. Europeans return in 1850s to take over
 - 1. Dominate farm areas
 - 2. Maori fight back, but defenseless against weapons/disease
 - 3. Eventually survived by using British laws/legal system
 - 4. Became a multiracial society
 - 3. Hawaii
 - a. Claimed by British in 1843, but US in 1898
 - 1. Discovered by Captain James Cook – Spanish
 - i. Eventually killed over nails in ship

- 2. King Kamehameha used Western weapons/methods to take kingdom
- b. Women had power until Christian missionaries encouraged conservatism
- c. Population declines from ½ million to 80,000
 - 1. Chinese laborers imported
- d. Turned to commercial crops – sugar
 - 1. Some missionaries turned to capitalism
- e. American planters/naval base encouraged US to annex
 - 1. Protect American lives by posting troops in Honolulu
- f. Unique status of Hawaii
 - 1. not enslaved – racism not as big a deal
 - 2. arrival of Asian immigrants
 - 3. colonization finalized

V. Global Connections

- A. Industrial Revolution gave motives and means for taking over Asia and Africa
 - 1. If they didn't directly control it, the indirectly controlled through threat of military
 - a. Global order based around helping their industrialized societies
 - 2. Communication, commercial and transportation networks key
 - 3. Unprecedented flow of food/materials from Africa, Asia, Latin America to N. America and Europe
 - a. Existed to support Europe
 - b. Europe/West provided capital and machines to control local industry
 - c. Western culture exported – manners, fashions, literary forms, entertainment
- B. Europeans believed it was their God-given right
 - 1. Initially put down revolts with violence
 - 2. But... western trained locals became leaders of future revolts – nationalists
 - a. Used language/communication to organize resistance

The Consolidation of Latin America, 1830-1920

I. Introduction

- A. Maximilian I – Austrian emperor – firing squad in 1867
 - 1. Killed after years of Civil War
 - 2. Proved need for Latin America to figure out future w/ out Europe
- B. Early 19th century – Latin America created new nations
 - 1. Problems...many divisions over how to address the following
 - a. Role of religion
 - b. Type of society
 - c. nature of economy
 - d. form of government
 - 2. Plus...always threatened by
 - a. Foreign governments
 - b. new imperialist regimes
 - c. neighbors seeking territory/economic advantage
- C. Is it a “developing nation” or part of European Enlightenment?
 - 1. Enlightenment
 - a. Shared virtues of progress, reform
 - b. Representational government
 - c. Constitutional government
 - d. private property rights
 - 2. Problems of colonial government
 - a. No history of participatory government
 - b. Dependence on invasive central authority
 - c. Class/regional differences divided nation
 - d. Huge wealth/income disparity
 - e. European industrialization made Latin America a dependent nation

II. From Colonies to Nations

- A. Introduction
 - 1. Shared resentment of creoles and others (Natives/mestizos/mulattos)
 - 1. new taxes and administrative reforms
 - 2. Creoles – Enlightened ideas
 - 2. But...still...class differences too much to overcome
 - 1. Many attempts at independence failed – wealthy worried about losing power
- B. Causes of Political Change
 - 1. Events encouraging change
 - 1. American Revolution – 1776
 - 2. French Revolution – 1789
 - a. But...regicide, rejection of Church, social leveling too much
 - 3. Haitian Revolution – 1791
 - a. Toussaint L’Overture overthrows French colonial control
 - 1. Makes local wealthy very hesitant to enlist the masses
 - 4. Confused Iberian political situation
 - a. Napoleon’s appointed brother vs. junta central
 - b. Independent juntas self-servingly set up own juntas
- C. Spanish American Independent Struggles
 - 1. Mexico
 - 1. Father Miguel de Hidalgo encourages Indians and mestizos - 1810
 - a. Later captured and executed after early victories – threat to elite
 - 2. 1820 – Augustin de Iturbide – creole captures Mexico City w/ mestizo/Ind help
 - a. Proclaimed emperor of Mexico
 - b. Initially all of Central America attached, but by 1838 all had split off
 - 2. South America/Caribbean – break away in reverse order of exploration
 - 1. Argentina/Venezuela first and Caribbean last
 - a. Fearful of slave resistance – bonjour Haiti
 - b. 1820-1833 Gran Colombia – then broken to Ecuador, Venezuela, Colombia
 - 2. Creole Jose de San Martin fights for Argentina, Bolivia, Uruguay independence

- a. Conservative creoles eventually supported after a ton of victories
 - 3. By 1825 all Spanish South America had gained its independence
- D. Brazilian Independence
 - 1. By end of 18th century Brazil economically important
 - a. European demand for sugar, cotton, cacao
 - b. Creoles, upper class unwilling to risk change – lose to lower classes
 - 2. Portuguese king and queen flee Portugal and head to Brazil
 - a. After Napoleon's invasion
 - b. Rule Portugal from Brazil
 - d. Brazil not seen as inferior – equal to Portugal
 - e. Rio de Janeiro becomes imperial city
 - a. Leads to immigration of bureaucrats – threatens authority
 - f. By 1820, things change – king moves back – Brazil pathetic again
 - a. Dom Pedro – Dom Joao VI's (king of Portugal's) son
- E. Final conclusions
 - 1. So...Mexico becomes monarchy, Brazil monarchy under Portuguese ruling family, rest of South America a parliament

III. New Nations Confront Old and New Problems

- A. Introduction
 - a. Initially people think there might be reform
 - i. meritocracy
 - ii. representative government
 - iii. right to private property
 - iv. individual as basis to society
 - b. Issues
 - i. Should Catholicism be national religion?
 - ii. Free slaves/egalitarian vs. economic focus as priority – Cuba, Puerto Rico, Brazil
 - iii. Color distinction
 - 1. Many mestizos/Natives concerned that political offices won by same corrupt aristocracy
- B. Political Fragmentation
 - a. nations divide due to political divisions, regional rivalries, economic competition
 - b. Gran Colombia only held together under leadership of Simon Bolivar
 - i. his death puts out fire of protest
 - c. Why did uniting fail?
 - i. Geographic barriers
 - ii. Great distances
 - 1. Poor roads
 - iii. Regional differences/political divisions too much
 - iv. Mass of population outside political process
 - v. Becomes 18 separate nations
- C. Caudillos, Politics and the Church
 - a. Problems for new nations
 - i. Decade of warfare had destroyed economies/devastated land
 - ii. Caudillos gain power
 - 1. Independent warlords able to organize army
 - 2. These caudillos could make/unmake governments
 - 3. Leads to government reaction of needing to hyperfinance military
 - 4. Interested in power for own sake, not for country
 - 5. Support different groups – some elite, some mestizos, some Indians
 - iii. Centralists vs. federalists
 - 1. Central government controls everything or strong regional governments
 - iv. Liberals vs. conservatives
 - 1. rights of individual vs. maintenance of status quo
 - 2. secular nation vs. Catholic nation
 - 3. Conservatives wanted to maintain order – not encourage competition
 - 4. Leaders still come from elite class – regardless of position
 - v. Role of the Church
 - 1. Role in education

2. Should role in civic life be limited
3. What are problems of mixing Church and state
- vi. Constitutions
 1. Too specific, overturned with each new government
 2. More successful gov'ts gave more power to monarch/president
- vii. defects in the "Latin" character?
 1. personalism, lack of civic responsibility

IV. Latin American Economies and World Markets, 1820-1870

A. Introduction

- a. Spain/Portugal want to refocus colonization in Latin America
 - i. But...US and Britain w/ Monroe Doctrine keep L. America independent
- b. Britain benefiting from Latin America w/ out colonization
 - i. L. America gets loans from Europe
 - ii. Britain market for L. American goods
 1. dominated market in early 19th century
- c. Nation's economies hurt by foreign goods
 - i. Port cities benefit and landowners benefit, but...
 - ii. Mfg. can't compete – not as cheap/as quality
- d. Reliance on foreign markets/foreign imports mimics colonial economic heritage

B. Mid-Century Stagnation

- a. Exports eventually increase
 - i. Coffee > Brazil, Hides > Argentina, Guano > Peru, Minerals > Chile, Sugar > Cuba
 1. Increase in wealth allowed some social changes
 - a. Abolish slavery
 - b. End American Indian tribute
 2. Also made more vulnerable to world markets
 - ii. Patterns of economic change
 1. Remember...still differences for each nation
 2. Independence
 3. 1820s/1830s attempts at radical reform – end colonial heritage
 4. Economies can't handle these social changes
 5. Conservatives retake control in 1840s
 - a. Landowners/peasants vs. middle class/urban modernizers

C. Economic Resurgence and Liberal Politics

- a. Liberal changes do work end of 19th century
 - i. Based on Auguste Comte's positivism
 1. observation + science to make changes – scientific management
 - ii. Second industrial revolution made mfg. more efficient
 - iii. Populations doubled
 - iv. As people made money through new industrialization, people accepted liberal
- b. Sometimes these "ideas out of place" – implementing European models on L. America
- c. Negatives of economic growth
 - i. Immigrants treated horribly – tenancy, peonage, disguised servitude
 - ii. Small farmers displaced
 - iii. Church lands seized
 - iv. Peasant lands taken

D. Mexico: Instability and Foreign Intervention

- a. Problems of Mexico's 1824 Constitution
 - i. Maldistribution of land
 - ii. Status of American Indians
 - iii. Problems of Education
 - iv. Vast numbers of poor
- b. Liberals attack on Church not appreciated
- c. Santa Anna in control during middle of century
 - i. Northern territory of Texas wants independence then is annexed by US
 - ii. US wants a coast to coast empire – manifest destiny
 1. Mexican-American War ended w/ unfair Treat of Guadalupe Hidalgo
 - a. Gets ½ of Mexico's land – all the way to California
 - b. Mexico loses economic potential

- c. Mistrust of USA by Latin America
 - iii. Benito Juarez – intellectual who pushes for secular nation
 - 1. Not influenced by military/church
 - d. Liberal revolts – La Reforma began in 1854
 - i. Wanted to redistribute land – took Indian communal lands and Church lands
 - 1. But...just bought up by land speculators
 - 2. Rich get richer and poor get poorer
 - e. Conservatives look to Europe for help
 - i. France – Napoleon III sends in troops
 - 1. Shared Latin culture
 - 2. Please Catholics in France
 - 3. Economic benefits
 - ii. Austrian archduke Maximilian von Hapsburg rules
 - 1. But eventually assassinated
- E. Argentina: The Port and the Nation
 - a. Originally a backward, rural area
 - b. Hesitant to enact reforms to church or government – don't want to centralize
 - c. 1862 Argentine Republic – Balances central government and federalist
 - i. Domingo F. Sarmiento
 - 1. Political/economic reforms
 - 2. Deplores caudillo influence of region
 - ii. Political stability leads to foreign investment
 - iii. Expansion of economy – exported beef, hides, wool
 - 1. With money, could implement reforms
 - d. War between Argentina, Brazil and Uruguay led to heightened nationalism
 - e. Defeat of Indians allowed expansion
- F. The Brazilian Empire
 - a. Transition to nationhood relatively smooth – kept slavery, large landholding, export economy
 - i. Conflict between conservative monarchy vs. liberal faction
 - b. Economy based on exports – coffee primarily – fazendas – coffee estates
 - i. Intensification of slavery – staple crop like cotton in S. USA
 - a. Abolitionist movement didn't start until 1870
 - ii. Nobles/courts bound to success of government
 - iii. Industrial/communication revolution encourages foreign investment
 - iv. Following 1850, huge immigration boom
 - c. Monarchy starts to fall with abolition of slavery – remember, they supported owners
 - i. 1889 – bloodless military coup starts Republic
 - ii. Peasant unrest with resulting transition
 - a. Antonio Conselheiro leads rebellion from community of Canudos
 - b. Represented battle between traditional values and modernization

V. Societies in Search of Themselves

- A. Cultural Expression after Independence
 - a. Borrowed heavily from neo-Classical traditions of Europe – especially elite
 - b. Next generation turned to Romanticism and national indigenous culture
 - c. Politicians began writing histories of nation
 - d. With industrial revolution – new writers dealt with corruption, prejudice, greed
 - e. Popular dance, art, folk music differed from the elite – oh...really...
- B. Old Patterns of Gender, Class, and Race
 - a. Though politically a time of change, much of society kept the same
 - b. Women
 - i. Though they participated in independence movements – kept patriarchal
 - ii. Under father – then husband's – control
 - a. Can't work, enter into contracts, control estates w/out permission
 - iii. Lower class have more activity in markets, but still not equal
 - iv. But...public education
 - a. Teach women, they can then teach their children properly
 - b. Some compulsory education, but only 10% of women literate
 - c. Women became teachers
 - c. Caste system

- i. Stigma of skin color, former slave status still limits options
- ii. Indians/mestizos still frustrated with position
 - a. Though they did make gains in army, professions, commerce
- iii. Small, white Creole upper class controls most of economies/politics
- d. Even with rapid urbanization, still remained rural, agrarian cultures

VI. The Great Boom, 1880-1920

A. Introduction

- a. Eventually had an export-led expansion
 - i. Liberal ideology of individual freedoms
 - ii. Open market
 - iii. Limited government intervention
 - iv. Traditional aristocracy and urban elite work together to control economies
- b. Focus on staple crop for each nation creates money to import goods
 - i. But...world market prices beyond their control – boom and bust
 - ii. Rivalry, hostility or war between neighboring countries
- c. Rapid economic expansion led to more foreign investment
 - i. Britain dominates, but US and Germany moving in, US especially
 - ii. Provided capital and services for key industries
 - 1. But transportation, service, industries in foreign hands

B. Mexico and Argentina: Examples of Economic Transformation

- a. Central control prioritized over Liberal expansion– Mexico and Porfirio Diaz
 - i. Liberal democracy put on back burner to maintain central power
 - 1. Arrested any dissidents who might hurt transition
 - ii. Positivists – científicos – suppressed political opposition
 - 1. Believed they could improve economic growth through scientific approach
 - iii. But with economic advancement, peasants/urban workers suffer
 - 1. Leads to strikes and labor unrest
 - 2. When joins with middle class demands for more power
 - a. Mexican Revolution in 1910
- b. Liberal expansion an option - Argentina
 - i. Native American population conquered
 - ii. Technological innovation, economic prosperity allowed them to implement reforms
 - iii. Fusion of cultures with widespread immigration – “Paris of America”
 - 1. Violent strikes by European inspired immigrants
 - 2. Culmination of strikes in 1910s
 - iv. Oligarchy in charge gives more power to middle class, not peasants/laborers
- c. Governments that push for change/modernization ignore some of the problems created
 - i. Leads to Messianic religious movements/revolts

C. Uncle Sam Goes South

- a. US gets heavily involved in L. America after Civil War
- b. 1898 war between Spain and US over Cuba/Puerto Rico independence
 - i. US market for Cuban sugar
 - ii. Spanish-American War – began era of US direct involvement in L. America
- c. US interested in Panama Canal
 - i. Supported Panamanian independence movement from Columbia – thanks
 - ii. US taking over the world
- d. L. America becomes weary of US materialistic interests
 - i. nationalism
 - ii. Catholic defense of traditional values
 - iii. socialist attacks on capitalism

VII. Global Connections: New Latin American Nations and the World

- A. Difficult to revive economies after independence
- B. Ran against current of 19th century age of imperialism
 - a. Ended colonial controls
 - b. But...hard to develop economies/govts with European expansion always a threat
 - c. L. America distances itself from world in attempt to develop L. American identity
- C. Conservatism vs. Liberalism

- a. Yes...there was change in progressive politicians, modernizing military, growing urban population, dissatisfied workers, disadvantaged peasants
 - b. But...revolutions not totally effective, elite still controls the majority of resources
- D. Demonstrated difficulties of decolonization
- a. Ongoing ties to the west
 - b. Growing influence of US
 - c. Dependent economy on Western goods

Civilizations in Crisis: The Ottoman Empire, the Islamic Heartlands, and Qing China

I. Introduction

- A. By mid-18th century, looked like China was doing great
 - 1. Controlled interaction with European “barbarians” – missionaries/traders to specified ports
 - 2. Population, trade, agricultural production growing
 - 3. Territory largest since 7th century Tang
- B. By mid-18th century, Ottoman looks like it’s falling apart
 - 1. Austrian Hapsburgs/Russians chipping away at empire
 - 2. African Muslim kingdoms broke away
 - 3. Economic problems – rising inflation, European imports
 - 4. Social problems – crime, rebellion
 - 5. Military can’t keep back Europeans
- C. But by 19th century, they’re both falling apart
 - 1. China shows how vulnerable they are
 - a. Impact of European industrialization huge
 - b. Overpopulation, paralyzed government, massive rebellions – internal problems
 - 2. Ottomans still hanging in there
 - a. New leaders/new Western reforms
- D. By 20th century
 - 1. China imploding with ½ century of foreign invasions, revolution, social/economic collapse
 - a. Suffering on scale unmatched in human history
 - 2. In Ottoman Empire
 - a. New leaders take over power from sultanate
 - b. Turkish area becomes a nation
 - c. But...Middle East now exposed to Europe ***

II. From Empire to Nation: Ottoman Retreat and the Birth of Turkey

A. Introduction

- 1. Problems due to series of weak rulers
 - a. Power struggles between ministers, religious experts, Janissaries
 - b. Local leaders + landowners (ayan) cheat sultan of money due to him
 - c. Role of artisans/merchants declines with European impact
 - 1. Merchants survived through European contacts
- 2. Can’t defend outer areas
 - a. Limited money for military, inferior technology
 - b. Russians push for warm-water port in Black Sea
 - c. Throughout 1800s European holdings revolt
 - 1. Greece, Serbia, Balkans

B. Reform and Survival

- 1. But... “sick man of Europe” still survives – Europeans afraid to break up – power struggle
 - a. British actually help Ottoman Empire to counter Russian advance
 - 1. Concerned Russians might hurt British naval dominance
- 2. Question becomes – how to reform?
 - a. Attempts at reform squashed by competing groups
 - 1. Sultan Selim III pushes for improved bureaucracy, navy, army
 - a. Janissary corps, powerful bureaucrats feel threatened – he dies
 - 2. Mahmud II – 1826 gets rid of Janissaries
 - a. Great soup kettle debacle of 1826
 - b. Sultan’s secret military force slaughters Janissaries
 - c. Limits powers of ayan
 - d. What reforms to make?
 - 1. Ulama – religious leaders = push for conservative theocracy
 - 2. Mahmud chooses option B – Western reform
 - a. Creates ambassadors to Europe
 - b. Westernizes military
 - 3. Next...Tansimat reforms
 - a. Westernized university education
 - b. State run postal, telegraph, railroad
 - c. Legal reforms

d. Effect of reforms

1. Killed artisans – no import taxes – people buy European
2. Women no effect – ignored cries for end to
 - a. Seclusion, veiling, polygamy
 - b. uneducatedness (not a word) – want education

C. Repression and Revolt

1. Irony – once you've westernized, then your western administrators want to end sultanate
 - a. New elites compete with older conservatives (ulama and ayan)
2. Abdul tries to end reforms by becoming a despot – the old liberal vs. conservative backlash
 - a. Abdul Hamid restricts civil liberties – freedom of the press
 - b. "troublemakers" imprisoned or killed
 - c. but...still pushed for Westernization
 1. Especially Western military techniques/technology
 2. Judicial reforms, education, railroad, telegraph
3. Ottoman Society for Union and Progress "Young Turks" – push for reform
 - a. Want 1876 Constitution and more reforms
 - b. Eventually assassinate Abdul Hamid in 1908
 1. Sultan becomes figurehead
 2. Elite officers come to power
 - a. Begin reign by fighting back battles in Balkans
 - b. Survive by playing European rivalries against each other
 - c. World War I in 1914 makes this revolution irrelevant
 - d. Arab world suffers
 1. They thought 1908 revolution would give them more freedom – wrong
 2. Turks want to subjugate Arabs even more

III. Western Intrusions and the Crisis in the Arab Islamic Heartlands

A. Introduction

1. Different ways of reversing decline of Islamic world
 - a. Return to Islamic past
 1. Some rose up to lead jihads, holy wars, against Europeans
 - b. Large-scale adaptation of Western ways
 - c. Combine two approaches
 1. Egypt's Muhammad Ali will try to combine both
2. Arab world growingly frustrated with Turkish/Ottoman rule
 - a. But...can't stop European threat
 - b. Muslims at one point had destroyed/evenly matched Christendom
 - c. Annoyed that they'd been displaced as the leading civilization

B. Muhammad Ali and the Failure of Westernization in Egypt

1. 1798 Napoleon tries to invade Egypt
 - a. Squares off against Mamluk (slave) regime
 - b. Napoleon able to defeat tens of thousands of Mamluks w/ firepower
 1. Medieval armor and spears vs. Napoleon's artillery
 - c. Symbolic of how far behind Muslim world was
 - d. Eventually British sink Napoleon's navy – Napoleon returns w/out conquering
2. Albanian Muhammad Ali rises and realizes strength of West
 - a. Tries to adapt European style military force
 1. Hired French officers
 2. Conscription for peasants
 3. imported French weapons
 4. Adopted Western tactics/methods of supply
 - b. Built best fighting force in Middle East & navy
 - c. But...didn't totally transform economy to pay for military
 1. Told peasants to increase production...hey thanks...
 2. Some new harbors, canals, irrigation
 3. Can't build industry because European goods so much cheaper
 - d. After death, Egyptians intermarried with Turks
 1. Khedives – Ali's descendants – rule until 1952

C. Bankruptcy, European Intervention, and Strategies of Resistance

1. Economic problems
 - a. Making cotton one staple crop leads to market fluctuation – rely on imports
 1. See US South...
 - b. Wealth wasted on expensive pastimes
 1. What...rich people wasting money on their entertainment? Unprecedented
 - c. Egypt goes into debt to European financiers
 1. Europe wants access to cheap cotton
 2. Europe wants access to Suez Canal – 1869
 3. From then on, France/Britain continually involve selves
 - a. Want debt repaid – start influencing more
 4. British troops end up supporting puppet governments – khedives
 - a. Justified after British fought back revolt of Ahmad Orabi – 1880s
 - b. Begins direct British rule of Islamic heartland
2. Strategies of resistance
 - a. Muslim thinkers start meeting to discuss options
 1. Jihad – drive infidels from Muslim lands
 2. Return to religious/social life under Muhammad (perceived) - Revivalists
 3. Borrow scientific learning and technology from West
 - a. Logic – they only made them from Muslim knowledge

D. Jihad: The Mahdist Revolt in the Sudan

1. Egyptian rule over Sudan resented
 - a. Egypt conquers sedentary people, but trouble with nomads
 1. Taxes high
 2. Leaders corrupt
 3. Favoritism of some Sudanese tribes over others
 4. Egyptians tried to get rid of lucrative slave trade – how dare they?
2. Enter Muhammad Achmad
 - a. Get spiritual visions – could he be the promised one – Mahdi
 1. Escapes from kidnapping, has visions – this guy must be a prophet
 - b. Attacks Egyptians, then plans for Ottoman Empire and Europe – easy buddy.
 1. Guerilla warfare
 2. Blessings and magical charm given confidence
 - c. Land conquered they reform
 1. Control drink and smoking
 2. Severely punish theft, prostitution, adultery
3. Finally defeated by British General Kitchener – machine guns, artillery just too much
 - a. Europeans threatened by biggest threat to their dominance of continent
 - b. 1898 – British win – expand control to interior Africa
4. Is there nothing that can stop the new masters of the world?

IV. The Last Dynasty: The Rise and Fall of the Qing Empire in China

A. Introduction

1. China's isolation and disdain for outside world comes back to haunt them
 - a. After century of successful Manchu rule, government turns corrupt/ineffective
2. Manchus – Nurhaci – 1559-1626 organized nomads, unites tribes, attacks Northern China
 - a. Elite begin adopting Chinese ways
 - b. Manchus actually invited in by the Ming to help put down a rebellion
 1. They end up invading Beijing in 1644, and then pushed South
 2. Forced submission of nomadic peoples on west, tribute from south Kingdoms
 3. Took on dynasty name of Qing
 - c. Allowed Chinese scholar gentry to maintain influence
 1. Though Manchus – only 2% of population – clearly took over power
 - d. Unlike Mongols...
 1. Retained examination system
 - a. Let sons take courses
 2. Most recent Son of Heaven – adopted ideology
 3. Practiced traditional Confucian virtues
 4. Patrons of the arts

B. Economy and Society in the Early Centuries of Qing Rule

1. Manchu maintained Chinese social structure

- a. Respect/acceptance for rank/hierarchy
 - b. Suspicion of other social organizations – guilds/secret societies
 - c. Women treated poorly
 - 1. Infanticide increases – men actually outnumber women
 - a. A financial drain on the household – dowry
 - 2. Males marry women below them in social status – male control
 - 3. Only power in elite households – maybe control other women/younger men
 - 2. Focused on making lives better for farmers
 - a. Tax breaks for those that resettle lands
 - b. Tax/labor demands lowered
 - c. Money spent on repairing infrastructure
 - 3. But...landlords become dominant
 - a. Supply and demand – more peasants than land – owners control terms
 - b. Nobles prove status by clothes/carried in sedan chairs
 - 1. Some even grow nails long – don't have to work – not nasal cleansing
 - 4. Loosen control of commerce – actually makes gains
 - a. New ways of financing
 - b. Lucrative markets for traders
 - 1. Wealthy new group of merchants – compradors
- C. Rot from Within: Bureaucratic Breakdown and Social Disintegration
- 1. But then things start to fall apart
 - a. Exam system riddled with cheating/favoritism
 - 1. Bribes examiners, scholars paid to take exam for the rich
 - 2. Sons of officials put in places of power – nepotism vs. meritocracy
 - 3. Merchants/landowners put in power
 - a. Lack the Confucian values
 - 4. Bureaucracy became means of improving lives of wealthy/not poor
 - b. Money given to wealthy families, not for infrastructure
 - 1. Money taken from military – left unprotected
 - 2. Unrepaired dikes destroy land > famine and disease
 - c. Widespread migration – banditry, vagabonds
 - 2. Why wasn't this dynasty merely replaced by another? Key points!!!
 - a. Ming era brought in American crops – population explosion
 - b. Refusal to bring in technological innovations to satisfy this population
 - c. Corruption and conservative Manchus prevented needed changes
 - d. Also, different “barbarians” - Westerners
- D. Barbarians at the Southern Gates: The Opium War and After
- 1. Europeans larger threat than nomads – technology makes up for numbers
 - 2. Europeans had to find a way to balance trade
 - a. Bad – silks, fine porcelains, tea for silver bullion
 - b. Good – let's get them addicted – how about to Indian opium? Yeayyy!!!
 - 3. Chinese a bit upset about opium trade
 - a. Sapping economy of bullion – can't pay for public works
 - b. Plus – people get addicted – 1% addicted to drug, opium dens, officials useless
 - 4. For years, laws against opium not enforced until...
 - a. Lin Zexu enforces the laws
 - b. Blockades Canton from European traders – warehouses searched
 - 1. Opium confiscated and destroyed
 - c. Surprisingly, Europeans annoyed – property rights being infringed
 - 1. Easily won naval, land war of 1839-1841
 - d. From victory – China forced to open ports – not just Canton/Macau anymore
 - 1. 90 ports – 300,000 traders by 1890s
 - 5. China treated as subservient to Europe after 1850
 - a. No protective tariffs to protect Chinese manufacturing
 - b. Had to accept European ambassadors in court – as equals
 - c. Opium trade rolls in unchecked
- E. A Civilization at Risk: Rebellion and Failed Reforms
- 1. Rebellions go on across the land
 - a. Christian, yet psycho prophet Hong Xiuquan leads the Taiping Rebellion
 - 1. Promised social reform, land redistribution, liberation for women

2. Attacked Confucian values – wanted to create simpler script
 1. Make literacy more possible for everyone
 3. Eventually local landowners create military that stops rebellion
 1. Plus...Hong Xiuquan losing his mind
 2. Manchu rulers refuse to institute necessary reforms
 3. End of dynasty – final straw was Cixi – powerful empress
 - a. Imprisons nephew in Forbidden City
 - b. Spends money on fancy marble boat, not on military
 4. Boxer Rebellion – 1898-1901 – European, American, Japanese put down
 - a. Boxers trying to end foreign economic/political control
 - b. Insult to injury – gov't then has to pay EAJs for their losses
- F. The Fall of the Qing: The End of a Civilization?
1. Secret societies start popping up
 - a. Yes...you've all heard of the dreaded White Lotus, Triads and Society of Elders and Brothers
 1. Failed amazingly – no \$ and poorly organized
 2. But...set precedent...became training ground for future rebellions
 2. Some Western-educated leaders support a European-esque political reform
 3. Rising middle class
 - a. Mad at Manchus and foreigners
 1. Cut off queues – no not a bank line – that insulting little ponytail thing
 4. Finally in 1911 – students + mutinies from imperial troops + secret societies uprising
 - a. Puyi forced to abdicate thrown – last emperor anyone?
 5. 1905 – Civil service exam given for last time – don't cry...it's over
 - a. Can't solve China's problems with Confucian ideals from 2500 years ago
 - b. End of the Confucian system – violently destroyed
 1. Massive civil bureaucracy
 2. Rule by educated/cultivated scholar-gentry
 3. Artistic accomplishments of old now criticized

V. Global Connections

- A. Why did Islamic civilization survive, but Chinese civilization fall?
 1. China – domestic upheavals and foreign aggression
 2. Western threat nothing new for Muslims – warring for centuries
 - a. China – threat was sudden, brutal
 3. China...so we're not the center of the world? Shattered in a few decades
 4. Muslims actually shared elements of civilization with Westerners – ironic
 - a. Muslims actually played role in rise of the West
 1. Easier to accept technology from the West
 - b. But for Chinese...we can't accept anything from the hairy barbarians
 5. Muslims have many centers that needed to be conquered not just one
 6. Gradual nature of Western advance
 7. Chinese lost faith in their civilization formula
 8. Chinese have no great religious tradition to fall back on
 - a. Oh yeah...well at least we have...whoops
 - b. Muslim faith became basis of resistance
 9. Muslims only partially colonized
- B. Different from Latin America – already connected to the West
- C. Different from Russia and Japan
 1. Retained fuller independence

Russia and Japan: Industrialization Outside the West

I. Introduction

- A. Both Russia and Japan reacted differently to Western industrialization
 - 1. Though behind the West, were able to remain economically autonomous
 - 2. Unlike China/Middle East, not fully resistant to reform
- B. Japanese reforms not expected
 - 1. Pulled away from the West with limited contacts
 - 2. Japan pulled away from Asia
 - 3. Russia continued to interact with eastern Europe/Central Asia
- C. Japanese/Russian similarities
 - 1. Both had prior experience of imitation – Japan < China, Russia < Byzantium/West
 - 2. Learning from outsiders profitable, doesn't destroy culture
 - 3. Both proved political effectiveness
 - a. State would sponsor changes, not private corporations like in the West
 - 4. Both expansionist – eventually run into each other
 - a. Russo-Japanese War – Japan on right course, continue policy

II. Russia's Reforms and Industrial Advance

- A. Russia before Reform
 - 1. Concerned with isolationism
 - a. Invasion by Napoleon 1812 – concern with defense
 - b. Enlightened ideals encourage insurrection
 - c. Patriarchal comfort provided by feudalism
 - i. Sponsor Holy Alliance at Congress of Vienna – defend religion/order
 - 2. Elites sponsor inclusion of the arts
 - a. But with Decembrist revolt in St. Petersburg 1825
 - i. Czar Nicholas I represses political opponents – defends conservatism
 - 3. Unlike West – Russia's heavy handed approach prevents revolts
 - 4. More conservative and continues to expand in 19th century
 - a. Pushed into Poland and the Ottoman Empire
 - i. Even though Ottoman Empire propped up by Britain and France
 - a. Keep that "sick man of Europe" alive
- B. Economic and Social Problems: The Peasant Question
 - 1. Expansion not matched by internal improvements
 - a. Trade deficit lessened by increasing serf output, not improving industry
 - b. Remained agricultural society based on serfdom
 - 2. Crimean War 1854-1856
 - a. Russia fights Ottoman Empire to protect Christianity – how nice of them
 - b. France/Britain aid Ottoman Empire eventually win
 - c. Russia learns that
 - 1. West has industrial advantage in weaponry and logistics
 - 2. Alexander II – reform essential to survive militarily
 - 3. Must deal with serfdom
 - a. Need mobile labor force to encourage industrialization
 - 1. So... Western humanitarian standards, but also... need for cheap, flexible labor
 - b. But... initial reforms cause more problems than create solutions – open Pandora
- C. The Reform Era and Early Industrialization
 - 1. Emancipation of serfs more liberal than slaves in Americas
 - a. Serfs got bulk of land, slaves got zero
 - b. But... preserved aristocratic power
 - c. Serfs receive no new political rights – US 13th, 14th, 15th amendments
 - 2. Serfs tied to villages until they could pay for land
 - a. Money went to aristocrats
 - b. This redemption payments increased suffering, maintained aristocracy's power
 - 3. Changes from Emancipation
 - a. Large urban work force
 - b. More peasant uprisings – want more – life still sucks
 - c. But... agricultural production doesn't increase... same tools/methods
 - 4. New political power
 - a. Local rulers – zemstvoes regulate roads, schools, regional policies

- b. Military – officers based on meritocracy, not birth
 - i. Recruitment extended
- 5. Social behaviors change
 - a. Increased literacy
 - b. More loose values sexually – granted, still pretty strict
 - c. Some upper class women have access to new careers
- 6. Industrialization
 - a. Required state support
 - b. trans-Siberian railroad – pushed iron/coal sectors
 - a. More active Asian role
 - b. Able to send more grain to Europe
 - c. 1892-1903 – Count Sergei Witte – finance minister
 - a. High tariffs to protect industry
 - b. Encouraged Western investors
 - c. Debtor nation – industrial loans pile up to other countries
 - d. By 1900 leader – top 5 in world in steel, oil, textiles
 - a. But...leader due to size/population not efficiency
 - b. Agricultural still inefficient – illiterate peasants have no desire/ability
 - e. Different from the West
 - a. Military officers still seen as aristocracy
 - b. No growing middle class
 - i. Can't increase money/influence because most state-sponsored

III. Protest and Revolution in Russia

A. The Road to Revolution

- 1. Effects of Alexander II's reforms – leads to nationalistic beliefs
 - a. Economic change
 - b. Greater population mobility
- 2. Factions start wanting change
 - a. Angry peasants
 - 1. Frequent famines
 - 2. Annoyance at having to pay redemption payments
 - b. Business/professional voice
 - 1. Want freedom in schools/press/liberal reforms
 - 2. Not so aggressive
 - c. Intelligentsia – most radical/articulate
 - 1. Intellectual radicalism inspired terrorism
 - a. First modern terrorist movement
 - i. Bombings and assassinations
 - b. Leads to more strict tsarist regime
 - i. censorship press/political meetings
 - ii. Alexander II assassinated
 - iii. repression of minority groups
 - a. Pogroms against Jews - emigration
 - 2. Want to continue to industrialize, not become materialistic like West
 - 3. Anarchists – abolish all formal government
 - 4. Vladimir Lenin
 - a. Major ideas
 - i. proletarian revolution w/out middle class
 - a. Conditions different than Marxist's ideas
 - ii. disciplined revolutionary cells
 - b. Encouraged ironically named “Bolsheviks” – majority party
 - d. Working class
 - a. Formed labor unions/strikes
 - b. Want more political outlets
 - c. Encouraged by peasants
 - d. Negative working conditions of industrialization
 - e. Revolution inevitable, but...
 - a. Not united
 - b. Conservative government able to repress harshly

B. The Revolution of 1905

1. Stilled tried to expand empire
 - a. Russians don't focus on domestic problems
 - b. Tradition of expansion
 - c. Compete with imperialist powers
 - d. Pan-Slavic movement
 - a. Unite Slavs – Slavic protector
 - i. This would be large cause of WWI
 - b. Access to Mediterranean – warm water port
 - e. Expansion comes to abrupt end when embarrassed by Japanese
 - a. Fleet too slow to mobilize
 - b. Organization too difficult to move
 2. Loss to Japan became catalyst to protests
 - a. Peasant revolts and severe police repression
 3. Government begins reforms (don't last too long)
 - a. Duma – national parliament
 - b. Stolypin reforms
 - a. Freedom from redemption payments
 - b. Buy and sell land more freely
 - c. kulaks – minority entrepreneurs – richest landowners increase power
 - d. But...eventually central gov't regains power, ignores duma, police brutality
- C. Russia and Eastern Europe
1. Comparison of the two regions
 - a. Both have monarchies with newly established parliaments – limited power
 - b. Landlords have extensive power – more so in Eastern Europe
 - c. Eastern Europe not as industrialized as Russia
 1. Far more dependent on Western markets
 2. But...culturally they go through impressive movement – largest contributions
 - a. Nationalist pride through dictionaries, histories, folktales, music
 - b. Composers/authors contribute to Western arts
 - c. Science – Mendel and some peas, Pavlov and his dog

IV. Japan: Transformation without Revolution

- A. The Final Decades of the Shogunate
 1. 19th century – Shogunate falling apart
 - a. Difficulty combining central bureaucracy with regional alliances
 - b. Only tax agricultural products
 - c. Have to pay stipend to samurai – pretty expensive
 2. Japan becomes more secular – prevents religion-based revolution
 3. Japan starts pushing nationalism
 - a. Terakoya schools – Confucianism, reading, writing – literacy rates 40% - high
 4. Common pattern of traditionalists vs. reformist intellectuals
 - a. Japanese traditions/Shinto vs. Dutch Studies – let's learn from the West
 5. Monopolies grow to control new commerce
 6. Rural riots – not political, but aimed at annoying landlords – see pattern
- B. The Challenge to Isolation
 1. Commodore Matthew Perry – 1853 – can I introduce you to my big guns?
 - a. American threat opened Japanese markets
 - i. West's military superiority
 - ii. Need more foreign markets for growing economy
 - iii. Dutch schools begin to expand
 2. Emperor brought out of religious/ceremonial isolation
 3. Samurai begin attacking foreigners
 4. Crisis stopped when Mutsuhito – Meiji “Enlightened One” – advisor's push reforms
- C. Industrial and Political Change in the Meiji State
 1. Abolish feudalism
 - a. Abolished samurai class
 - i. Samurai become poor
 - ii. Final samurai uprising in 1877 – watch Tom Cruise's movie
 - b. Tax expanded past agriculture
 2. Expand state power

- a. Expand bureaucracy – welcome back civil service exam
 - b. Create Diet – upper house, lower house
 - c. Emperor commands military
 - d. But...only 5% eligible to vote
 - e. Meiji advisors pull all the strings – keep Diet under control
 - f. Unlike Russia...business leaders took leadership role
3. Expand domestic development
- a. State sponsored industrialization
 - i. need capital
 - ii. unfamiliarity with new technology
 - iii. need someone to restrain foreign advisors
 - b. Private enterprise helps economy
 - i. Huge industrial corporations – hands in different spheres – zaibatsu
 - c. Difficult industrialization – Japan resource-poor nation
 - i. At disadvantage, must import
 - ii. Women enslaves, still using putting out system, factories not as big
 - iii. Labor not able to organize like in the West
4. Prevent conflict with West
- D. Japan's Industrial Revolution
- E. Social and Cultural Effects of Industrialization
- 1. Increased class tensions
 - a. Growing population due to health
 - i. Large cheap labor source
 - 2. Schooling – science, technical subjects, loyalty to state/emperor
 - a. Resist individualism teachings of Western advisors
 - b. Intense government inspection of textbooks
 - 3. Embraced some of the West
 - a. Clothing/haircuts/hygiene/medicine
 - 4. Ignored some of the West
 - a. Don't convert in large #s to Christianity
 - b. Kept manners
 - c. Encouraged Shintoism
 - 5. Social changes
 - a. Divorce rate increases
 - b. Women kept inferior
 - 6. New expansive militarization
 - a. Take minds off domestic issues
 - b. Job for samurai
 - c. Resource poor nation
 - d. Easily defeats China in Sino-Japanese War – 1894
 - 1. Attacks Russia – how dare you tell me to give pack land
- F. The Strain of Modernization
- 1. Conflict result
 - a. Annoyance at acceptance of Western style
 - b. Traditional old vs. liberal new
 - c. Diet vs. Emperor for policy control
 - 1. Led to assassinations
 - 2. Dissolution of the Diet
 - d. What was Japan? Western or traditional – how much of both?
 - 2. Solution – we are unique because of emperor
 - a. Obedience and harmony that West lacks
 - b. Preserve independence and dignity in hostile world
 - c. Tradition of superiority/deference to rulers
 - 3. Avoided revolutions of the West
 - a. Meiji reforms
 - b. Intense repression of dissent
 - 4. But...tough to follow Japanese model
- V. Global Connections
- A. Russia extended influence into Asia/Europe

1. Entered Europe in defeating Napoleon
- B. Japan's economic/military strength gave it a unique position in East
- C. Growing competition between Europe, and emerging US, Japan, Russia
 1. New colonial acquisitions scare West
 2. Ahhhh...the "yellow peril" – nations are colonizing and they're not from Europe...

World War I and the Crisis of the European Global Order

I. Introduction

- A. WWI – Great War – key turning point in world history
 - 1. Due to imperialism, European war spread throughout world
 - a. Resources and manpower sucked in from across globe
 - b. Japan/US join struggle for global dominance
 - 2. Weakened or shattered existing global systems
- B. What led to conflict in different theaters
 - 1. Western Front
 - 2. Central/eastern Europe
 - 3. Middle East
 - 4. Sub-Saharan Africa
- C. To what extent did war undermine colonial empires and lead to end of European dominance?

II. The Coming of the Great War

- A. Hostile Alliances and Armaments Races
 - 1. Fear of Germany
 - a. Industrial strength, military potential, aggressive leader – Wilhelm
 - b. Led to alliances
 - i. Triple Entente – Russia, France, Britain – two front war
 - ii. Triple Alliance – Germany, Austria-Hungary, Italy
 - 1. Italy not that excited – doesn't like Austria-Hungary
 - i. Switches sides in 1915
 - 2. Imperial rivalries getting stronger
 - a. Prestige of nation linked to size of empire
 - i. Ran out of areas to colonize
 - 1. Climax – Morocco annex French – Germany tries stop
 - b. Jingoism – super warlike nationalism – middle/working class caught up
 - 3. Arms race
 - a. Intense/costly
 - b. Germany's navy threatens Britain's centuries control of seas
 - c. Arms limitations agreements failed
 - d. Constantly practiced maneuvers – moved troops – always prepared
 - i. Pushed for preemptive strike
 - e. Russia getting stronger
 - 4. Foreign policy connected to domestic problems
 - a. Business classes challenged by labor/lower classes
 - b. Foreign wars distracts from domestic problems
 - i. Can always say "Let's ignore labor problems, for sake of nation"
 - c. Proletariat/business owners benefit
 - i. Poor/disenchanted have jobs
 - ii. Industrialists get to make more products – win/win
- B. The Outbreak of the War
 - 1. Balkans become center of crisis
 - a. Ethnically diverse, wants independence, Russia supports Serbs
 - b. July 1914 Gavriel Princip assassinates heir Archduke Ferdinand
 - 2. Austro-Hungary assumes Germany will support – "blank check"
 - a. Forces war – trying to maintain unquestioned monarchical status
 - 3. Russians support Slavic brothers
 - 4. Regional conflict turns continental – armies mobilized
 - a. Inept diplomacy – letters from Wilhelm to Nicholas II
 - b. War inevitable
 - c. War could sort out tensions
 - 5. Confusion – mobilization a threat or actual war
 - a. Germany decides to strike first – avoid two-front war – Von Schlieffen
 - 6. Germany goes through Belgium – Britain declares war
 - a. All of Britain's colonial holdings brought into war

III. A World at War

A. The War in Europe

1. Leads to stalemate – Germany's quick strike fails
 - a. German speed not enough for Belgium fighting, British support, France regroup
 - b. Trench warfare – protection from artillery/machine guns
 - c. Impossible to win
 - d. New ways of dying – machine guns, artillery, poison gas, barbed wire
 1. Rats/Lice-infested trenches
 2. Senseless slaughter – life uncivilized in trenches
 - e. Generals using outdated strategies – no imagination – aged officer corps

B. The War in the East and Italy

1. Russian weaknesses – highest casualty numbers
 - a. Aristocratic generals – not meritocracy
 - b. Illiterate/poorly trained peasants
 - c. Uncoded commands
 - d. Russian artillery controlled by upper class
2. Nicholas II goes in to leave – bad idea – while cat's away
3. Austro-Hungarians
 - a. Soldiers not that excited to fight for emperor
4. Common theme
 - a. Incompetent leaders
 - b. Annoyed/fatalistic soldiers
 - c. Corrupt/stupid politicians

C. The Home Fronts in Europe

1. Soldiers annoyance with civilians
 - a. Leaders safe from harm
 - b. Civilians overly patriotic, unrealistic about realities of war
 - c. Inexhaustible supply of civilians to mobilize to troops
2. Governments take control
 - a. To avoid protests/labor strikes, companies taken over by state
 - b. Newspapers censored – propaganda departments
 1. Enemy dehumanized
 2. Weaknesses/defeats ignored – eventual defeat shocking
3. Civilian population becomes targets
4. Changes sped up
 - a. Trade union chiefs given power - they can mobilize working class
 - b. But eventually labor begins protesting/uniting against war
 - c. Shortages of food/fuel lead to mass protests
 - d. Women get more power
 1. Capable of working in heavy industry – destroys domain notion
 2. Better wages/experience/confidence sparked movement
 3. Independence – clothes, smoking, unchaperoned – “new woman
 4. Gained right to vote in Britain, Germany, and US

D. The War Outside Europe

1. Except Austria-Hungary – all Europe had colonies
 - a. Used colonies for manpower, resources
 1. Resources – food, natural resources, textiles – U-boats try
 2. Colony's citizens
 - a. Settler colonies – used to enforce manpower
 - b. India fought Middle East and Africa
 - c. French use Vietnamese/African laborers
2. Fighting spreads to Middle East, West/East Africa, China
 - a. Only S. America not really involved
3. Britain's navy
 - a. Cut off Germany from food, raw materials
 - b. Controlled trans-Atlantic cable lines
4. Japan – allied with Britain 1902
 - a. Excuse to kick Germany out of Shandong peninsula
 1. Led to imperialistic ambitions later on
 - a. German islands taken became launching centers WWII
5. Germany's support

- a. African soldiers – East Africa
 - b. Ottoman Empire – main support – Young Turks enter in 1915
 - 1. Defeated in campaign against Russia – blamed on Armenians
 - a. Some Armenians supported Russians, others neutral
 - b. Genocide kills one million
 - 6. US becomes global power
 - a. American businesses profited – food, raw materials, weapons
 - b. Becomes world’s largest creditor
 - c. Supported British – Angolophile
 - d. By 1918, #s forced Germany to launch offensive
- E. Endgame: The Return of Offensive Warfare
- a. Early 1918, Germany on the roll
 - a. Million troops from Eastern front – Russia out of war
 - b. But...US soldiers, new weapons – tanks, casualties, exhaustion
 - b. Generals surrender – fear of army collapse + home rebellion
 - a. Generals blame on new government
 - b. Must accept treaty rules of British and French
 - c. Propaganda left German civilians shocked
 - d. Hitler would later claim Germany stabbed in the back
 - c. Costs - Millions died in war
 - a. Millions more died of influenza after – thanks for sharing
 - b. Land and economies destroyed

IV. Failed Peace – “A Peace to End All Peace”

- A. Different perspectives
 - a. French – punishment – Georges Clemenceau
 - a. Germany take all blame, pay reparations, shrink size of country
 - b. US – Woodrow Wilson - peace for everyone - optimist
 - a. Self-determination – call for rights of people
 - b. 14 points
 - c. League of Nations
 - c. Britain – David Lloyd George
 - a. If Germany weak, communist revolution possible
- B. Peace of Paris – diktat – dictated peace – Germany has no say
 - a. Austro-Hungarian Empire broken up – Germanic Austria cut off
 - b. New nations get chunks of Germany
- C. Problems
 - a. Russian Bolsheviks not invited
 - b. Wartime promises to Arabs ignored – divided up empires
 - c. China left on its own
 - d. Ho Chi Minh – Vietnamese leader ignored
 - e. US Congress vetoed – League of Nations

V. World War I and the Nationalist Assault on the European Colonial Order

- A. Introduction
 - 1. Subjugated peoples of colonies question status
 - a. Europeans fighting each other
 - b. Industrialized to help out war effort – India becomes industrialized
 - c. Europeans ordered Africans/Asians to kill other Europeans
 - d. Colonial leaders went to battlefield – left void
 - i. Gave administrative responsibility to natives
 - e. Initially made promises from British/French – then renege
 - f. Questioned racial superiority theory – wait, these guys are bright
 - g. Social/economic problems make it easier to motivate mass protests
- B. India: The Makings of the Nationalist Challenge to the British Raj
 - 1. India subjugated longer than Africa
 - a. Educated elite organized politically
 - b. Due to size, importance – their efforts pioneer other efforts
 - 2. Egypt will also be center of nationalistic organization
 - 3. Key themes in independence movements
 - a. Western-educated elites

- b. charismatic leaders take message and spread to masses
 - c. reliance on nonviolent forms of protest
- 4. Indian National Congress Party
 - a. Started as educated study clubs
 - b. Started in 1885 with consent from British – method of dialogue to prevent protest – little did they know
 - c. Ineffective at first
 - i. Focused on elite Indian issues
 - ii. Few if any full-time members
 - iii. Didn't have support of the masses
 - iv. Members loyal to British
 - d. Gradually realized they were treated in racist manner
 - e. Many were lawyers
 - f. Gradually created common Indian identity
 - i. Tough to do since more diverse than all of European continent
 - ii. Amazing what having a common enemy/foreign ruler can do
- C. Social Foundations of a Mass Movement
 - 1. What would be issue to galvanize support?
 - a. Preferential treatment for British investors
 - b. Drain of Indian resources
 - c. Indian money spent for British wars or pay for British government
 - d. Infrastructure built using British manufactured goods
 - i. Only reinforced colonial dependency relationship
 - e. Decline in food production to make cash crops for Britain
 - i. Poverty increased under British rule
 - ii. British can't help indebtedness and small landowner
- D. The Rise of Militant Nationalism
 - 1. Religious based issues – aka cow – ignored by Muslims
 - a. Some believed Muslim perspective should be ignored – BG Tilak
 - i. Believed in restoration of Hindu traditions
 - ii. Lower wedding age, no women's education,
 - b. Used Hindu festivals as political meetings
 - c. Tilak's militant Hinduism confined to Bombay region
 - i. Imprisoned by British when his violent writing found
 - ii. Exiled to Burma
 - 2. Hindu communalist terrorists
 - a. Bengalis – secret terrorist societies
 - i. Get strong, tough, learn firearms and bombs
 - b. Bomb British buildings/officials/ sometimes expats
 - c. Essentially controlled by World War I
 - 3. Issues calmed with government reforms
 - a. Morley-Minto reforms – 1909 – voting rights/Indian councils
- E. The Emergence of Gandhi and the Spread of the Nationalist Struggle
 - 1. India helped a ton during WWI
 - a. soldiers, bankers loaned money, sold British War Bonds – Gandhi
 - b. Eventually Indians became annoyed with situation
 - i. Wartime inflation hurts products
 - ii. Products can't be shipped – blockades
 - iii. Laborers wages don't go far – but bosses getting rich
 - 2. British promised India eventual independence if they helped war effort
 - a. Montagu-Chelmsford Reforms – 1919
 - i. Indians could control issues in provinces
 - b. But...Rowlatt Act
 - i. Prevented power of these groups
 - ii. Censored press
 - 3. Mohandas Gandhi enters scene
 - a. Appealed to educated and the masses, moderates and radicals
 - i. Nonviolent but aggressive methods of protest
 - ii. Peaceful boycotts, strikes, noncooperation, mass demonstrations
 - 1. Satyagraha – term given to his methods – truth force

- 2. Weakens British control
 - 3. British can't legitimately employ superior weapons
 - 4. Bring negative press to British – international community
 - b. Western-educated lawyer – understood strengths/weaknesses of Brits
 - i. Great negotiator
 - c. Hindu ascetic/guru
 - i. Appealed to masses – tradition of following mystic
 - ii. This appeal to masses made him important to nationalists
- F. Egypt and the Rise of Nationalism in the Middle East
1. Nationalism already existed in Egypt – double-mad – Brits and Turks
 2. Lord Cromer tried to reform to solve problems
 - a. But... Turkish khedives too in debt
 - b. Tries economic reforms
 - c. Tries new public works projects
 - d. But... poor still starving to death, landlords/elites getting wealthy
 - i. Ayan – landlords get rich
 1. Get paid money for infrastructure building
 2. Build larger and larger estates
 3. Moved to cities and let estates be run by hired managers
 3. So... khedives and ayans useless – sold out to British
 - a. Enter middle class – small, but growing
 - i. Sons of middle class (effendi) led way
 - ii. Many were journalists
 1. Printed problems in society – like US muckrakers
 - a. British racist arrogance/monopolization of jobs
 - b. Congress party formed in 1890s, but many other groups exist as well
 - i. Nationalist parties can't unite
 4. Dinshawi incident – showed tendency of Brits to overreact violently to signs of protest
 - a. While hunting pigeons, British accidentally shot wife of prayer leader
 - i. Riots ensue, shots fired, British hang four villagers and floggings
 - b. Became catalyst to unite groups – common enemy enough to put aside different
 5. In 1913, Egypt granted constitution for wealthy classes to run
 - a. Messed up due to WWI, Brit gov't had to take over control
 - b. But... precedent had been set
- G. War and Nationalist Movements in the Middle East
1. Ottoman Empire destroyed by WWI – the sick man is dead
 - a. Greeks try to carve up Turkey, but Mustafa Kemal (Ataturk) – rallied forces
 - i. Leads to new Turkish republic nation in 1923
 1. New Latin alphabet
 2. Women's suffrage
 3. Attempts to secularize nation
 2. Middle East – Brits/French promised independence
 - a. Instead they occupied region – Syria, Lebanon, Iraq
 - b. Hussein – sharif of Mecca looks stupid – sided with infidels against Turkish Muslims
 - i. Not very pleased with new mandate system – run by Brits/French
 3. And then there's Palestine... the big problem
 - a. British promised different things to both sides during WWI – just support us
 - i. Balfour Declaration
 - ii. Hussein-McMahon correspondence
 - iii. Churchill White Paper
 - b. Zionist movement (Creating Jewish Homeland) pushing for decades for emigration to Palestine
 - i. Russian Pogroms – kicked out Jews
 - ii. Diaspora – Jews wandering without a homeland for thousands of years
 - iii. Jews can't be assimilated into Christian nations – Lord Pinkser
 - iv. Prior to 1890s, most Jews didn't support creation of Jewish nation
 - a. Happy with their citizenship/civil rights
 - v. But... after Dreyfus Affair... French Jew blamed for being a spy
 - a. Journalist Theodor Herzl forms World Zionist Organization
 - b. Want Jewish nation – problem #s – must have emigration

- c. Arabs feel betrayed > Brits pull back support > Jews feel betrayed
- d. Arabs never mount formidable opposition – Jews highly organized
 - i. Set up pattern of foreign Arabs speaking for Palestinian Arabs
 - ii. Palestinian Arabs should have been educated

H. Revolt in Egypt, 1919

- 1. Egyptian peasants destroyed by war
 - a. Resources drained to feed soldiers protecting Suez Canal
 - b. Food shortages, starvation, confiscation of animals
- 2. Insulted by Versailles ignoring of delegation – wafd
- 3. Riots began across nation
 - a. Started by students
 - b. Women joined – some western educated wearing veils
 - c. Eventually Brits regain control, but precedent set
- 4. Wafd Party – Sa'd Zaghlul – started
- 5. Brits pulled out between 1922 and 1936
 - a. But...could still come back if foreign power threatened – Suez Canal
- 6. Egypt spent next 30 years spiraling into chaos
 - a. Wealthy classes only improved their lives, plunged nation into despair
 - i. peasants - 95% of eye disease, 98% illiterate

I. The Beginnings of the Liberation Struggle in Africa

- 1. Educated Africans initially loyal to Brits/French
- 2. War changed all that
 - a. Rebellions due to forced recruitment/labor
 - b. Starvation to feed soldiers
 - c. Merchants suffer from shipping shortages
- 3. Britain doesn't come through on all promises after war – jobs and public honors
- 4. Attempts to create pan-African Movement
 - a. But...started by African Americans or West Indies
 - b. At least pushed anti-colonial spirit
- 5. Negritude literary movement – life actually better before – women, ole people, sex
- 6. Political organizations created – though with little impact
- 7. Some nations gave representative gov't
- 8. Newspapers used to win support

VI. Global Connections

- A. WWI hurt Europe's economy, helped rival, growing powers
- B. Wartime hardships increased already existing tensions
- C. Labor parties get more powerful
- D. New place for women and scientific theories – challenge conservative ideas
- E. Some nations increase empires, but...nationalist sentiment also increases
- F. White men superior argument losing its value
- G. Russia, US and Japan all had vested interest in bringing down Western Europe – diff reasons

The World in the 1920s: Challenges to European Dominance

I. Introduction

A. Introduction

1. Responses to Crisis
 - a. Revolutionary regimes
 - b. Authoritarian Political Systems
2. Three major patterns
 - a. Western Europe - economically/politically incomplete
 - i. But culturally creative
 - b. Growth of Japan and the United States
 - c. Impact of 1920s Revolutions in China, Mexico and Russia

B. Diplomatic Deafness

1. Methods of protest
 - a. India - Gandhi - Hinduism tradition + criticized caste/gender
 - b. Turkey - military force + diplomacy
 - i. Deaf guy uses disability as negotiating technique

II. The Disarray of Western Europe, 1918-1929

A. Introduction

1. War messed up European economy, diplomacy, governments
 - a. Hapsburg and German empire end
2. Devastating material and psychological impact - lost generation
 - a. Huge deb - not enough taxes - not a popular war idea

B. The Roaring Twenties

1. Happy feelings in mid-1920s
 - a. Germany wants to be friends
 - b. Nations agree to never go to war again - Kellogg-Briand Pact
2. Clash of values
 - a. Right wing - return to authoritarian regime
 - i. Good ol' days of national honor
 - b. Left wing splits - authoritarian or...
 - i. Let's try that fun communism idea
 - c. Ummm...what happened to the middle - why polarization
3. But...people getting wealthy and can buy more stuff - radios/cars/appliances
4. New art - film, geometric art (cubist), new play styles, books w/ funky plots
 - a. Defiance of traditional styles - conflict conservatives vs. radicals
5. Science advances - people can't even understand it - too specialized
6. Women - critical gains
 - a. Women suffrage in Britain, Germany, US
 - b. More fashion/leisure freedom - prosperity + declining birth rate
 - c. Sexual promiscuity on rise - some even dance - naughty
 - i. Conservative backlash - women's place in the home
7. Industrialization - cult of efficiency - manager's organize/discipline masses

C. Fascism in Italy

- 1, Benito Mussolini creates fascio di combattimento (union for struggle)
 - a. Nationalistic, strong leader, violent methods appropriate
 - b. Don't want inefficient parliament or socialist class struggle - need leader
 - c. Catalysts - anger over Italy's gains after WWI
 - i. Plus...labor problems...have to control crabby workers
2. Italian King eventually asks Mussolini to help - best option
 - a. Parliament inefficient, but communism was scary
3. Mussolini takes power - steps to victory
 - a. Eliminate opposition - suspend elections
 - b. State control of economy
 - c. Glories of military conquest
4. Demonstrated that parliamentary rule not the best idea

D. The New Nations of East Central Europe

1. Tougher to fix situation in Eastern Europe - more rural based
2. Fixated on nationalistic issues
 - a. Waahh...I want more territory, I don't want to focus on domestic issues

3. Tried parliamentary structure, but ended with monarch or dictator
 - a. Ahhhh...notice the cycle of revolution
 - b. Supported by huge landlords who needed to put down peasant revolts

III. Industrial Societies Outside Europe

A. Introduction

1. 1921 - Commonwealth of Canada, Australia and New Zealand considered as equals
 - a. United by crown, but no hierarchy - no subjugated peoples
 - b. Canada finds economic success
 - i. Immigration, transnational railroad, exported food, natural resources
 - c. Australia started on social legislation agenda
 - i. Government involved in solving labor problems
 - ii. Government controls infrastructure
 - iii. New international pride

B. The Rise of the American Colossus

1. America - isolationist or interventionist
 - a. Enters war late, but still active in Latin America
 - b. Severely anti-communism - Red Scare
 - c. Senate ignores League of Nations
2. Economic boom in 1920s
 - a. Gov't supports business at expense of labor
 - b. High tariffs/low taxes
 - c. Small companies combine > big conglomerates - return to monopoly
 - d. Huge consumer culture - installment buying
3. Industrialization innovators
 - a. Research and development departments + assembly line
 - b. Most efficient ways to boost output
4. Cultural innovation
 - a. Jazz, marketing, Hollywood
 - b. Hollywood stars begin to symbolize sexual ideal
 - c. Western Europe now follows US styles

C. Japan and Its Empire

1. A bit like Germany and Italy
 - a. Parliament tested w/ Depression – fails test
 - b. Fewer people vote
 - c. Solution to problems – hey...let's take over the region
2. Interwar period – life getting better for Japan
 - a. Rice production increases – population growth
 - b. Growth in consumer culture, industrialization, zaibatsu
 - c. More education
3. Problems – vulnerable to trade issues
 - a. Resource poor – imported a lot
 - b. If people don't buy few products, in trouble
 - c. Tradition of oligarchy still ruling
 - a. Military leaders educated part from civilians
 - i. Not big fans of parliament/political parties

D. A Balance Sheet

1. Who gains?
 - a. Creativity, “settler societies”, Japan
2. Who loses?
 - a. Democracy, US isolationism

IV. Revolution: The First Waves

A. Mexico's Upheaval

- a. Latin America heads into new age of revolutions
 - i. Mexican Revolution
 - ii. European markets for goods dry up – have to be self-sufficient
 - iii. US becomes dominant global power
- b. Problems in Mexico – huge industrial growth, but...
 - i. Foreign ownership

- ii. Small elite dominate land
 - iii. Political system corrupt
 - iv. Gov't repressive against resistance
 - c. Mexican Revolution Events
 - i. Francisco Madero runs for office > arrested > calls for rebellion
 - ii. Pancho Villa leads band of rebels in North
 - iii. Emiliano Zapata leads rebels in the South
 - iv. Madero eventually wins > but then removed from power/killed
 - v. Cycle of Revolution – guess what we get?
 - 1. General Victoriano Huerta pushed for dictatorship
 - 2. But now Villa, Zapata control regions still
 - a. Villa eventually defeated by Alvaro Obregon
 - d. How is Mexico like other agrarian nations?
 - i. Try to industrialize w/ foreign capital – bad idea
 - 1. Problem – when money dries up, problem
 - 2. Citizens annoyed – become nationalistic
 - e. Changes due to Mexican Revolution
 - i. Mexican Constitution – 1917 – land reform, foreign ownership, workers
 - 1. Educational reforms
 - 2. Restricted clerical education/property ownership
 - 3. Changes come slowly
- B. Culture and Politics in Postrevolutionary Mexico
- a. Nationalism, indigenism – helping natives
 - i. We've treated them like garbage for centuries, let's change our depiction
 - 1. Changes art, education
 - a. Communism + Christianity + Indian past
 - ii. Patriotic/Nationalistic songs
 - b. Ideology
 - i. Some communist-like, anti-religion – want to secularize
 - ii. Conservative backlash – Cristeros and Catholic Church resist
 - c. US intervenes
 - i. Pancho Villa Invades the United States!!!!
 - ii. Fear of Germans – access to oil
 - d. Attempts to maintain continuity – no more chaos
 - i. One party system – Party of the Institutionalized Revolution
 - ii. Presidents look like a caudillo, smell like a caudillo, but only 6 year terms
- C. Revolution in Russia:
- a. Liberalism to Communism
- D. Stabilization of Russia's Communist Regime
- a. How did Russia restore order?
 - i. Trotsky improves army – generals and soldiers (taken from the lowest low)
 - ii. Lenin's New Economic Policy – middle option before communism
 - a. Gave freedom to small businesses and peasant landowners
 - i. Yeayy...we now have a reason to work
 - b. Union of Soviet Socialist Republics
 - i. Federalist system made of socialist states
 - ii. Many nationalities given say, but...central gov't still calls the shots
 - c. Is this a republican government?
 - i. Well...it has a parliament and voters, but...
 - ii. No second political party
 - iii. In reality, just an updated authoritarian structure
 - a. New and improved secret police
- E. Soviet Experimentation
- a. How was civil society created?
 - i. Youth, women's, worker's groups discuss topics/influence management
 - ii. Education started to spread > literacy
 - iii. Conflict between conservative old and new values/teachings
 - b. Who succeeds Lenin?
 - i. Stalin is brilliant, beats out frontman Trotsky
 - c. How was Stalin different than Lenin?

- i. Believed in protecting Russia, not spreading communism
 - a. Unlike Comintern's goals
 - ii. Rival leaders/visions killed/expelled
 - iii. Collectivized farms from peasants
 - d. Was it a revolution?
 - i. New types of leaders at army, bureaucracy, central gov't
 - ii. Gone was the aristocracy
- F. Toward Revolution in China
 - a. Puyi abdication symbolic end to century of peasant uprisings and foreign control
 - b. Who would rule next?
 - i. Coalition of students, middle class, secret societies, military split apart
 - ii. Military commanders have best chance
 - a. Made alliances and ruled regions for decades
 - i. Yuan Shikai – primary example
 - iii. Merchants/bankers in Shanghai/Canton had power
 - iv. University students/intellectuals – great ideas, no power
 - v. Secret societies want return to Chinese monarchy
 - vi. Foreign powers want to take advantage of situation – Japan for example
- G. China's May Fourth Movement and the Rise of the Marxist Alternative
 - a. How successful was China at a republic?
 - i. Sun Yat-sen – father of China – tries parliament with cabinetists, but...
 - a. Outside cities, no one really in favor
 - ii. Warlord Yuan Shikai has more power
 - a. Kills opposition, but...
 - b. Eventually, Japanese and rival warlords topple him
 - i. Yuan doesn't deal with WWI Japanese threat
 - ii. 1916 gives up presidency > power vacuum
 - iii. Post WWI
 - a. Japan takes N. China, Chinese angered
 - b. May 4th Movement – students + intellectuals go for democracy
 - i. Favored Westernization over Confucianism/Chinese tradition
 - ii. Rights to women, easier Chinese script, individualism
 - c. Hey...do you notice a class of culture yet again?
 - i. Liberal changes vs. conservative backlash
 - iv. Why didn't liberal reforms work?
 - a. Warlords control everything
 - b. People dying, need immediate change, not promises
 - i. Democracy takes a long time – debate
 - v. So...what about Communism?
 - a. Maybe take Marxist ideas and modify them
 - b. Hard to have a revolution against industrialization, when its peasant
 - c. Li Dazhao sees power of organizing youth
 - i. So...proletariat now equals – peasants + workers
 - ii. Why was Li attractive?
 - 1. Those felt betrayed by imperialist powers
 - 2. Anti merchants/commerce
 - 3. Return to social reform/social welfare
 - iii. So...summer 1921, meet and form Communist party
- H. The Seizure of Power by China's Guomindang
 - a. Nationalist Party hanging on to control through early 1920s
 - i. Build an army, start making alliances with social groups
 - ii. Unfortunately, focused on political/foreign issues, forgot to feed the people
 - iii. Made pact with Communists, used them for connection to peasants
 - b. Enter the Whampoa Military Academy
 - i. Chian Kai-shek in control
 - a. Gradually increased power
 - b. Hopes to be able to confront communists and warlords
 - c. Umm...did people forget about the peasants?
 - i. 90% of population starving to death after century of exploitation/neglect

I. Mao and the Peasant Option

- a. Chiang Kai-shek starts defeating warlords one at a time
 - i. Takes over regions, becomes head of warlord hierarchy
 - ii. Attacks Communists – detaches heads from torsos
 - iii. And...gets support from Europe and United States...why?
 - a. Because he's not communist
- b. But Mao takes a Long March north
 - i. Mao becomes undisputed leader of Communists
- c. Eventually Chiang Kai-shek has to ask Communists for help pushing out Japanese

V. Global Connections:

- A. Globalization retreated, but world still connected through:
 - a. League of Nations – potential meeting ground to settle disputes
 - i. International Labor Office tried to help working conditions
 - b. Hollywood, culture spread across region
- B. But...
 - a. US and Russia becoming isolated – set up barriers from rest of world – tariffs
 - b. Japan expands army
 - c. Nationalism increases – more rivalries with other nations

The Great Depression and the Authoritarian Response

I. Introduction

- A. What in the world is this outline about?
 - 1. The Great Depression only worsened existing issues
 - a. Decline of globalization, flaws in Western democracies
 - 2. New reactions to the Great Depression – and they're not democracies
 - a. Nazi Germany
 - b. Semi-fascist Japan
 - c. Stalinist Russia
 - d. China
 - e. Authoritarian regimes in Latin America

II. The Global Great Depression

- A. Causation
 - a. 1929 Stock Market Crash + new problems w/ industrialized + weak econ.
 - b. Inflation – prices of items go up, but value doesn't
 - c. Overproduction of farm goods – cheap prices
 - i. Farmers buy more equipment, but...that's bad
 - ii. Market dies and then you have supply and demand issues
 - iii. Third world countries push up production levels – prices drop again
 - 1. So...they can't buy industrial goods either
 - d. Reliance on US loans to Europe
 - i. Pays off debts, helps buy new products
 - e. Inability to look at the big picture, outside own country
 - i. Protectionism - High tariffs to protect home industry
 - ii. Insist on repayment of debts
- B. The Debacle
 - a. Stock Market Crash effects
 - i. Banks – lose money they had invested
 - 1. Call in loans from Europe
 - a. Can't pay loans, where'd they get the money from
 - 2. Creditors have no money to invest
 - ii. Investors lose money
 - b. No money to invest, no money to keep industry going
 - i. Employment falls, lower wages
 - c. Low wages > can't buy goods...do you see the spiral
 - d. Unprecedented depression/recession
 - i. Global impact
 - ii. Length – not until World War II pulled out
 - e. Social effects
 - i. Suicides
 - ii. Educated can't get jobs
 - iii. Family roles disrupted – husbands can't get jobs – kids/mom work
 - f. Popular culture
 - i. Women's fashions more sedate
 - ii. Escapist entertainment – Superman can save the day
 - g. So is Europe falling apart? Two crises in two decades
 - i. Economic system not the best
 - ii. Parliamentary democracies can't solve problems
 - h. And what about Russia?
 - i. Stays out of Depression – socialism in one country
 - ii. Not a huge part of global trading world – doesn't effect them
 - i. Other countries aren't buying nations primary exports
 - i. Japanese silk industry
 - ii. Latin American natural resources
 - j. And then things get worse?
 - i. Drought, poor harvest
 - k. How do nations solve the problem?
 - i. Latin American gov't get more involved in economic decisions

- ii. Japan conquers region – West can't be trusted
 - iii. West – new welfare programs
 - iv. Italy/Germany fascism
- C. Responses to the Depression in Western Europe
 - a. Bad ideas – just protect self
 - i. High tariffs bad – other nations respond, stop buying
 - ii. Gov't cuts off funding of programs
 - b. Solutions – useless parliament or overturning of parliament
 - c. Struggling parliaments
 - i. Communist/socialist parties became more popular
 - 1. France – they unite create Popular Front – wins 1936
 - ii. But...conservative Republicans hesitant to change
 - iii. So...how about a welfare state
 - 1. Scandinavian countries pump \$ into social welfare programs
- D. The New Deal
 - a. Hoover's ideas failed – tariffs + debt repayment
 - b. Roosevelt's New Deal
 - i. Provided jobs, unemployment insurance, social security
 - ii. Economic planning – control rate of supply to regulate demand
 - c. Change for U.S. – government grows – later military grows
 - i. Doesn't go as far as Scandinavia, but not revolution either
- E. Nazism and Fascism
 - a. Why was life worse in Germany?
 - i. Shock of loss
 - ii. Treaty arrangements – blame
 - iii. Veterans of war attacked weak parliament
 - 1. Need strong nation with strong leader
 - b. Why are Fascists/Nazis a solution
 - i. Appeal to landlords/business groups – anti-communist
 - ii. Preach need for unity
 - iii. Return to traditional past
 - 1. Guilds for artisans – yeah right
 - 2. No department stores
 - 3. No new woman – feminism
 - iv. Foreign policy to right the wrongs of Versailles
 - v. Scapegoat in the Jews
 - vi. So many parties in parliament – don't need a majority
 - c. Totalitarian state – control all elements of society
 - i. eliminated political parties
 - ii. purged bureaucratic/military – put in Nazis
 - iii. secret police – Gestapo – arrested anti-Nazis
 - iv. Got rid of trade unions – gave jobs/welfare to everyone
 - v. Propaganda department – constant
 - 1. Nationalism
 - 2. Attacks on Jewish minority
 - a. Blamed for socialism, capitalism
 - d. Jewish policy – gradually more restrictive
 - i. wear stars > seized property > sent to concentration camps
 - 1. Elimination of Jews
 - e. Hitler's foreign policy
 - i. Lebensraum – land empire
 - ii. Ignored elements of Versailles – but appeased
 - 1. ignored disarmament
 - 2. Anschluss with Austria
 - 3. Sudetenland, Czechoslovakia – Munich Conference
 - a. Appeasement – “peace in our time”
 - b. If you give in now, psycho guy will keep taking
 - iii. Made secret deal with USSR
 - 1. Divide Poland, don't fight each other
- F. The Spread of Fascism and the Spanish Civil War

- a. Nazi success inspires neighbors
 - i. Eastern Europe takes fascist/authoritarian shift
 - ii. Italy inspired to actually spread empire – dreaded Ethiopia
- b. Spreads to Spain – Spanish Civil War
 - i. Parliamentary republic vs. military backed authoritarian state
 - 1. General Francisco Franco supported by Nazis
 - 2. Republicans supported by US, USSR, and W. Europe
 - ii. Franco wins – next 25 years authoritarian
 - 1. Ruled by landlords, church, and army

III. Economic and Political Changes in Latin America

A. Introduction

- 1. Social and cultural tension
 - a. Growing middle class threatens old oligarchy
 - b. Increased urban population
 - i. Immigration + urbanization
 - c. New political parties – nationalist and populist – push for change
- 2. How did World War I affect L. America economies?
 - a. Forced to industrialize quickly – no markets
 - i. Import substitution industrialization
 - b. Same continuities
 - i. Limited markets, low technological skill, low capital
 - c. WWI demand for some goods artificial – led to overproduction

B. Labor and the Middle Class

- 1. Political stability through alliance of landlords and urban middle class
- 2. But coalition of frustrated emerge
 - a. Annoyed that import-export capitalism leads to income gap
 - b. Military officers, state politicians, bandits, peasants
- 3. Urban workers wanted to use power to
 - a. Anarchism – destroy state control
 - b. syndicalism – use strikes to break down state
 - c. Gov't makes sure they repress rebellions
 - i. Violent strikes/repression symbol of class conflict

C. Ideology and Social Reform

- 1. L. American middle class can only have power if linked w/ oligarchy/military
- 2. Liberalism not working
 - a. Industrialization, education not helping landless destitute
 - b. By 1920s, looks like liberal reforms going nowhere
- 3. Communists want to get rid of liberal governments
- 4. Roman Catholic Church also annoyed with secular capitalist values

D. The Great Crash and Latin American Responses

- 1. Problems facing Latin America w/ Crash
 - a. Export sales drop/liberal democracies look like failures
- 2. Reaction from right – church + military leaders
 - a. Corporatism – state acts as mediator between power groups
 - i. Shared some ideas of fascists
- 3. Mexico – Lázaro Cárdenas attempts land reform
 - a. 40 million acres of communal farms + credit system
 - b. State controls oil
- 4. Theme – need a new government – nationalism + new players

E. The Vargas Regime in Brazil

- 1. Getúlio Vargas tries to set up strong central government
 - a. Has to fight communists on right and fascists on left
 - b. Sets up what kind of gov't...you guessed it...authoritarian
 - i. Nationalism + economic reforms
 - ii. Eliminated immigration
 - c. No opposition to gov't
 - i. no political parties
 - ii. labor unions minimal power
 - d. Later he changes to be more liberal

- 2. Eventually supports allies
 - a. Arms and \$ for bases and troops
- 3. Eventually kills self in 1954 – opposition from both sides – becomes martyr
- A. Argentina: Populism, Peron and the Military
 - a. With failure of depression, tries new gov't
 - i. Weird coalition of nationalists, fascists and socialists
 - b. Military takes over in 1943
 - i. Juan Peron uses power but supports people – raises to the poor
 - 1. Creates coalition of workers, industry, labor
 - a. But hard to hold together in tough times
 - i. Military and Industrialists scared
 - 2. Went too far when he went against Catholic Church
 - 3. Exiled, but then returns in 1973, wins presidency - dies
 - ii. Very popular guy – wife Eva asks as intermediary
 - 1. Used press, radio, speeches to get support
 - 2. Champion of the poor, labor unions

IV. The Militarization of Japan

- A. Introduction
 - a. How was Japan Similar to Europe
 - i. aggressive military – take over Manchuria w/out civilian support
 - b. Political response
 - i. Nationalistic movement – return to Shinto/Confucian past
 - ii. Protest against parliament reforms
 - iii. Guess who feels left out
 - 1. Military leaders want someone to just call the shots
 - a. Actually killed prime minister - 1932
 - i. Moderate military leaders
 - ii. More severe military try in 1936
 - c. So...by 1936, if you're not a militaristic prime minister, you could die
 - d. Conflict w/China
 - i. Feared that China would push for Manchuria/Korea
 - 1. Take them out before they can have strong army
 - e. Economy gets tied to newly conquered areas
 - i. Korea, Manchuria, Taiwan (Formosa)
 - 1. 50% exports go there, 40% imports from there
 - f. Japan keeps expanding – Greater East Asian Co-Prosperity Sphere
 - i. Need control of resources
 - ii. Kick out Europeans
 - iii. Japanese culture forced on Koreans
- B. Industrialization and Recovery
 - a. Japan's reaction to the Depression
 - i. Government steps in immediately
 - 1. Spending to provide jobs
 - a. Created demand for food/manufactured items
 - b. Unemployment over basically by 1936
 - 2. Supported military manufacturing
 - b. Recovery more impressive than west
 - i. Iron, steel, chemicals, electricity soar
 - ii. Assembly line makes more efficient
 - 1. World worried about Japanese export force
 - c. Choices that inspire patriotism
 - i. Lifelong contracts to skilled workers, entertainment
 - d. Foundation of machines and scientific knowledge

V. Stalinism in the Soviet Union

- A. Introduction
 - a. Experimenting with new ideas is cute and all, but the man of steel is in charge
 - b. Stalin – back to the basics – hurt wealthy people so he can benefit
 - i. Take land from kulaks – wealthy landowners

- ii. Industrialize w/out private initiative – he controls everything
 - 1. But...he will borrow some Western engineers/science
- B. Economic Policies
 - a. Collectivization – put all land into mass holdings by government
 - i. Everyone would share equipment and work in harmony...ahhh
 - ii. Plus...get to keep eyes on naughty peasants
 - 1. And...need to get taxes from peasants to industrialize
 - b. What were the reactions to collectivization?
 - i. Laborers – yeayy...we get to take stuff from kulaks
 - a. But...what's the motivation...life is still just D-
 - i. Why put forth extra effort
 - ii. Kulaks...boo...we don't want to give up stuff
 - a. So...Kulaks introduced to blistering conditions of Siberia
 - c. Was collectivization successful?
 - i. Kulaks killed/exiled, labor not efficient, but industrial workers freed
 - a. Urbanization – unskilled workers to the cities
 - d. Now...the five-year plans for industry
 - i. Massive factories for metallurgy, mining, electric power
 - ii. Like Peter the Great – modernize w/ minimal Western help
 - iii. Goods produced were heavy industry, not consumer goods
 - a. So...not a lot of cool stuff to buy in the shops
 - iv. Not capitalism
 - a. Government decides on resources and supply quantities
 - i. So...supply numbers too low or too high sometimes
 - v. Between 1927 and 1937...industrialization increases 1400%
 - a. US, Germany, USSR – third largest industrial power
 - b. Sure...40 million people died in process, but...end justifies
- C. Toward an Industrial Society
 - a. What were the effects of industrialization?
 - i. Crowded cities
 - ii. Workers help
 - a. publicly rewarded/given bonuses for production
 - b. Welfare services – healthcare, illness/old age protection
 - c. Worker grievances analyzed
 - iii. Strikes not allowed
- C. Totalitarian Rule
 - a. But...like gets pretty boring – Stalin must control everything
 - b. Controls intellectual life
 - i. Western culture, artists, writers exiled/killed
 - ii. Instead you get Socialist realism – heroic ideals of worker
 - c. No scientific free inquiry – study only practical science
 - d. Government police
 - i. Punish anyone – real and imagined opponents
 - 1. Great purge of party leaders – 1936-1937 – kangaroo court
 - a. Confess to crimes didn't commit
 - ii. News monopolized – let's just say there was a bit of propaganda
 - e. Congresses + executive committee (Politburo) really have no power
 - f. Foreign policy
 - i. Killed all the good generals – puts a damper on foreign policy
 - ii. Pretty much stays isolationist in 1920s
 - iii. But...that Germany looks a bit dangerous
 - 1. Ally selves w/ US, French and UK in Spanish Civil War
 - 2. But...not enough
 - 3. USSR signs peace pact w/ Germany – prepares for war
 - a. Gets part of Poland
 - b. Two liars lying to each other

VI. New Political and Economic Realities

A. Introduction

- a. Thanks Depression – options – weak parliament or fascist state

- i. Forces new political reactions
 - 1. Latin America tries new initiatives
 - 2. Japan goes militaristic
 - 3. Russia goes totalitarian
- b. Middle East reaction
 - i. Turkey goes anti-Muslim traditions
 - 1. Women can vote, upper class can't wear fancy hats – fez
 - ii. Turkey/Persia try to be self-sufficient – don't need western imports
 - iii. Arab nationalism forces Europeans to grant independence

VII. Global Connections

A. Depression and Retreat

- a. Western European countries go protectionist – things get worse
- b. Japan annoyed at Western tariffs – wants to control sphere, not be vulnerable
- c. Germany wants to be self-sufficient – pulls out of world community
- d. Soviet Union – yeah, yeah...workers of the world unite, but in reality
 - i. Let's just protect our own borders – isolationist/nationalist

The world is just falling apart, and all the king's horses and all the king's men couldn't put it together again.

A Second Global Conflict and the End of the European World Order

I. Introduction

A. World War II

1. Officially started in 1939 after decade of aggression
2. Aggression of Axis powers went unchecked - appeasement

B. Failure to unite

1. Nationalism plus Red Fear/Scare of Soviets prevented early alliance
2. W/in each government disagreement on how to respond
 - a. Some actually felt guilty about Versailles
3. League of Nations a joke
 - a. Italy and Japan merely left the League after censured
4. Axis/Fascist leaders laughed at treaties - diplomacy a joke
 - a. Brilliant method of delaying intervention of enemy

II. Old and New Causes of a Second World War

A. China vs. Japan

1. China looking stronger - Chiang Kai-shek uniting/defeating warlords
 - a. Could Nationalist (Guomindang) party pose a threat
 - b. Afraid Chinese would retake Manchuria

2. Japan gradually becomes militaristic

B. Germany - Weimar Republic weak - blamed for Versailles

1. Great Depression made life look worse
 - a. Adolf Hitler takes advantage
 - b. Nazis made a ton of promises
 - i. German people back to work
 - ii. Ignore diktat of Versailles
 - iii. Turn back Communist push
 - a. Actually wants to enslave Slavic peoples

2. Steps to taking over Europe/becoming powerful

- a. Destroy parliament/political system > totalitarian
- b. Ignore diplomacy of Versailles
- c. Rearm/remilitarize
 - i. Not afraid to bomb cities/use poison gas
- d. Forced union with Austria
- e. Annexation of Czechoslovakia

C. Mussolini - big, bad Italian man gets courage to take over Ethiopia

D. Spanish Civil War - becomes training ground for new weapons

1. Franco wins with Axis support, but doesn't help Axis in war

III. Unchecked Aggression and the Coming of War in Europe and the Pacific

A. Introduction

1. US, Britain, France appeasement
 - a. Sacrifice small nations to protect themselves
 - b. Fear of another world war
 - c. Want to focus on welfare states, not military states
2. Japan first to attack - invaded China from Manchukuo
 - a. Japanese moderate political leaders silenced
 - i. Fear of assassination from military officers
 - b. Initially quite successful, but when they lose, they get medieval
 - i. Rape of Nanjing - horrific treatment of Chinese civilians - 1937
 - a. Symbolic beginning of horrific war of suffering
 - c. Japan and China in war for Asia far before 1941
3. Japan, Germany, Italy did not coordinate attacks
4. Germany needs to attack Soviet Union - lebensraum - living space
 - a. First, signs nonaggression agreement with Soviets
 - i. Buys time, splits Poland, can now invade from Poland
5. British/France declare war once Poland is attacked
 - a. Prepare for another trench warfare, unfortunately Hitler doesn't play fair

IV. The Conduct of a Second Global War

A. Introduction

1. Hitler's victories stunningly fast

- a. West's reluctance to arm/react decisively
- 2. War shifts once Germans get stuck in Russian winter
 - a. Anglo-American, Soviet alliance has more \$s, industry, technology
- B. Nazi Blitzkrieg, Stalemate, and the Long Retreat
 - 1. Blitzkrieg - lightning fast war
 - a. Coordinate tanks, mechanized troop carriers, fighter aircraft/bombers
 - b. Penetrate deep into nation - hit capital hard
 - c. Severely punished civilian population that didn't surrender
 - d. In months, French defeated, British pushed back across the Channel
 - 2. Why did France lose so quickly?
 - a. Gov't couldn't agree on what to do - left vs. right argued
 - b. Weapons painfully outdated
 - c. Civilian population demoralized
 - d. Only Vichy France in South exists - puppet government
 - 3. Turns to invasion of Britain - strong air force + growingly powerful army
 - a. Battle of Britain - Britain actually holds off
 - i. Strong leadership of Churchill/war cabinet
 - ii. Radar detection discovered Nazi flight plans
 - iii. Bravery of Britain's royal family
 - iv. High morale of citizens
 - b. Land invasion called off, can't fight off British Navy
 - 4. But Germany had taken over W. Europe, Scandinavia, Mediterranean, N. Africa
 - a. Conquered areas must provide
 - i. War materials, soldiers, slave labor
- C. Hitler turns on Soviet union
 - 1. Soviets easily pushed out of Finland, Poland, Baltic states, but then winter kicks in
 - a. Soviets just won't surrender - body for bullet
 - b. Just kept retreating eastward
 - c. Nazi mass killings inspire guerilla warfare behind front lines
 - d. Stopped at Moscow, Leningrad, Stalingrad
 - 2. Fought most severe battles - Kursk, Stalingrad
 - a. Momentum shifts - Germany on the run
 - b. 1943 Soviets push west, 1944 on doorstep of Berlin
 - c. Sacrifices of Soviet soldiers/women/civilians led to victory
- C. From Persecution to Genocide: Hitler's War Against the Jews
 - 1. First years of war Hitler persecuted non-Aryans
 - a. Gypsies, leftist politicians, homosexuals, Jews, Polish intellectuals, communists
 - 2. Once war seemed lost, and on defensive
 - a. Turned to "final solution" - Wannsee Conference - 1942 - extermination camps
 - b. Resources from front used for transportation, imprisonment, mass murder
 - c. Shipped from all over empire to the East
 - a. Physically fit > hard labor
 - b. Women, children, ill - murdered immediately
 - d. Used for scientific experiments
 - 3. Holocaust - 12 million killed, 6 million Jews
 - a. Armenian genocide the root
 - b. Horrific - premeditated, systematic, carried out by the state
 - c. Essentially allowed by occupied countries
 - a. Only really Danes and Italians resisted in any degree
 - d. Also, allied countries refused Jewish emigrants/refugees
 - a. Also didn't attack railway lines or extermination camps
 - 4. Effect - creation of Zionist state in Israel
 - a. Emigration to Palestine only option
 - a. Some even made deals with Nazis to take to Palestine
- D. Anglo-American Offensives, Encirclement, and the End of the 12-Year Reich
 - 1. American interaction
 - a. Primarily supplies at first - US gov't hesitant, Roosevelt sympathetic
 - b. Pearl Harbor December 7, 1941 - US enters
 - c. Tank divisions and infantry join in Africa
 - d. Next attacked Sicily, Italy

- a. Eventually Mussolini toppled, assassinated
 - e. June 1944, Western front - invasion of Normandy
 - a. Moved East to Germany, stopped only briefly at Battle of the Bulge
 - 2. By June 1945 US and Soviets divisive over how to divide Germany
 - a. Hitler kills himself - goes down believing he was betrayed by German people
- E. The Rise and Fall of the Japanese Empire in the Pacific War
1. 1/3 of Japanese forces fight in China throughout war
 2. After Pearl Harbor, Japan takes over Asia
 - a. Thailand becomes neutral, cooperates
 - b. Australia and New Zealand provide support
 - c. But...US on its own
 3. Took over too much, angered all of the European Allies
 - a. Colonial regimes worse than European
 - a. Needed natural resources, raw materials
 - b. Led to resistance movements - requires even more soldiers/resources
 - i. Guerrilla forces harassed Japanese
 - a. Coordinated w/ Americans and British
 4. Main theaters of conflict islands - "island hopping"
 - a. Victories at Battle of the Coral Sea and Midway Island
 - b. Joint air, sea, land assaults against Japan
 5. 1944 America begins firebombing Japanese cities
 - a. Destroyed wooden homes, hundreds of thousands of civilians killed
 6. Demanded unconditional surrender
 - a. Atomic bombs - August 1945
 - a. Threat that Japanese would fight to the death

V. War's End and the Emergence of the Superpower Standoff

A. Introduction

1. Wanted to avoid failed peace treaties of World War I
2. Established United Nations
 - a. More representative of world than League of Nations
 - a. US actually decides to participate
 - b. Security Council made up of victors - US, France, Britain, China, USSR
 - a. Though China is really represented by Taiwan, communist gov't not acknowledged
 - c. Colonies and defeated powers granted membership
 - d. Europe retained control of post-war global policy through 3 votes on security council
 - e. Forum for negotiating international disputes
 - f. World Court of Justice
 - g. Human Rights organizations - food, labor, women
 - h. Unsuccessful at times - large and small nations resent role
 - i. But...played important role in humanitarian, refugee relief
 - j. Sponsored conferences to deal with social issues
 - a. Child labor, women's rights, environmental protection

B. From Hot War to Cold War

1. USSR vs. USA - no direct conflict, but tons of related global conflicts
2. Began with how to decide post-war Europe
 - a. USSR wanted territorial gains - tired of getting invaded
3. Tehran Conference - 1944
 - a. By setting up Western front in France, USSR takes over Eastern Europe
 - a. USSR doesn't pull out of many occupied lands - Iron Curtain
 - b. Doesn't allow nations to "self-determine" themselves
4. Yalta Conference - 1945
 - a. USSR gets Manchuria and northern Japanese islands
 - b. Divide Germany into 4 spheres of influence
 - c. Germany industry allowed to continue - needed to control Soviets
 - d. USSR wants friendly gov'ts in small European nations
 - a. West wants democratic gov'ts
 - b. Stalin lies
5. Problems still after Potsdam
 - a. Austria divided, occupied then independent in 1956
 - b. Poland gain East Germany, but lose land to Russia

- c. USSR/USA sign separate treaties with Japan
- d. German peace treaty not even agreed upon until 1980s
- e. Korea divided between USSR and USA
- f. European colonies returned to Europeans
 - a. But...independence movements start right away
- g. China war starts
 - a. Soviets aid communists
 - b. US aids Nationalists
- 6. Independence movements
 - a. Middle East, Africa, India want independence
 - a. Europe fought nationalism during war, but had to revisit after
- 7. Soviet Union pushes boundaries West
 - a. New independent nations created in 1918 gobbled up by USSR
- 8. US heavily influenced W. Europe
 - a. Occupied troops, economic aid (Marshall Plan), policy manipulation
- 9. Two movements roots
 - a. Occupied people push for independence/decolonization
 - b. World's allegiances divided between US and USSR

VI. Nationalism and Decolonization

A. Introduction

- 1. No more illusions of European dominance
 - a. Destroyed by Nazis and Japanese
 - b. Japanese victories over Europeans destroyed myth - Pearl Harbor, Singapore
 - c. "death marches" of Europeans
- 2. Harsh rule of Japanese inspired nationalism - want to control fate
- 3. Harsh total war sapped European desire to maintain empires
- 4. US propagandizes notion of anticolonialism
- 5. Atlantic Charter of 1941
 - a. Roosevelt and Stalin persuaded Churchill to sign clause
 - i. Recognize "right of all people to choose the form of government"

B. The Winning of Independence in South and Southeast Asia

- 1. Indian National Congress demands independence in exchange for fighting
 - a. Sir Stafford Cripps sent to India to get a deal, doesn't work
 - b. Quit India movement - civil disobedience campaigns 1942
 - i. Gandhi, Nehru thrown in jail
 - c. British have backing of Communists and Muslim League
 - i. Muslim League - Muhammad Ali Jinnah - wartime support
 - a. British like him, he wants separate Muslim India
- 2. Churchill loses 1945 election, Labor Party ready to deal
 - a. 1945-1947 - what type of India
 - i. Muslims propagandize that Hindu dominated India would persecute Muslims
 - ii. Must create Pakistan in northwest and east India
 - iii. Communal rioting spreads across nation
 - b. To avoid civil war, Pakistan and India gain independence in 1947
 - c. Summer of violence - Hindu-Muslim and Muslim-Shikh violence
 - i. Led to massive refugee movement - moving to safe area
- 3. India and civil disobedience inspired independence movements across globe
 - a. French and American empires start to fall
 - i. Filipino independence comes after help during WWII
 - b. Dutch and French fight to keep colonies

C. The Liberation of Non-settler Africa

- 1. Africa more dramatically affected by WWII
 - a. Forced labor
 - b. Confiscation of crops/minerals
 - c. Inflation/controlled markets > less money for Africans
 - d. More chances to kill Europeans with European weapons
 - e. Fight for freedom, return to oppression
 - f. France controlled by Nazis and Vichy French – who to listen to
- 2. Change in colonial policy
 - a. Industrialization created in colony

- b. Rapid urbanization to take advantage of work
 - i. But...few jobs...millions of people living together and angry
 - 3. Paths to independence
 - a. Kwamee Nkrumah – radical African leader – British Gold Coast
 - i. Establishes Convention People’s Party
 - ii. Mass rallies, boycotts, strikes
 - iii. Doesn’t back down regardless of threats, imprisonment
 - iv. By 1957, Ghana created – after decade of gradual concessions
 - b. Peaceful devolution of power
 - i. Worked with French, tired of fighting, maintaining colonies
 - ii. France gradually pulls out and leaves moderate leaders in place
 - c. Belgian get out and run plan
 - i. No western educated elite to lead – 16 college graduates/13 million
 - ii. Heads into chaos
- D. Repression and Guerrilla War: The Struggle for the Settler Colonies
 - 1. Gradual withdrawal tough in settler colonies – Europeans live there
 - a. Blocked nationalistic movements and concessions on part of overlords
 - b. Fought attempts to turn power over
 - c. African leaders forced to turn to violent, revolutionary struggles
 - 2. Kenya – Land Freedom Army – 1950s – guerilla warfare against British
 - a. British react with violence
 - b. Kenyatta forms Kenya in 1963 – British tired of fighting
 - 3. Algeria – French – National Liberation Front
 - a. French fight back – make up for defeat in Vietnam
 - b. After years of fighting Charles de Gaulle – France – wants to get out
 - i. Huge financial drain on country
 - c. But...unlike in Kenya, Algerian residents fight back
 - i. Secret Army Organization
 - ii. Eventually Parisian gov’t overthrown – end of 4th Republic
 - d. Settlers + Algerian sympathizers have to move to France
 - i. Too much hatred violence between them
- E. The Persistence of White Supremacy in South Africa
 - 1. Why did South Africa remain white dominated?
 - a. Larger white settler population – Afrikaners + British
 - b. Afrikaners have no nation to return to – two centuries in S. Africa
 - c. White racist supremacy ideology
 - i. Afrikaner racism elaborate and explicit – written, detailed
 - d. British made concessions to Afrikaners – felt guilty after Boer War
 - i. Gave political control to Afrikaners
 - e. Afrikaner National Party
 - i. Independence from Britain
 - ii. Establish lasting white domination
 - 2. Apartheid
 - a. Thousands of laws to separate
 - i. Best jobs for whites
 - ii. Africans/colored denied vote/political representation
 - iii. Limited educational opportunities
 - b. Vigilant/brutal police force to enforce
 - c. Kept populations geographically separated
- F. Conflicting Nationalisms: Arabs, Israelis, and the Palestinian Question
 - 1. Egypt, Syria, Iraq gained independence during Interwar Period
 - a. Others all liberated by 1960s, but...
 - 2. Palestine
 - a. Zionist movement gains momentum due to Holocaust
 - i. International sympathy
 - ii. US/Britain reluctant to accept Jews
 - iii. Palestinian violence forces British to try and slow immigration
 - b. Jews/Zionists create military – Haganah + terrorist organizations to fight Brits
 - 3. Deadly stalemate
 - a. Zionists want independent Jewish nation

- b. Palestinians want multi-religious nation w/ Palestinians dominating
- c. Britain just wants to get out of unsolvable situation
- 4. United Nations suggests partition
 - a. But...all out war ensues...Jews win – 1) better weapons, 2) better prepared
 - b. Led to thousands of Palestinian Arab refugees

VII. Global Connections

- A. Were there really revolutions?
 - a. Or merely transfer of power from one elite group to another w/ new nation name attached
 - i. Western-educated African and Asian classes merely took over
 - 1. Both jobs and homes
 - ii. For the most part big landholders kept land and didn't redistribute
 - 1. Acceptions – Algeria, Kenya, Zimbabwe
 - b. Culturally kept many Western ideas
 - i. Western sciences now taught
 - ii. Administration often conducted in English
 - c. Western dominance of trade maintained
 - i. One of criteria for independence was protection of existing merchants/traders

Western Society and Eastern Europe in the Decades of the Cold War

I. Introduction

A. After World War II

1. Soviets create an empire that dominates Eastern Europe
2. Western Europe recovers, but not totally dominant
3. US breaks from isolationist and turns international

B. Cold War - democratic capitalism vs. communism

1. Led to alliances and arms race

C. Western Europe

1. Turned to service-based economy
2. Social transformation > more roles for women
3. Democracy had firm roots - unlike decades before
4. Europe started to work together not as independent nationalistic nations

D. Soviet Union turns industrialist

1. New world role
2. Science exploration and sports achievement

II. After World War II: International Setting for the West

A. Introduction

1. Infrastructure of Europe destroyed - bombings
2. Boundary changes + forced labor = refugees
3. USSR and USA size/industrial strength dwarf European nation-states

B. Europe and Its Colonies

1. Two major changes - decolonization and cold war
 - a. Colonies
 1. Only maintainable at a high cost
 2. French finally give up Vietnam in 1954 - costly defeats
 3. French finally give up Algeria in 1962 - almost civil war
 4. Most independence achieved peacefully
 - a. France/Belgium actually intervened/helped later
 5. West continues to economically exploit Africa
 2. Decolonization's Effect on Europe
 - a. Returning settlers ticked off
 - b. Europe's role in world affairs minimal
 1. Suez Canal crisis of 1956 symbolic shift
 2. War ends only after US and USSR end it
 3. Europe goes on without colonies

C. The Cold War

1. Lines drawn immediately after WWII
 - a. Eastern bloc emerges
 1. Soviet troops remained
 2. Communist governments amazingly elected
 3. USSR gets more Western lands
 4. Having base in East Berlin - Soviets in heart of W. Europe
 - b. US and Britain respond
 1. Churchill claims iron curtain has descended - free/repressed
 - a. Britain no power to defend views
 2. US takes more active stance - having bomb helps
 - a. Refuses loans to rebuild eastern Europe
 - b. Gives money to Iran, Turkey, Greece to avoid communism
 - c. Marshall Plan - tons of money to W. Europe
 - i. US now has tons of influence
2. Focal point in early years - Germany
 - a. US wants to build economically successful W. Germany - combat commies
 - b. US tries to stabilize German currency - USSR bitter at US for being nice
 1. Cuts off all roads into Berlin - even West Berlin
 2. US responds with Berlin Airlift
3. NATO created - W. Europe plus Canada
 - a. Military alliance
 - b. Rearms W. Germany

- c. Goal - combatting communism
- 4. USSR responds with Warsaw Pact and gets the bomb
- 5. Cold War effects on W. Europe
 - a. US influences policy of Europe
 - 1. Larger military budgets for France/Britain
 - 2. Rearm W. Germany
 - b. Why would they listen to US?
 - 1. Hold rebuilding money
 - 2. Stationed troops throughout Europe
 - 3. Protected by nuclear umbrella
 - c. USSR scared the bejeeppers out of W. Europe
 - 1. Even sent money to foment communist movements
- 6. Cold War issues move to Middle East and East Asia after 1950s
 - a. France pulls out of NATO - looks like Britain/US calling all the shots
 - b. W. Germany wants to reopen trade with Eastern bloc in 1970s
- 7. US military power increases, allowing Europe to devalue military
 - a. Europe puts values on civilian values/goals - sure...US paying the tab

III. The Resurgence of Western Europe

A. Introduction

- 1. Europe made progress post WWII
 - a. Extending democratic systems
 - b. Modifying nation-state rivalries
 - c. Rapid economic growth
 - 1. Took care of many gender/social problems

B. The Spread of Liberal Democracy

- 1. Notion of revolution faded
 - a. Fascism proved a failure
 - b. Communists started working within the system
- 2. Focus became government planning for welfare
- 3. New West Germany - Federal Republic of Germany
 - a. Combined 3 zones
 - b. New gov't outlawed extremist political movements
- 4. New European gov'ts had universal suffrage - and women
 - a. Remain stable
 - 1. Only France gets new constitution - 1958
 - b. Spain/Portugal democratize when dictators die
- 5. Most similar government systems in history of Europe

C. The Welfare State

- 1. Shift leftward in political spectrum
- 2. New parties after WWII push for welfare
 - a. Britain - Labour Party
 - b. France/Italy - Christian Democrats
 - c. US tentative to adopt welfare wholesale
 - 1. Added to Roosevelt's New Deal - Great Society
- 3. Welfare programs
 - a. Unemployment insurance
 - b. Medical care - state funded insurance
 - 1. State run medical facilities
 - c. Family assistance - \$ if you have children
 - d. Public housing
 - 1. Britain - "council housing" - mixes classes
- 4. What does welfare state change?
 - a. Citizens don't have to worry about huge expenses
 - b. Improved health
 - c. Poor can still make purchases
 - d. Interaction between gov't and individual
- 5. Government bureaucracy gets huge/expensive
 - a. Technocrat - engineering/economics trained civil servant
 - b. Military spending goes down
- 6. Governments gain more control of economy

- a. Create long term/short term economic plans
- b. Decided where money went from state banks
- c. Helped determine path of agriculture

IV. Political Stability and the Question Marks

A. Introduction

1. 1960s had massive demonstrations - race/student
 - a. Materialism
 - b. Civil rights legislation + police repression
 1. Almost revolution in France
 - c. Feminism - economic equality and dignity
 - d. Green movement
 1. Hostile to uncontrolled economic growth
2. Economic growth slowed - leads to new governments
 - a. Margaret Thatcher/Ronald Reagan cut back welfare

B. The Diplomatic Context

1. Europe tried to deal with traditional problems
 - a. French-German hatred/tension
 - b. Christian-Democrat movement - push for harmony
2. US Marshall Plan encourages Europe to reconsider tariffs
3. France/Germany begin discussing linking up
 - a. Tie Germany's economy internationally - they won't fight
 - b. 1958 W. Germany, France, Italy, Belgium, Luxemburg, Netherlands
 1. European Economic Community, Common Market
 - a. Today called European Union
 2. Tariffs reduced for interstate trade
 3. Uniform tariff policy for outside Europe
 4. Court system in Brussels, Belgium to solve disputes
 5. Economic fund to encourage financial growth
 - c. Failed attempts to have single government - wouldn't that be strange
 - d. Arguments sometimes over agricultural policy
 - e. 2001 - single currency - Euro
 - f. Other nations gradually join - even proud British
4. Nationalistic tensions die off - currently in longest periods of peace

C. Economic Expansion

1. Long period of economic expansion
 - a. Welfare state gives more purchasing power
 - b. Agricultural product becomes extremely efficient - technocrat driven
 1. N. America farming still more efficient > high tariffs
 - c. Weapons, appliances, automobiles
 - d. GNP growth surpasses US
 - e. Based on technological change
2. Changing workforce
 - a. Less industrial jobs - turns post-industrial
 - b. Service-based jobs
 1. teachers, clerks, medical personnel
 2. insurance, bank workers, performers
 3. "leisure industry" personnel
 - c. Low unemployment - single digits
 - d. Demand for low-skilled labor comes from immigrants
3. Per capita disposable income increases
 - a. Household appliances, TVs, shopping malls
 - b. Efficient, huge stores replace traditional specialty shops
4. Advertisement huge in US
 - a. TV advertising - commercial based
 1. Vs. Europe...fewer commercials - state-owned
5. Goal becomes combining efficient work with indulgent leisure
6. Negatives of expansion
 - a. Inflation - demand outstrips production
 - b. Immigrants - "guest workers" living on subsistence wages
 - c. Economic inequality - income gap increases

7. Europe's economic success = social reform + global involvement

V. Cold War Allies: The United States, Canada, Australia and New Zealand

A. Introduction

1. Less social innovation because less crisis from first half of century
2. US takes dominant military lead in alliances
3. Other nations - Canada, Australia, New Zealand attach selves

B. The Former Dominions

1. Canada begins to worry about US investments/dominance of resources
 - a. 1988 - sign a free trade agreement
 - b. Quebec wants regional autonomy, limited English
 - c. 1982 - new constitution - more power to provinces
2. Australia/New Zealand
 - a. Moved away from Britain, toward US militarily
 1. Supported Korean War/Vietnam War
 2. Mainly for Cold War, anti-communist purposes
 - b. 1980s/1990s move away
3. Investment/trade focused around Pacific
4. Increasing immigration from Asian countries
 - a. Against Asians at first, white-only immigration

C. The "U.S. Century"?

1. US steps up to dominate internationally
 - a. Britain unable to defend militarily
 - b. USSR expansion
 - c. Truman Doctrine - America protect peoples from Communism
 - d. Marshall Plan to rebuild Western Europe
 - e. Both parties agreed to this policy initially
2. US policy changes
 - a. Red scare in 1950s
 - b. Defense Department - 1947 - increased budget
 - c. CIA worldwide information gathering - aka - spies
3. Containment policy - let Communism go no further
 - a. Sets up alliances with various Middle Eastern/Asian nations
 - b. US supports non-communist regimes
 1. Even when sometimes they're bad guys
 - a. Military regimes or dictators
 - c. Attempted to keep Vietnam from going Communist
 1. But...after tons of bombs and dead people - still communist
4. New policies after Vietnam
 - a. Can guerilla's stalemate US military?
5. Reagan/Bush reemphasizes weapons/military - interventionist policy
 - a. Involved in Grenada, Middle East terrorists, Saddam Hussein
6. Some resented America's huge military/economic role, but what is option B?

VI. Culture and Society in the West

A. Social Structure

1. Workers, property-less, but have more buying power
2. Social mobility possible – white-collar jobs possible
3. Unskilled labor goes to immigrants
4. Peasants became commercial
5. But...tensions still exist
 - a. Middle class have more leisure options
 - b. Crime rate goes up
 - c. Race/immigrant riots increase

B. The Women's Revolution

1. Family relations changed
 - a. Leisure activities increase
 - b. Telephone/automobile – new contacts with extended family
 - c. Importance of parents declines – peers become more important
2. Women take on new role in working world
 - a. Service jobs available to men/women – strength irrelevant

- b. Entry into workforce to buy consumer goods
 - c. New trend – women sphere separate from work sphere not possible
- 3. Gains in higher education – women stay away from science/math
- 4. Gains in right to vote
- 5. Women can regulate birth rate – the pill, abortion
- 6. Demographic shifts
 - a. Brief baby boom after WWII, then decline in birth rate
 - b. Want income for higher consumer purchases
 - c. Children go to day care at earlier age
- 7. Family satisfaction not kid centered, but marriage centered
- 8. Divorce rates grow higher – women’s work, legal freedom, changing roles
 - a. Led to impoverished women that combine work with child care
- 9. New Feminism
 - a. Want literal equality, no specific domain, roles
 - b. Some value family, some not...main point is they want choice

C. Western Culture

- 1. Cultural focus shifts to the US
 - a. “Brain drain” – top scientists lured to facilities, salaries of US
 - b. Money related to art – US has more money to blow on art
- 2. Europe still has role
 - a. DNA and human genome work
 - b. Nuclear research
 - c. Space research w/ resulting satellites
- 3. Modern art
 - a. Public begins to gradually accept this new art, though they prefer old
 - b. New forms of sculpture – abstract
 - c. New art – combining consumer culture w/ art
 - d. Art films more from Europe
- 4. New research
 - a. America takes lead in economics
 - b. Social history – history from the eyes of civil society institutions

D. A Lively Popular Culture

- 1. “Coca-cola-nization” of Europe – spread clothes, food, films
- 2. US TV far more attractive – has a ton more money to make quality TV
- 3. British music comes to dominate – Beatles
 - a. Unconventional color/cut – punk styles
- 4. Relaxed views of sexuality
 - a. Sex shops
 - b. Premarital sex more common
- 5. Some negative reaction – pop culture dulls senses, forget real problems
 - a. But nothing like Nazi book burning, ultra conservative
- 6. Increased Western influence of the world

VII. Eastern Europe After World War II: A Soviet Empire

VIII. Soviet Culture: Promoting New Beliefs and Institutions

A. Introduction

- 1. New policies of Soviet Union
 - a. Focused on industrialization
 - b. Reached out for direct loyalty of people
 - c. More culturally focused than under church-state tsar situation
 - i. Though they’re cultural focus was anti-religion
 - a. No church services to under 18
 - b. Schools preached religion as superstition
 - c. Anti-Semitism still strong
 - d. Muslims given most freedom
 - e. Only elderly still interested in church
 - ii. Scientific/Marxist focus
 - a. Scientists highly respected
 - b. Research heavily funded
 - c. Direction/research determined by gov’t – want applied science
 - d. Linked to weaponry/aerospace

- iii. Art/literature must follow party line
 - a. Attack western styles – decadent
 - b. Classical arts – rigid standards of excellence
 - c. Literature walked line of angering gov't
 - i. Still discussed patriotism/Russian soul
 - iv. Education system – technicians, bureaucrats, propaganda state
 - d. Fear of cultural pollution material always present
- B. Economy and Society
1. Rapid industrialization/urbanization
 2. Key features of Eastern Europe
 - a. State control of all economic sectors
 - b. More heavy industrial goods than consumer goods
 - i. Didn't receive research funding
 - ii. Consumers had few options
 - iii. Not enough money to fund military and consumer goods
 - iv. Common complaints about lack of goods and long lines
 - c. Environmental damage
 - i. Agricultural mining – ¼ of Russia
 - ii. Industrialization air/water pollution
 - d. Agricultural backwardness
 - i. No money for more advanced farm equipment
 - ii. Weather made it difficult
 - iii. Constraints + lack of incentive = why work harder
 - iv. So...larger # of people stay farmers – inefficient
 3. Similarities to Western society
 - a. Work rhythm/cycle mirrored West
 - b. Incentive systems
 - c. Entertainment – sports
 - i. But...sports part of political/propaganda program
 - ii. East Germany/USSR dominated w/ state sponsored programs
 - d. Social structure
 - i. Urban areas divided by class – workers vs. white collar, middle class
 - a. But...wealth divisions not as great
 - e. Demographic similarities
 - i. Birth rate dropped
 - a. Education + more consumer products
 - b. Wartime dislocations – where's my husband
 - c. But...some minority groups had high rates - Muslims
 - ii. Falling infant death rates
 - f. Child rearing
 - i. Important, but more discipline than West
 - a. Emphasis on authority
 - g. Women
 - i. Still worked, performed heavy tasks
 - ii. Larger role in medicine
 - iii. Soviet propaganda champions role of women
- C. De-Stalinization
1. System held together after Stalin's death
 - a. Bureaucratic experience
 - b. Resistance to strike out in radical new direction
 - c. Ruling committee replaces Stalin
 2. Nikita Khrushchev
 - a. Condemned Stalin for dictatorship/arbitrary rule
 - i. Treatment of political opponents
 - ii. Narrow treatment/misunderstanding of Marxism
 - iii. Poor preparation for WWII
 - b. Though it looked like time of change, not must changed
 - i. Critics – trials not as severe, nor punishments
 - c. Downfall
 - i. Fails to open Siberia to agriculture

- ii. Offends many by insulting Stalin
 - d. Cold War policy – “we will bury you”
 - i. Tests limits of cold war – Cuban Missile Crisis
 - ii. Soviet space program threatens US
 - iii. Cold war tensions go down – tourism/exchanges up
 - iv. Steady military build-up
- 3. After Khrushchev things stay mellow
 - a. But...agriculture worsens – have to import from US
- 4. New foreign policy problems
 - a. Frustration with China
 - b. Relation with Egypt – friends then foes
 - c. Muslims want more control
 - d. Afghanistan takeover failed – wanted Muslim puppet regime
- 5. Quality of goods, worker incentive dropped
 - a. Bureaucratized/centralized plans – feel like you have no power
 - b. Increased rates of alcoholism
 - c. Youth getting annoyed – want access to Western culture
- 6. World didn't see how bad things were getting
 - a. 1980s economy falling apart
 - i. Pressure from Reagan
 - ii. Misplaced priorities
- 7. Downfall of USSR leaves huge questions of stability

IX. Global Connections: The Cold War and the World

A. Importance of Cold War

- 1. Key role in decolonization and nationalism
- 2. Some nations could play US/USSR against each other to gain

B. Similarities

- 1. Both secular
- 2. Challenged traditional roles
- 3. Sold weapons around the world
- 4. Created system of hatred/fear/lack of tolerance of outside world

Latin America: Revolution and Reaction Into the 21st Century

I. Introduction

- a. General Augusto Pinochet
 1. Former commander of Chilean army brought up on crimes against humanity
 - a. Seized power from leftist Salvador Allende in 1973
 - b. Brutal repression – thousands killed/tortured
 - c. Fascist-like
 2. Symbolic of larger issue – what to do about L. American dictators
 3. L. American century battle between forces of revolution and reaction
- b. Latin America – a third world continent
 1. Shared traits of Africa/Asia, but...
 2. Western social/political structures
 3. Economic links to US and Europe
 4. Again focused on exports – vulnerable to world demand
 - a. Political, cultural, economic dependency cycle continued
- c. Theme – Decolonization = economic freedom + cultural/political that matches L. America
 1. Becomes more industrial – leads to labor movement
 2. Growing urban middle class begins to play a role
- d. Latin American patterns
 1. Economic expansion – conservative reaction to maintain political power
 2. Economic crisis – chance to break patterns/expand social justice
- e. More continuities than changes
 1. Can't replace old system w/ agreed upon new system
 2. But... better education, social services, treatment of women, industry

II. Latin America After World War II

A. Introduction

1. Brazil and Argentina ruled by reformers w/ populist agenda
2. Even when Peron – Argentina – expelled, power of mvmt still evident
 - a. Military forced to repress to maintain control
 - b. Military tried to gain prestige/nationalism in war for Falkland Islands

B. Mexico and the PRI

1. PRI – Party of the Institutionalized Revolution (huh?)
 - a. Stability provided – controls politics – one-party system, but...
 - b. Political corruption and failure to improve social
 - c. Whatever happened to revolutionary ideals?
2. 1994 Zapatistas revolt in Chiapas – frustrated
 - a. Problem solved through repression/negotiation
3. North American Free Trade Agreement (NAFTA) – unclear if successful
 - a. Attempt to improve political situation
 - b. Trade increases, but...
 - c. Middle class gets rich and large income gap between middle class and poor
4. 2000 PRI finally defeated by Vicente Fox – PAN party
 - a. Platform – end corruption, improve life for Mexican workers in US

III. Radical Options in the 1950s

A. Introduction

1. What are possible solutions to improve economic and social conditions?
 - a. Mexico – one-party conservative rule
 - b. Venezuela/Costa Rica – reform minded democracies
 - c. Or... there's always the Marxist option
2. Radical solutions as possibility
 - a. Continued problems that never improve
 - b. Revolutions go too far left, bring back military into control
 - a. Bolivia – link of miners, labor, peasants

B. Guatemala: Reform and United States Intervention

1. Predominately Indian nation – illiterate, poor health
2. Land distributed unequally – surprise, surprise
3. Reformer Juan Jose Arevalo tries reforms
 - a. Income tax
 - b. Land reform

- c. Intense nationalism
- d. Problem – policies conflict with desires of United Fruit Company
 - a. Foreign owned company that has a lot to lose
- 4. 1951 Colonel Jacobo Arbenz tries to go even further
 - a. Tries to nationalize transportation, hydroelectric system
 - b. Tries to appropriate unused land
 - a. Oligarchy and United Fruit Company threatened
 - c. US/CIA sponsored military force takes over gov't
 - a. Surprise, surprise, they help out oligarchy/United Fruit
 - b. Help based on acceptance of Eastern European weapons
- 5. From then on it only gets worse
 - a. Violence and instability
 - b. Military gov'ts don't deal with problems
 - c. Guerilla movement starts
- 6. ***Key theme – Latin American won't be allowed to changed w/out foreigners

C. The Cuban Revolution: Socialism in the Caribbean

- 1. Cuba differs from Guatemala
 - a. Large Spanish and African slave descendant population
 - b. Large middle class
 - c. Relatively high literacy/health care
 - d. Huge disparity between urban and rural
- 2. Cuban policies strongly linked to US interests
 - a. $\frac{3}{4}$ imports from US
 - b. Economy fluctuates based on global demand for sugar
- 3. 1934-1944 – Fulgencio Batista rules, 1952 on becomes dictator
 - a. Promises major changes – nationalization of natural resources
 - b. Marred by corruption
- 4. Enter Fidel Castro
 - a. Lawyer who launches revolution but is arrested
 - b. Exiled to Mexico – taught guerilla tactics by Ernesto “Che” Guevara
 - c. Both return to Cuba, gain support, take over isolated leader
 - d. Turns Marxist-Leninist – planned or not?
 - i. Foreign properties expropriated
 - ii. Lands collectivized
 - iii. Centralized socialist economy
 - iv. Breaks contact with US
 - v. Gains Soviet Union as protector
 - e. Survives in the 1960s w/ support of Soviets – or would have failed
 - i. Sugar prices fluctuate, can't afford oil
 - f. Cuban model borrowed by other revolutionaries
 - i. Che Guevara in Bolivia
 - ii. Only method of resisting US, Soviet help

IV. The Search for Reform and the Military Option

A. Introduction

- 1. So...how do you reverse inequality and foreign domination?
 - a. Mexico's one-party system – PRI
 - i. But...poor planning, corruption, foreign debt crippled efforts
 - b. Chile/Venezuela – church/clergy take position for human rights
 - i. Liberation theology – social equality = personal salvation
 - ii. Leads to attacks against clergy/nuns who want social change

B. Out of the Barracks: Soldiers Take Power

- 1. Caudillo tradition, but...
- 2. Now military thinks they're above politicians
 - a. Sacrifice democratic process for martial law
- 3. Fear of Cuban success spreading
- 4. 1964 - Brazilian military + middle class take over elected government
 - a. With help from US
 - b. Fear that they would actually implement social reforms
- 5. 1966 – Argentina - Military intervenes over Peron
- 6. 1973 – Chile – Military overthrows socialist gov't Salvador Allende

- a. Nationalized industries/banks
- b. Workers/peasants take over land and factories
- c. Surprise...surprise...US helped with overthrow – see a pattern?
- 7. Pattern of rule
 - a. Dictatorship
 - b. Political repression/torture to dissidents
 - c. Laws limited political freedom
 - d. Economic changes
 - i. Income gap actually got worse
 - ii. Property issues don't change
 - iii. Gains in literacy and health
 - iv. Industrialization possible
- 8. Unique variations
 - a. Argentina - land reform and pushed nationalism to take Falkland Islands
 - b. Chile/Uruguay – intensely anti-communistic

C. The New Democratic Trends

- 1. 1980s military gradually turns power back to civilians
 - a. Fear of Cuba communism goes away
 - b. Populist parties not so scary
 - c. End of cold war – US hesitant to sponsor dictators
- 2. But still huge problems for L. American governments
 - a. Large foreign loans – some infrastructure, some stupid = huge debt
 - b. International commerce in drugs
 - c. High rates of inflation

D. The United States and Latin America: Continuing Presence

- 1. By end of WWI, US unquestioned leader in L. America
 - a. Leading investors – 1/3 of all US foreign investments
- 2. Military intervention to protect US owned properties/investments
 - a. 30 military interventions before 1930
 - b. United Fruit, other companies in Central America need protection
 - c. Sometimes US contributed to assassination of leaders
- 3. Leads to banana republics – puppet gov'ts controlled by US
- 4. Brief change in 1930s w/ Good Neighbor Policy – Roosevelt
- 5. But...communism/Cold War make it important again
 - a. Support gov'ts that express anti-communistic dogma
- 6. Belief that investment/economic improvement will prevent extremes
 - a. Alliance for Progress – up to \$10 billion for helping economics
- 7. Increasing violence in 1980s, US supported conservative gov'ts
 - a. 1989-1990 – invaded Panama, installed cooperative regime

V. Societies in Search of Change

A. Introduction

- 1. Great social change
 - a. Social and gender change substantial
 - i. Different degrees of Indian enfranchisement (voting/participation)
 - ii. But...reality vs. enumerated, still discrimination
 - i. Still exploitation of Indian population common

B. Slow Change in Woman's Roles

- 1. Voting rights not expanded until 1940s
 - a. Always concern they would lean too far conservative
 - b. Religion influenced conservatism
 - c. Women's place in the home
 - d. Change brought about through feminist organizations, foreign pressure
 - i. Sometimes vote secured just to benefit party in power
 - e. However, right to vote doesn't mean high political participation
- 2. Women did show some impact with labor unions
- 3. Also important w/ small scale commerce
- 4. But...by 1990s...female participation closer to West than rest of the world
 - a. Intermediate position between industrialized and rest
 - b. Health, education, place in the workforce

C. The Movement of People

1. Population has swelled due to high fertility, declining mortality
2. Pre-1900, migration was to L. America
 - a. 20th century migration goes away from L. America
 - i. Job opportunities – demand for unskilled labor
 - a. US/Mexico set up formalized labor trade in WWII
 - ii. Political freedom
 - a. Willing to risk death in boats to immigrate
 - iii. Some migration legal, some illegal
 - b. Migration also between nations
 - i. Haiti > Dominican Republic
 - ii. Colombians > Venezuela
3. Massive urbanization
 - a. Most urbanized area of developing world
 - i. Mexico City, Sao Paulo, Buenos Aires all 13 million +
 - b. Rate too fast
 - i. Jobs can't keep up with pace
 - ii. Creation of shantytowns – favelas
 - c. Workers unable to unite
 - i. Rural laborers not brought into factory jobs
 - ii. Labor organizations linked to gov't

D. Cultural Reflections of Despair and Hope

1. Catholicism determines family, gender relations, business, social interaction
2. Popular culture combination of African and Indian traditions
 - a. Sama, Salsa, Tango – L. American contributions
3. Literary/artistic themes revealed conditions of the poor – social criticism
4. Some authors resorted to “magical realism” – fantastic stories

VI. Global Connections

- A. L. America still remained “unrevolutionary” – many things didn't change, but...
 - a. Mexican/Cuban Revolutions – huge impact
 - i. To be mimicked or avoided
 - b. Gov'ts try populist or militarist
- B. Levels of literacy improve
- C. Economies improve, but income gap widens
 - a. Geography plays role – N. Mexico more opportunities than Southern
- D. Elements of identity copying the west - Culturally
 - a. ...or should they incorporate traditional
 - b. New Protestantism
 - c. Clash of conservatives vs. copying the West

The End of Colonialism: Africa, the Middle East, and Asia in the Era of Independence

I. Introduction

- A. Real struggle of revolutions is after liberation has been won
 - a. How to build prosperous societies/strong gov'ts
 - b. When you have decades/centuries of colonial rule
- B. Realities of fragile state structure/underdeveloped economies
 - a. Ethnic/religious divisions become more pronounced
- C. Departing colonizers left economies in shambles
 - a. To get independence, concessions made to Europeans
 - i. They still benefit economically
 - b. Shortage of expertise/resources
 - c. Rapidly growing populations
- D. Reactions destroy environment – anything to survive
 - a. Can't afford anti-pollution devices
 - b. Alarming air, water, soil pollution

II. The Challenges of Independence

A. Introduction

- a. Nationalist movements usually had mass interest
 - i. Promised jobs, civil rights, equality
 - ii. Once Europeans gone, enough to go around – utopia
- b. Unfortunately, not enough to go around
 - i. Lack of resources, plus unequal distribution
- c. After failure of utopia
 - i. Bitter rivalries pop up again
 - ii. Ethnic groups thrown together by European random boundaries
 - 1. Sometimes nations split – Pakistan > Bangladesh
 - 2. Causes famine and starvation
 - 3. Caused wars that stripped resources
 - 4. All gov't can do is keep nation from falling apart
 - a. Can't focus on other problems

B. The Population Bomb

- a. Increasing population boom made industrialization difficult/impossible
- b. Factors that lead to population increase
 - i. Colonial introduction
 - 1. New crops
 - 2. Order – not so many deaths from intertribal conflict
 - 3. Transportation cut down on regional famines
 - ii. Improved hygiene/medical treatment
 - iii. Asia population gradually slowed, Africa's still flying
 - 1. Asia added to already big population
 - 2. Africa had low population density – large land area
 - a. At this rate, Niger could pass China
 - b. But...
 - i. AIDS epidemic could slow down
 - ii. Entire continent's economic output equals Illinois
 - iv. How European control hurt
 - 1. Limiting industrialization made it impossible to deal with growth
 - a. No factories for labor
 - b. Couldn't sell goods to draw food from other nations
 - v. Resistance to birth control
 - 1. Procreation = male virility
 - 2. Male children increases social standing of woman
 - 3. Religious beliefs
 - a. Hindu – soul can't move on until eldest son performs ceremony
 - 4. Core social group in Africa
 - a. Lineage based
 - 5. Difference in need for women
 - a. Asia has dowry/occupational restrictions – not as needed

- ii. Value less than that of manufactured goods
- iii. Value based on world market trends – can't control
 - 1. Can't plan future because revenue might change
- c. Neocolonial economy – global economy dominated by industrialized nations
 - i. Not solely to blame – bureaucrats corrupt, pocket tons of money
 - 1. \$ spent to buy luxury goods for bureaucrats/relatives
 - 2. Refusal to implement land reform
 - ii. Forced to ask for money from World Bank/International Monetary Fund
 - 1. Get money...but have to give up a lot
 - a. Military bases
 - b. Enter into military alliances
 - c. Favor foreign investors
 - d. Reduce state subsidies (gov't pays farmers, so price cheaper)
 - i. Prices go up...other markets can compete...but
 - ii. Locals can't afford prices
 - 1. Leads to social unrest, riots
 - 2. Collapse of economies

III. Paths to Economic Growth and Social Justice

A. Introduction

- a. Some ways to improve living standards
 - i. But still...benefits don't reach everyone
 - ii. But...no solution has actually reached pre de-colonialism goals

B. Charismatic Populists and One-Party Rule

- a. Authoritarian rule proved unsuccessful
 - i. Ghana's Kwame Nkrumah
 - 1. Committed to social reform early on
 - 2. Tried to initiate education/industrialization reforms
 - 3. But...rival political parties/ethnic groups fought him
 - 4. Policies looked leftist
 - a. US didn't support him, Soviets do
 - 5. Then...problem with natural resources kick in
 - a. Bad cocoa crop kills farmers
 - 6. So...Kwame has to turn dictatorial
 - a. Crushes opposition
 - b. Starts looking a bit Fascist
 - i. Creates symbols/traditions/mass rallies
 - ii. Dedicates statues to himself
 - c. Surrounds himself with people who think he's a god
 - 7. Starts looking to the traditional past
 - a. Wears traditional clothing of Ghanaian elite
 - b. Even name Ghana not from actual kingdom from their past
 - 8. But...he's a jerk...once he takes a trip, he's overthrown in a coup
 - a. Replaced by military coup

C. Military Responses: Dictatorships and Revolutions

- a. Military regimes have best chance to be successful
 - i. Resilient to ethnic/religious differences
 - 1. Focus on discipline
 - 2. Monopoly on force
 - ii. Not hesitant to use brute force
 - iii. Technical training
 - iv. Anti-communist – get technical/military assistance from West
- b. Methods of military regimes
 - i. Banned political parties
 - ii. Varying degrees of repression
 - 1. Worst – Idi Amin – Uganda, Myanmar, Congo
 - a. Enrich military leaders, kill/torture everyone else
 - b. No attempt to reform
 - c. Majority of money goes to military to protect selves
 - d. Western and Soviets supply these gov'ts
 - 2. Radical reform

- a. Gamal Abdul Nasser – Egypt
 - i. Replaces corrupt/inefficient democratic gov't
 - ii. Free Officers Movement trains for overthrow
 - 1. Founded by Hasan Al-Banna
 - 2. Hated minority wealthy Egyptians
 - iii. Muslim Brotherhood – 1928
 - 1. Starts pushing for social reform
 - a. Trade unions/education/land reform
 - iv. Able to take over power in 1952
 - 1. Egypt totally embarrassed Arab-Israeli War
 - v. Rule selves for first time since 500s
 - vi. Nasser rises as ruler of new military regime
 - 1. Land reform – limits placed on ownership
 - 2. State-financed education
 - 3. Gov't employs 30% of all jobs
 - 4. State subsidies for crops
 - 5. Restrictions on foreign investment
 - 6. Foreign policy – destroy Israel
 - a. Kick out British/French from Suez
 - b. Backing of both US/USSR
 - vii. Failed programs
 - 1. Land reform – easy to get around/corruption
 - 2. Population boom cancelled out gains
 - 3. Public projects
 - a. Failed due to lack of money/management
 - b. Aswan Dam project
 - 1. killed farmlands – silt erosion
 - 2. more parasites cause blindness
 - 4. \$ from West dried up
 - 5. Failed foreign policy – loses to Israel in 1967
- b. Anwar Sadat – successor
 - i. Dismantled state-sponsored programs
 - ii. Privately funded programs
 - iii. Stopped fighting Israel – waste of money
 - iv. Expelled Russians
 - 1. Reopened investment from West
- c. Hosni Mubarak
- d. Neither path has actually improved living conditions
 - i. Egypt's rich minority, poor majority
 - ii. Fundamentalist take over
 - 1. Sadat murdered, terrorist campaigns continue

C. The Indian Alternative: Development for Some of the People

1. How has Indian experience differed from Egypt's?
 - a. Preserved civilian rule
 - a. Military actually protects secular democracy
 - i. Prevents nation from going religiously extreme
 - b. Has larger industrial/scientific sector
 - c. Better communication system/bureaucratic grid
 - d. Early leaders dedicated to democratic rule
 - a. Preservation of civil rights/democracy
 - b. Allows outspoken press/free elections
 - e. Extremist parties might control local parties
 - a. Federal gov't mostly moderate
 - f. Mixture of state and private interest
 - a. State funds some organizations/allows foreign investment
 - b. Leads to advanced computer/Internet sector
 - g. Green Revolution
 - a. Improved farming – seeds, fertilizers, irrigation
 - b. Higher crop yields = more money for capitalism
2. But...still huge gap between needs and resources for all population

- a. Can't raise living standards for even majority
 - b. Middle class grown, film industry grown
 - c. Population growth just too fast
 - d. Landlords still dominate tenants/landless
 - a. Green Revolution favors those w/ money for seeds/fertilizer/equip
- D. Iran: Religious Revivalism and the Rejection of the West
- a. Ayatollah Ruhollah Khomeini – ultimate conservative, religious backlash
 - i. Religious purification
 - ii. Return to “golden age” of Muhammad
 - iii. Reaction to Western-backed governments
 - iv. Promised magical protection/instant paradise to those who die for cause
 - v. Wanted to spread revolutions to surrounding areas
 - vi. Similar to Mahdi – Sudanese revolution of 1880s
 - b. Why was Iranian revolution successful?
 - i. Not formal European colony – merely sphere of influence
 - ii. No Western-educated middle class
 - iii. Instead, shahs modernized using oil wealth
 - 1. Government sponsored programs advance country
 - 2. But...mass of Iranian people alienated
 - a. Ayatollahs – religious experts angered – angered at secular
 - b. Mullahs – local prayer leaders
 - 3. Allowing foreign investors
 - 4. Half-hearted land reform
 - iv. Shah neglected military
 - v. With crowd demonstrations – he just gave up and left – cancer
 - c. Khomeini's reforms
 - i. Fought communism
 - ii. Replaced moderates w/ radical religious leaders
 - iii. Purged satanic influences of the West
 - iv. Islamic law codes became superior
 - 1. Amputation of limbs for theft/stoning for women adultery
 - 2. Veiling for women
 - 3. Limited opportunities for women
 - v. Planned land reform, religious education, economies develop
 - vi. But then...Saddam Hussein pushes for oil land from Iran
 - 1. Leads to Iran-Iraq War
 - a. US supports Iraq
 - vii. No way of knowing if this religious revolution could have been successful

2. Expensive to fund wars with neighbors and keep down insurrections
 3. Moderate Afrikaner leader – F.W. de Klerk
 4. Release political prisoners
- F. Comparisons of Emerging Nations
- a. Similarities to Latin America
 - i. Population pressure
 - ii. Environmental change
 - iii. Considerable economic dependence
 - b. Differences
 - i. India's democracy differs w/ Middle East and most of Africa
 - a. Enlightened leadership + British relationship
 - b. Always had a tradition of decentralization
 - c. Persistence of Hinduism
 - d. Caste system still leads to social inequality
 - e. Maintained elements of the past
 - ii. Massive change in the Middle East
 - a. Most nations new – Ottoman Empire cast big shadow
 - b. Tensions between secular/religious leaders
 - i. Iranian revolution embodies this tension
 - ii. What should be role of women?
 - iii. Africa
 - a. Came late to independence
 - b. Subject to western dominance deep into 20th century
 - i. Poorer than most of Asia
 - c. Massive cultural change
 - i. Only 20% polytheists – changing to Christianity/Islam
 - d. Nationalism, consumer culture, Marxism
 - e. Still blended this new w/ old tradition of “Big Man”

IV. Global Connections

- A. Be fair to new nations
 - a. Only in existence for few decades
 - b. Came in with many handicaps
 - c. Even US took decades to compete – US had civil wars, boundary disputes
 - d. Europe/US also struggled through industrialization
 - i. Horrific working/living conditions + ecological damage
- B. But...they have more handicaps
 - a. Massive population explosion
 - b. More worldly competition for resources
 - c. World Market system favors established industrial nations
- C. Struggle for next generation – find regionally specific solutions
 - a. Probably be combination of Western influence + tradition

Rebirth and Revolution: Nation-Building in East Asia and the Pacific Rim

I. Introduction

- i. Japan the anomaly in non-Western societies
 - a. Fought imperialism & high level of industrialization
 - b. Imitation of Western rivals - imperialist tendencies
- ii. Korea has also emerged as leading industrial center
- iii. China and Vietnam resemble other emerging nations
 - a. Suffered from exploitive terms of exchange w/ West
 - b. Had to deal with underdevelopment, overpopulation
 - c. And...poverty and environmental degradation
 - d. Sound familiar?
 - e. But...they also saw collapse of 1000 year civilization
- iv. Confucian system destroyed in Vietnam and China
 - a. External aggression + internal upheaval
 - b. Imperialism destroyed political institutions
 - i. Left nothing for nation-building
- v. Recent themes
 - a. Confucianism and traditions reworked/adapted
 - b. Economic development
 - c. Growing independence and self-assertion

II. East Asia in the Postwar Settlements

A. Introduction

- i. Divisions after WWII
 - a. Korea divided between Russian/US zone
 - b. Taiwan returned to China - ruled by Chiang Kai Shek
 - c. US regained Philippines, pledged quick turnover w/ bases
 - d. Europeans retook control of Vietnam, Malay and Indonesia
 - e. Japan occupied by US forces

B. New Divisions and the End of Empires

- i. Decolonization led to independence for Malaya, Indonesia, Philippines
- ii. Taiwan ruled by Chiang Kai Shek, mainland to Mao
 - a. Taiwan emerges as separate republic
- iii. US intervention preserves South Korean independence

C. Japanese Recovery

- i. Recovered economy in surprising speed
 - a. US provided opportunity for selective westernization
- ii. New political system
 - a. Ruled by General Douglas MacArthur
 - b. Got rid of wartime political structure
 - i. military disbanded
 - ii. police decentralized
 - iii. officials removed
 - iv. political prisoners released
 - c. Democratization
 - i. women suffrage
 - ii. encouraging labor unions
 - iii. abolishing Shintoism as state religion
 - d. People in favor of demilitarization
 - e. Parliament system easy to incorporate - already have history
- iii. New economic pattern
 - a. Broke up landed estates
 - b. Tried, but failed to break up zaibatsus
- iv. Other changes
 - a. Military abolished forever - unique for industrialized nation
 - b. Emperor becomes symbolic figurehead only
 - c. 1963 law for taking care of elderly
- v. Japanese society
 - a. Education - reduced nationalism in textbooks
 - i. Back to state control after occupation

- ii. Have to teach tradition to children
 - b. Extreme meritocracy - rigid examination system
 - D. Korea: Intervention and War
 - i. Gave Russia control of north in exchange for potential help against Japan
 - ii. North Korea - People's Democratic Republic of Korea
 - a. Communist totalitarian state - Kim Il-Sung until 1994
 - iii. South Korea - Republic of Korea
 - a. Parliamentary institutions but authoritarian
 - iv. Korean War
 - a. 1950-1953 - N. Korea invades, S. Korea + United Nations pushes back
 - b. China gets involved, pushes back to original borders
 - c. Sign armistice
 - v. Two divergent paths since then
 - a. N. Korea - isolated one-man rule
 - i. Power to one political party + military
 - b. S. Korea - w/ help from US economic + military bases
 - vi. Tensions continued between two nations with border clashes
- E. Emerging Stability in Taiwan, Hong Kong and Singapore
 - i. Nationalists take over Taiwan island after losing civil war
 - a. Communists couldn't threaten Taiwan - no navy
 - a. Becomes authoritarian - must keep island under control
 - c. Support of US - convinced Chiang to not attack mainland
 - ii. Hong Kong - returned to China from British control in 1997
 - a. Chinese population swelled - economy boomed
 - iii. Singapore
 - a. British naval base until 1971
 - b. Became strong port and independent nation
 - iv. Why economically successful?
 - a. Western aid/contacts
 - b. Tradition of group loyalty
 - c. Political stability
 - d. Eventually grows to substantial international influence

III. Japan, Incorporated

- A. Japan's Distinctive Political and Cultural Style
 - a. Conservative stability
 - i. Liberal Democratic party controls 1955-1993 – compromise
 - ii. Made agreements/deals with opposition leaders
 - iii. Returned to oligarchy rule
 - b. Government-business coordination
 - i. Lending public resources
 - ii. limit imports
 - c. Kept traditions
 - i. Tradition – state-sponsored discipline
 - 1. Promoted birth control/abortion – population slowed
 - ii. Customs – poetry, painting, tea ceremonies, flower arrangements
 - 1. Kabuki and No theater
 - d. Incorporated Japanese w/ western
 - i. Western music w/ Japanese instruments
 - ii. Some rejected westernization
 - 1. Hiraoka Kimitoke – Yukio Mishima – hate Western ways
 - a. Ritual suicide in 1970
- B. The Economic Surge
 - a. By 1983 growth phenomenal, behind only US and Germany
 - i. Automobile/electronics manufacturers – mass quantity/high quality
 - b. Why so successful?
 - i. Active government encouragement
 - ii. Educational expansion
 - 1. More engineers
 - iii. Foreign policy – no money for military
 - 1. US protects them

- iv. Labor policy
 - 1. Company unions – worked with corporation
 - 2. Lifetime employment
 - 3. Social activities – group exercise
 - 4. Less class conscious and less individualistic
- v. Group consciousness
 - 1. few changed firms
 - 2. Long term success of firm important
 - 3. Reluctance to take vacations
- c. Family life
 - i. Women well-educated and declining birth rates, but...
 - 1. Fewer leisure activities than husband
 - ii. Shame toward non-conformist behaviors
 - iii. Game shows – elaborate, dishonoring punishment for losers
- d. Chance for release – geishas, alcohol, still stressed by exams
- e. Popular culture
 - i. Fusion of east and west
 - ii. Sometimes tension between westernization and Japanese identity
 - 1. The great chopstick calamity of the 1980s
 - 2. Young people tired of taking care of old people – too many
- f. Problems in the 1990s
 - i. Government corruption
 - ii. Recession led to unemployment

IV. The Pacific Rim: New Japans?

- A. The Korean Miracle Politics in South Korea
 - a. Series of generals, put down by student protest pressure, new general
 - b. Opposition groups tempered or jailed
 - i. Freedom of the press minimal
 - c. Economic focus of Korea
 - d. Combination of government and private enterprise working together
 - i. Huge industrial firms created w/ gov't aid + entrepreneurship
 - 1. Daweoo and Hyundai
 - a. Built ships, supertankers, housing units
 - b. Built schools, cars
 - c. Took care of workers
 - i. Workers worked 6 day weeks, 3 vacation days
 - ii. Worshipful ceremonies of fleet of cars
 - iii. Lives protected by company
 - e. Surpassed Japanese growth rates in 1980s
 - i. automobiles, cheap consumer goods, steel, technology
 - f. Industrialized changes
 - i. Population soared – highest pop. densities in world – 40 million in Indiana
 - ii. Urban areas – air pollution
 - iii. Per capita income increased a ton, but still lower than Japan
 - iv. Huge fortunes next to extreme poverty
- B. Advances in Taiwan and the City-States
 - a. Republic of China – Taiwan – agriculture/industrial rapid development
 - i. Could focus on economics – military aspirations declined – US support
 - ii. Money poured into education, literacy
 - iii. Traditional medicine blends w/ western medicine
 - iv. Land reform
 - v. Host of new concerns
 - 1. US recognized People's Republic of China in 1978
 - 2. Made contacts w/ regional gov'ts
 - a. Japan – purchased food, textiles, chemicals
 - b. Informal links with Beijing
 - vi. Son of Chiang Kai-shek kept authoritarian rule
 - b. The greatest country in the world – Singapore – My Singapura
 - i. Lee Kuan Yew took over in 1965 – three decades

1. Controlled citizens
 - a. sexual behavior, economic corruption
 - b. local regulation, economic planning
 - c. Unusual discipline = low crime rates
 - d. Impossibility of political protest
 - i. People's Action Party suppressed opposition
 2. Economic success made political control OK
 - a. Government control + entrepreneurs
 - b. Port + banking + manufacturing
 - c. 1980s – second highest per capita income in Asia
 3. Educational levels and health conditions rose
 4. Plus, it has a cool island named Sentosa
 - a. Merlion blows water from its mouth
 - b. You can road luge down to the beach
 - c. Wading in the water off Sentosa a risky choice
 - d. Buying illegal CDs in Malaysia is bad
- c. Hong Kong
- i. Major world port + strong banking industry
 - ii. Why successful?
 1. High speed technology + low wages/long hours for employees
 - iii. Prosperous middle class grows
 - iv. Becomes part of China, free market economic system respected
- C. Common Themes and New Problems
- a. Stressed group loyalty
 - i. Devalued protest/individualism
 - ii. Confucian morality
 - b. Reliance on government planning
 - c. Dynamism spread to “Little Tigers” – Indonesia, Malaysia, Thailand
 - d. But, what are the weaknesses...
 - i. Growth faltered, unemployment rose, currencies took a hit
 1. Problem of gov't/company link
 2. Should be more of a free market
 - a. West believes only their model works
 - ii. But...by 1999, growth started to pick up again...a few bad years ain't bad

V. Mao's China and Beyond

A. Introduction

- a. Chiang Kai-shek vs. the Communist – 1930s
 - i. Chiang focused on communists, Japanese took advantage – invaded
 1. Eventually forced to align w/ communists to fight Japanese
 - ii. Communists took advantage of Japanese invasion
 1. Took coastal areas – banks and business backing of Nationalists
 2. Nationalist forces destroyed by superior Japanese
 - a. Looked bad to people
 - b. Forced to retreat, ask for help from landlords and US
 3. Communist guerilla warfare more successful
 - a. Pushed Nationalists to northern cities
 - b. Mao takes advantage of propaganda
 - iii. Ensuing civil war – communists won
 1. Some shifted allegiance
 2. Communist soldiers treated better
 3. Chiang/armies retreat to Formosa – Taiwan
 4. Mao proclaims People's Republic of China
 - vi. Why Mao successful? The info below is quite debatable...
 1. Land reform programs, access to education, improved health care
 2. Mao's armies protected peasantry vs. Chiang's abusive army
 3. Guerilla warfare better chance for success
 4. Convinced peasants they had programs to make life better
- C. The Communists Come to Power
- a. Communist party – strong military and political connection

- i. People's Liberation Army – administered local politics
 - 1. Repressed secessionist movements – Tibet and Inner Mongolia
 - 2. Fought US out of N. Korea
 - 3. Helped liberation struggle in Vietnam
 - b. Eventually relationship with USSR falls apart
 - i. China wants border lands Russia seized from Qin dynasty
 - ii. Chinese refused to be subordinate to Russians
 - iii. Stalin died – Mao leader of communist world
 - iv. China looks more powerful – defeats India and develops nuclear bomb
- D. Planning for Economic Growth and Social Justice
 - a. Tried to complete social revolution in rural areas
 - i. Landlords dispossessed/purged – 3 million executed
 - ii. Redistributed land to peasants – nation of peasant smallholders
 - b. But...then focus turned to industrialization
 - i. Needed to focus money on urban areas
 - ii. Became more centralized gov't
 - iii. urban based – wealthy technocrats emerged
 - c. New method of industrialization
 - i. Hated Lenin's version of revolution by small number of elites
 - 1. Distrusted intellectuals
 - 2. Believed peasants solution to everything
 - 3. Wanted to avoid urban elitist population
 - ii. Turned to option B – Mass Line approach
 - 1. Farming collectives for 90% of China's peasant
 - a. No longer peasant owners, land turned over to state
 - iii. "Let a hundred flowers bloom" – encouraged protest/criticism
 - 1. Once critics out – demotions, prison sentences, banishment
- E. The Great Leap Backward
 - a. Great Leap Forward – 1958
 - i. Industrialization not in factories, but at farms
 - ii. Use communes extra resources for building tractors, cement for irrigation
 - iii. "Backyard furnaces" make steel in backyard without machines
 - iv. All aspects of lives regulated on communes
 - v. Mao believed this was good – helped peasants, didn't create bureaucracy
 - b. But...within months...total failure
 - i. Peasants resisted collectivization, commune leaders, backyard factories
 - ii. Horrible drought
 - iii. China resorted to importing grain
 - c. Plus...huge birth rate...solution?
 - i. Family planning – urban couples 2 kids – rural couples 1
 - ii. 1980s reduced to one child per family
 - 1. Led to infanticide, abortions, or shipping kids underground
 - iii. But...base is so huge that #s are out of control
 - d. By 1960, total failure
 - i. Mao lost position as state chairman – remained head of Central Committee
 - ii. Pragmatists come to power – Zhou Enlai, Liu Shaoqui, Deng Xiaoping
- F. "Women Hold Up Half of the Heavens"
 - a. Revolutionary strategy – involve women
 - i. Tradition – part of Taiping Rebellion and Boxer Rebellion
 - ii. May Fourth intellectuals pushed for women's rights
 - 1. footbinding, education, career opportunities
 - iii. Nationalists try to reverse gains – return to traditional China
 - 1. Chiang Kai Shek's wife helps out
 - a. Says immoral to criticize husband
 - b. virtue more important than learning
 - iv. But with the Chinese, women had a larger role
 - 1. Teachers, nurses, spies, truck driver, laborers
 - 2. Even became soldiers
 - a. Some became cadre leaders
 - b. Victory in revolution brought equality

- i. Choose marriage partners
- ii. Expected to work outside home
- iii. Cadre positions at lower, mid-level
 - 1. Except for Jiang Qing – wife of Mao – has power
 - a. Tried to rule when he died

G. Mao's Last Campaign and the Fall of the Gang of Four

- a. Mao tries to regain power
 - i. Criticizes efforts of successors
 - ii. Pushes for support of students, peasants, and military
 - iii Cultural Revolution aimed at attacking “capitalist-roaders”
 - 1. Student “Red Guard” criticized Mao's rivals
 - 2. Professors, plant managers, children of elite “confess”
 - a. Either imprisoned, killed or sent to farms
 - b. Learn realities of peasant life
 - 3. Centralized state being taken over by people
 - 4. Nation plunging back to chaos
 - iv. Eventually military and opponents fought Mao and his followers
 - 1. Gang of Four vs. Mao – pragmatists vs. ideologues
 - 2. In 1976 – Zhou Enlai and Mao die
 - a. Gang of Four + Jiang Qing arrested – sentenced to life
- b. Since Mao's death pragmatists taken over
 - i. Opened up China to the West
 - ii. Private peasant production encouraged, communes ended
- c. Achievements of communist regime
 - i. redistribute wealth of the country
 - ii. education, health care, housing, working conditions, food > better off
 - iii. Better standard of living than other developing nations
 - iv. higher rates of industrial/agricultural growth than India – w/out aid
- d. Failures of communist regime
 - i. economic setbacks
 - ii. political turmoil
 - iii. low level of political reform
- e. Challenge – continue growth/living conditions
 - i. But also deal w/ social injustice/economic inequities

VI. Colonialism and Revolution in Vietnam

A. French control of Vietnam

- a. Interested since 17th century – failed to take Japan
 - i. Missionaries attracted to civil wars/Confucian elite – good place for religion
 - ii. French need to protect missionaries plus French merchants
- b. In late 18th century, French supported Nguyen Anh
 - i. Northern Trinh and Southern Nguyen dynasty toppled by peasants
 - ii. This new Nguyen Anh united Vietnam – gave special positions to French
 - iii. Unfortunately he created city in Confucian vision of Beijing
 - a. French a little frustrated
- c. Eventually took over Vietnam and Laos and Cambodia
 - i. Took advantage of infighting
 - ii. Control Vietnam, take advantage of trading
 - iii. But agriculture falls apart and taxes super high
 - iv. Vietnam major rice producing exporters in world, but...
 - a. People starving to death
 - b. Forced to buy opium and alcohol from France

B. Vietnamese Nationalism: Bourgeois Dead Ends and Communist Survival

- a. Nguyen family, old bureaucrats lost credibility
 - i. Unable to push out French
 - ii. Confucianism also pushed out, failed
- b. New middle class, western trained
 - i. French educated, French lifestyles joined nationalistic organizations
 - a. First priority – ending racism/discrimination
 - b. Second priority – improving their personal opportunities
- c. French stopped attempts at peaceful resistance

- i. Violent resistance only option – Vietnamese Nationalist Party
 - a. French respond w/ imprisonment, repression, execution
 - ii. Communist party of Vietnam – lone nationalist party
 - a. Led by Ho Chi Minh – ignored at WWI Paris Peace Conference
 - b. Tried to foment revolution – but hard w/ only peasants
 - c. Forced underground, but gained support from Comintern
- C. The War of Liberation Against the French
 - a. Viet Minh take over
 - i. Help push out Japanese in WWII
 - ii. Encouraged land reform and mass education
 - iii. Used guerilla tactics under Vo Nguyen Giap to defeat French
 - a. Took control of North – August 1945
 - b. But...French control South
 - i. Vietnamese communists fighting wealthy bureaucrats
 - b. Dien Bien Phu – French forces totally embarrassed
 - i. At Geneva Peace Conference 1954 – Democratic Republic of Vietnam
 - ii. Two years elections for united Vietnam
- D. The War of Liberation Against the United States
 - a. US #1 priority – don't let South Vietnam fall to the communists
 - i. Even though they worked with Viet Minh against Japan
 - b. US puts Ngo Dinh Diem into power
 - i. Not a popular dude – Catholic, US puppet, fled Vietnam during WWII
 - ii. Set up rigged elections, eliminated political rivals
 - iii. Viet Cong – southern communists Vietnamese fighting for recognition
 - a. Eventually supported by Viet Minh
 - iv. War between Diem's military and Viet Cong – US supports Diem
 - a. Diem fails, Buddhists burn themselves, US overthrows him
 - b. US takes over military operations
 - c. But...w/ 500,000 men, 60,000 deaths, US can't beat Vietnamese communists
 - i. US just another imperialist aggressor
 - ii. Guerilla warfare vs. US technological advantage
 - a. More tonnage of bombs than in all WWII combined
 - d. 1975 ceasefire, South Vietnam gov't falls apart, Vietnam becomes communist
- E. After Victory: The Struggle to Rebuild Vietnam
 - a. Why has Vietnam struggled?
 - i. US pressured world not to help
 - ii. Border clashes with China
 - iii. Dictatorial regime early on to persecute old enemies
 - iv. Maintain centralized command economy
 - a. Different than China's cadre, regional organization
 - b. Left Vietnamese impoverished
 - b. 1980s switched to liberalizing, expanding markets
 - i. US and other nations now invest in Vietnam
 - a. Vietnamese and US working together to resolve war issues – POW
 - c. But...free education gone and sweatshop labor prevalent

VII. Global Connections

- A. Radical changes in China and Vietnam
 - a. Monarchies/autocratic rule replaced w/ communism – power to the peasants
 - i. Social classes of landlords eliminated
 - ii. Women improved legal status, position in family, job opportunities
 - iii. Marxism + Westernization replaces Confucianism
 - b. But...still both fear commercial class
 - c. Both still stress secular, social harmony, life in this world
 - d. Usually traditions of old blend w/ new
 - e. Japan and Pacific Rim changes not as severe
- B. Asia becoming key player in world affairs
 - a. 21st century belongs to East Asia?
 - b. Asia more active in world affairs
 - c. They're products and pop culture now spread around world

Globalization and Resistance: World History 1990-2003

I. Introduction

- A. End of century
 - i. End of communism
 - ii. End of de-colonialism movement
 - iii. Offers rare opportunity for human improvement
 - i. Spread of technology, medicine
 - iv. Conversely, threatens social conflict/international confrontation
- B. Map looks a lot different – gone are empires, hello independent nation-states
- C. Opportunity for globalized economy
 - i. Soviet bloc countries free at last
 - i. Most communist, former communist countries join global economy
 - i. Accept for N. Korea & Albania – chose the less fun option B
 - ii. Creation of regional trade alliances
 - iii. More power to international lending agencies
- D. Problems
 - i. New wealth favors those already having wealth
 - i. Already have capital, education, contacts
 - ii. Middle class grew, but...
 - iii. Total number of impoverished grew even faster
- E. Consumer culture takes off
 - i. Working class men/women make consumer goods shipped to more affluent nations
 - ii. Profits reaped by multicultural corporations – naughty McDonalds and Starbucks
- F. Ethnic groups and religious movements take off
 - i. No longer kept quiet by dictator/authoritarian regime
 - ii. Religious movements reject consumerism

II. The End of the Cold War

- A. Introduction
 - 1. Why did the USSR fall apart?
 - i. Conservative leadership intent on maintaining status quo
 - ii. Pressure from surrounding areas
 - a. Islamic fervor – Afghanistan and Iran
 - i. Afghanistan war proved expensive and unpopular
 - iii. Hard to hide W. Europe's economic success
 - a. Link through Poland – Catholic Church
 - iv. China goes the pragmatist route – joins global market 1978
 - a. Leads to rapid investment and growth
 - v. New US policy
 - a. Gone was the liberal, humanitarian detent-ish Jimmy Carter
 - b. Enters conservative, republican Ronald Reagan
 - i. Bankrupts Russian economy
 - a. Increases US defense spending, USSR tries to keep up
 - b. Welfare programs decrease, but USSR dies
- B. The Explosion of the 1980s and 1990s
 - 1. Soviet economy falling apart
 - i. Environmental destruction due to forced industrialization
 - a. ½ agriculture land endangered
 - b. Severe respiratory, diseases – infant mortality increases
 - ii. Industrial production slows
 - a. Health problems + rigid central planning + poor morale
 - iii. Simultaneously – military spending increased
- C. The Age of Reform
 - 1. Mikhail Gorbachev – man of reform
 - i. Takes on Western behavior
 - a. Fashionable clothes, open press conferences, stylish wife
 - ii. Reduces nuclear arms
 - a. Negotiated a deal with US on medium range missiles
 - iii. Withdraws troops from USSR

2. Internal change – glasnost – openness
 - i. Encourages freedom/criticism
 - a. But...people didn't exactly jump up and start complaining
 - i. Maybe that hole Mao flower incident was still fresh
 - ii. End bureaucratic inefficiency
 - a. But central planning still huge
 3. How similar to previous Russian policies?
 - i. Criticize the West's opulence, while accepting useful traits
 - a. Wanted Western management, cultural styles
 - ii. But...how do you have higher tech, but control info?
 - iii. But...how do you increase productivity, without being capitalist?
 4. Some companies/investments allowed in to Russia
 5. Perestroika – economic reform
 - i. Private ownership
 - ii. Decentralized control of industry/farming
 - iii. Individual land ownership (well...50 year leasing)
 6. Ideological changes
 - i. Stop relying on authoritarian to solve all problems
 - ii. Control your drinking, arguing, negative behavior
 7. Political changes
 - i. New Constitution – 1988
 - a. More power to parliament – Congress of People's Deputies
 8. Effects of reforms
 - i. Ethnic and religious riots – Muslims and Armenian Christians
 - ii. Baltic states want independence
 9. Socially
 - i. Too hard for women to do both work and home
 - a. "return to their purely womanly missions"
- D. Dismantling the Soviet Empire
1. Soviet Bloc countries take this opportunity to revolt
 - i. One by one, each nation's government changes gov't or opens economy
 - ii. Methods
 - a. Mass demonstrations
 - b. Rarely violence
 - iii. Immediately, ethnic tensions emerged
 - a. Romanians vs. ethnic Hungarians
 - b. Yugoslavia – Slovenia vs. Croatia vs. Bosnia-Herzegovina – civil war
 - iv. Hard to get on right track
 - a. Governments unstable/constitutions vague or not written
 - b. Economies suffer from pollution, sluggish production
 - v. Gorbachev says – "any nation has the right to decide its fate by itself"
 - a. Withdraws troops
- E. Renewed Turmoil in 1991 and 1992
1. 1991 – Attempted military coup stopped w/ popular demonstrations
 - i. Broke from tradition – people actually supported democracy
 2. Gorbachev unable to use authority to agree on economic goals
 - i. Boris Yeltsin of Russia takes over
 - ii. No more Soviet Union for Gorbachev to rule
 3. Becomes Commonwealth of Independent States
 - i. Still have issues
 - a. What to do about army, nuclear control
 - b. economic coordination
 - c. dismantling of state control
 4. Issue – should economy turn to full market system
 - i. Led to other problems
 - a. Profiteers amass fortunes – take advantage
 - b. Yeltsin's health suffers
 - c. corruption
 - d. ineffective government
 5. Vladimir Putin – 1999

- i. Freedom of press, but attacked dissident TV stations
- ii. some wanted liberal society
- iii. some wanted return to economic security/national glory

F. The Spread of Democracy

- 1. Theme of 20th century – spread of multiparty democracy w/ freely contested elections
 - i. Communism, fascism, authoritarianism replaced w/ democracy
 - a. Latin America in 1980s and 1990s, all but Cuba
 - b. 1980s – Asia – Korea, Taiwan, later Philippines
 - c. Late 1990s – Indonesia, South Africa, Nigeria
 - i. But Africa mostly authoritarian
 - ii. Why democracy/capitalism attractive
 - a. political stability
 - b. cultural prestige
 - c. economic success
 - d. Japan and India proved successful
 - e. Communism failed, no competition
 - iii. But...sometimes economy didn't improve as expected

III. The Great Powers and New Disputes

A. Introduction

- a. Changes in the superpowers
 - i. US the lone superpower, Russian power declines
 - ii. Russian nuclear weapons
 - 1. military forces cut back
 - 2. Need to control dismantling of nuclear bombs
- b. Nations threaten US dominance
 - i. China builds up military, spreads economy
 - ii. Europeans annoyed w/ US human rights and environmental policies
 - iii. US dominance increases w/ economic growth
 - iv. September 11, 2001 – Terrorists frustrated by US policy
 - 1. stationing troops on Saudi Arabia “sacred ground”
 - 2. Supporting Israel
 - 3. Americanization, corruption of values
- c. What does US do with power? Spread elsewhere
 - i. Everyone should have free market economy
 - ii. New threats – emerging nations – Iran, Iraq, North Korea – axis of evil
 - 1. Increased military spending
 - iii. Intervenes in regional conflicts
 - 1. Kicked Iraq out of Kuwait
 - 2. Tried to settle peacefully Balkan situation
 - iv. US starts war against terrorism

D. Regional Disputes and Alliances

- a. End of US-Soviet rivalry led to
 - i. Regional rivalries flaring up again
 - 1. Middle East – constant conflict
 - a. Iraq/Iran War in 1980s and then Iraq invades Kuwait
 - b. US military presence in Middle East angers Arabs/Muslims
 - c. 2003 Britain/US try to topple authoritarian regime of Saddam
 - i. Highlights issues created by post WWI borders
 - d. Israel/Palestine
 - i. Autonomous Palestinian gov't set up
 - ii. But cycle of Palestinian terrorist bombings
 - a. Israeli attacks on Palestinian cities
 - 2. India/Pakistan
 - a. Border clashes – especially Kashmir
 - b. Hindu nationalism and Muslim rhetoric
 - c. Both sides test nuclear bombs
 - ii. Regions working together
 - 1. NATO purpose in question, still provides European security

2. European Union looks to Eastern European countries
 - a. Turkey a possibility, but human rights violations
 - b. Agree to common currency – Euro
3. Economic alliances – economics key issue in diplomacy now
 - a. North American Free Trade Agreement – NAFTA
 - i. Increase trade, but w/ loss of jobs to Mexico
 - ii. Environmental effects – factories less regulated in Mexico
 - b. Areas of East Asia coordinate

E. Ethnic Conflict

- i. Why new ethnic conflicts?
 1. New global interactions – unites group identities
 2. Need group identity to combat influx of other cultures
 3. Collapse of multinational states
 - a. Ideologies such as communism were uniting force
 4. Nations gave more voice to minorities
 5. Right-wing gov't options offer anti-immigration policies
 6. Former Soviet territories
 - a. Some split peacefully – Czech Republic and Slovakia
 - b. Hungarian minorities in Romania
 - c. Turkish minorities in Bulgaria
 - d. Muslim Chechnya tries to break away – uses terrorism
 - i. Russia combats with military action
 - e. Armenian Christians vs. Muslim Azerbaijan
 - f. Yugoslavia – end of communism led to massive bloodshed
 - i. Albanian Muslims vs. Slavic Serbs vs. Slavic Croats vs. Muslim Slavs
 - ii. Catholic Croats vs. Orthodox Serbs vs. Muslims
 - iii. “ethnic cleansing” to remove other ethnic group
 - iv. NATO finally enters to try to maintain peace
 - i. Which side?
 - v. Serbian Slobodan Milosevic finally expelled – atrocities
- ii. Rwanda – Hutus vs. Tutsis
 1. Old rivalries + disputes over power
 2. Tutsis ruled, but they were minority
 3. Hutus slaughtered hundreds of thousands – millions refugees
- iii. Huge refugee populations + civilians as targets (genocide)
- iv. Hesitation from outside forces to intervene

IV. Globalization

A. Introduction

- a. Flattening of the world – transglobal connections
 - i. Breakdown of Soviet bloc
 - ii. Improved communication, banking, computing – Internet helped a ton
 - iii. China moves to enter trade network
 - iv. Commitment of world to free market/less state intervention
 - v. More people become accustomed to global connections
 1. Nationalism declines
 2. English spreads
- b. Globalization – interconnectedness of communication, culture, politics

B. The New Technology

- a. Cellular phones open up areas w/ out landed infrastructure
- b. Improvements in miniaturization
 - i. More information stored
- c. Email/Internet allows for exchange of documents, images, music
 - i. Even if your region doesn't have infrastructure, mail, transportation
- d. Satellite technology

C. Business Organization and Investment

- a. International investment increases
 - i. New technology + open political boundaries
 - ii. Production facilities around globe
- b. Globalization equaled

- i. Increases in imports/exports
 - ii. Businesses organized across political boundaries – multinational corporations
 - iii. division of labor goes worldwide
 - iv. Factories set up in other countries
 - a. Close to markets
 - b. Relaxed environmental regulations
 - c. Cheaper labor
 - v. Finding cheaper raw materials
 - c. Multinational corporations
 - i. Negatives
 - a. Some multinationals have more power/money than nations
 - b. Could threaten to leave, alter political/economic policy of region
 - c. end competitiveness of local goods
 - d. Environmental consequences
 - ii. Positives
 - a. Promote industrial skills in agricultural regions
 - b. Necessitates improvements in communication/transportation systems
 - c. Better wages
 - d. More enlightened working conditions/bosses than local
- D. Migration
 - a. International migration to fill job needs
 - i. “guest workers” in Europe
 - ii. Slow growing populations in industrialized nations – need for labor
 - iii. Ease of travel
 - b. Creates multinational Western nations
 - i. Key urban/commercial centers far more diverse
 - ii. US 25% from houses where English not #1 language
 - c. Leads to tensions – local population vs. foreigners
 - d. Leads to cultural exchanges
- E. Cultural Globalization
 - a. Pace of cultural exchange/contacts increased in 1990s
 - i. global technologies
 - ii. Business organization
 - iii. Reduced political barriers
 - b. Music exchanges, science laboratories w/ researchers from around the world
 - c. Spread of fast-food restaurants – symbol of globalization
 - i. McDonalidization of the world
 - d. Spread of western culture
 - i. Baywatch – huge foreign audiences
 - ii. Western beauty standards
 - iii. Movie/amusement part icons
 - iv. MTV indoctrinated youth
 - v. American Christmas holiday
 - vi. Western clothing
 - e. Spread of Japanese/European culture
 - i. Pokemon, music groups, animation
 - ii. European fashion and music
 - f. Usually culture of industrialized world spreads to non-industrialized
 - i. At times, needs to adapt to local customs
- F. Institutions of Globalization
 - a. United Nations – tried to calm/prevent disputes
 - i. Helped w/ growing refugee populations
 - ii. Discussed gender/human rights/population control
 - iii. Encouraged assistance in slowing spread of AIDS
 - b. International Monetary Fund and World Bank – helped organize trade
 - i. offered loans and guidance to developing nations
 - ii. Loans come w/ requirements for economic reform
 - a. Reduced gov’t spending
 - b. Open competition
 - iii. Promoters of global economy

- a. We'll loan you money if you play ball
- c. G8 Summit – meeting of industrialized nations
 - i. Canada, US, Germany, France, Britain, Japan and another one from Europe

G. Protest and Economic Uncertainties

- a. Globalization led to protest movement
 - i. Huge demonstrations at G8/World Bank meetings
 - a. Threatening the environment
 - b. Cheap labor exploited
 - c. Rampant consumerism
 - d. Benefits rich nations at expense of developing nations
 - i. Growing income gap
 - a. Both between regions and w/in region
 - b. Expanding group of haves and have-nots
- b. Economic problems in 1990s – Southeast Asia, Russia, Turkey
 - i. Maybe globalization doesn't work after all

V. A World of Religious and Ethnic Conflict

A. Nationalism and Religious Currents

- a. Nationalistic reactions to globalization
 - i. Usually by countries that can't compete
 - ii. Due to erosion of traditional culture
 - iii. Reactions
 - a. Japan teaches chopstick use/France outlaws English words
 - b. Regulate # of immigrants
 - c. Reject international treaties – US
- b. Subnational loyalties
 - i. Non-majority groups on periphery want autonomy
 - ii. Gov't reacts with more oppression/restrictions
 - a. Tibet to China, Khmer to Vietnam
- c. African nations fall apart – go to warlords – Sierra Leone/Liberia
- d. Religious differences lead to subnational conflicts
 - i. Catholic/Orthodox/Muslim in Yugoslavia
 - ii. Hindus/Muslims in India
 - iii. Muslim/Christian in Indonesia
 - iv. Jews/Muslims/Christians in Israel

B. Religious Revivals

- a. Sometimes as reactions to globalization with controversial sexuality/consumerism
- b. Following Cold War – return to religions of old
 - i. Protestant fundamentalism in US
 - ii. Orthodox in Russia
 - iii. Hindu fundamentalism in India
 - iv. Islam in Middle East/Africa/Central Asia
- c. Characteristics of religious fundamentalism
 - i. Appeals to impoverished groups
 - ii. Religious leaders use Internet
 - iii. Increases intolerance of other religions

C. Global Terrorism

- a. Terrorism expands late 20th century
 - i. Terrorist warfare to counter superior military
 - ii. Roots go back to 19th century Russia
 - iii. Miniaturization of technology – bombs
 - iv. Security increases – turn to civilian “soft” targets
 - a. Undermine hated regime/destabilize society
- b. September 11, 2001
 - i. World Trade Center – symbol of globalization
 - ii. Protest of US Middle East policy
- c. Leads to intense retaliation
 - i. Causes more casualties than terrorism
 - ii. Leads to limitations of globalization – travel

VI. Global Warming and Other Perils

A. Introduction

1. Fall of communism revealed destruction of environment
 - a. USSR/Eastern Europe's industrialization more hazardous than elsewhere
 - i. If communism hadn't ended, region could have been unlivable
2. Fear of China industrializing – resources already depleted, billion people
3. Southeast Asia/Japan/Africa extracting resources w/ abandon
4. Ecologically sound industrialization not possible in developing nations
 - a. No longer getting money from Soviet Union
5. Cold War ideology pushed development w/ out concern for environment
 - a. Corruption/cronyism of developmental regions – don't implement guidelines
6. Impact of industrial world
 - a. 1/5 of world consumed 4/5 of goods/resources
 - b. 1/5 of world produces 70% of pollution
7. Developing too far behind
 - a. Would take 150 years to catch up to US 1980 level

B. Environmental Issues as Global Concerns

1. Environmental disruptions due to mechanized warfare, science, industrialization
2. Global warming – buildup of excessive amounts of carbon dioxide
 - a. Due to industrial waste + exhaust from cars, trucks, machines
 - b. Due to methane – manure/fertilizer – and farting cows
 - c. Due to Chlorofluorocarbons CFCs
3. Effects of Global Warming
 - a. Shifts in temperature/rainfall
 - b. Droughts and famine
 - c. Coastal areas inundated
 - d. Vegetation and wildlife altered
4. Consistencies
 - a. Agricultural/methane carbon dioxide been around for centuries
 - b. Speed increased with industrialization
5. Destruction of rain forests
 - a. Can't replenish
 - b. Creates most species of plant/animal life on planet
 - c. And...creates oxygen
6. Attempts at reform not always successful
 - a. 1997 Kyoto Reforms – US doesn't sign – might hurt economy

C. Disease

1. Rapid international travel/interaction spreads diseases
 - a. Remote regions no longer safe from global epidemics
 - b. AIDS all over the world/SARS scared people
2. Fear of big epidemic in the future

VI. Toward the Future

A. Introduction – predictions oftentimes wrong

B. Projecting from Trends

1. Population will slow down
2. How will gov't react to huge # of old people
3. Is democracy still spreading? Recently not so good...
4. Are we going to be more consumer driven or more religiously fundamental

C. Big Changes

1. Negative – dramatic climate change/resource exhaustion
2. World turns postindustrial – goal becomes entertaining, not producing
 - a. Will work get more repetitive or more creative

D. The Problem of the Contemporary World

1. Who will replace dominant Europe? US, China, East Asia?
2. Are women going further toward equality or is there a backlash – religion/men

VII. Global Connections

A. People more committed to professions than region/civilization

1. Downtowns becoming homogenized

B. But...will globalization lead to extremist reactions to hold on to past

1. Can nations hold on to tradition
2. But...world history has shown that regions try to hold on to identity