

XIII. Course Organization, Student Objectives, Reading Assignments, Identifications, and Essay Questions

UNIT I. Student Objectives : SCIENTIFIC REVOLUTION TO NAPOLEON

A. THE SCIENTIFIC REVOLUTION: The student will be able to discuss the origins of the Scientific Revolution, the ancient and medieval foundation upon which it was built, its major figures and discoveries, how it differed from medieval thinking, and the contributions of the Scientific Revolution to Western Civilization.

B. THE ENLIGHTENMENT: The student will be able to discuss the origins and nature of the Enlightenment, how it evolved from the Scientific Revolution and 17th-century English political thought, the major figures and ideas of the Enlightenment, and the contributions of the Enlightenment to Western Civilization.

C. THE FRENCH REVOLUTION: The student will be able to discuss the origins and nature of the French Revolution, its debt to the Enlightenment and the American Revolution, its phases, accomplishments and failures, the major figures of the Revolution, and the contributions of the French Revolution to Western Civilization.

D. Napoleon: The student will be able to present arguments as to the significance of Napoleon Bonaparte, the extent to which he was the preserver of the ideals of the French Revolution, the extent to which he was the destroyer of the French Revolution; and his contribution in spreading reform and nationalism to the rest of Europe.

UNIT 1: **READINGS**

SPIELVOGEL, CHAPTER 16: Toward a New Heaven and a New Earth: The Scientific Revolution and the Emergence of Modern Science.

SPIELVOGEL, CHAPTER 17: The Eighteenth Century: An Age of Enlightenment.

SPIELVOGEL, CHAPTER 18: The Eighteenth Century: European States, International Wars, and Social Change.

SPIELVOGEL, CHAPTER 19: A Revolution in Politics: The Era of the French Revolution and Napoleon.

UNIT 1: IDENTIFICATIONS

Thomas Hobbes ---- John Locke ---- tabula rasa -----
Copernicus
Johannes Kepler ---- Galileo
Geocentric theory ---- Heliocentric theory
William Harvey
Sir Francis Bacon ----- Rene Descartes
Sir Isaac Newton
Scientific method
William Shakespeare ---- Moliere
John Milton ----- Miguel de Cervantes
Baroque ----- Rembrandt van Rijn
Old Colonial System ---- Chartered companies
Jamestown ----- Mercantilism
Navigation Acts ----- Triangular Trade
Frederick the Great ----- William Pitt the Elder
Peace of Paris (1763) ----- Declaration of Independence
Treaty of Paris (1781) --- Louis XV
War of Austrian Succession ----- Seven Years' War
Manifest Destiny ----- Adam Smith
Great Chain of Being ----- Divine Right of Kings
Deism ----- Philosophes
Voltaire ----- Jean-Jacques Rousseau
General Will
Enlightened despotism ----- Catherine the Great
Pugachev's Rebellion ----- Partitions of Poland
Methodism
Abolitionist Movement ----- Catherine Macaulay
Mary Wollstonecraft ----- Rococco

UNIT I. POSSIBLE ESSAY QUESTIONS

1. The Scientific Revolution of the seventeenth century was built on Renaissance and sixteenth century ideas and developments. Who were some of the men whose ideas began to revise human knowledge of the universe and even the nature of living organisms? By the eighteenth century whose life and work became the "capstone" of all of this endeavor? Explain why he became so pivotal to our understanding of

physical reality.

2. What were the major reasons for the rebellion of the thirteen colonies against Britain? How did the newly-formed United States achieve successful federation and stability?

3. Who were the philosophes? What were their contributions to the Enlightenment? How was European society changed by their criticism and writings? Name specific individuals as well as common criticisms and beliefs about society and governments.

4. Who were the Enlightened Despots? What were the limits to their commitment to political, economic, and social reform? Discuss what each did in his or her country.

5. Explain both the long-range causes and the immediate events which brought on the French Revolution. Explain why the revolution changed from its relatively mild course in the summer of 1789 to become a radical and violent revolution four years later.

6. Was Napoleon Bonaparte generally a good thing for France? For Europe? Evaluate both the positive and negative influences of Napoleon on the world of his day.

UNIT II. **STUDENT OBJECTIVES**

FROM THE INDUSTRIAL REVOLUTION TO THE FIRST WORLD WAR

A. THE INDUSTRIAL REVOLUTION: The student will be able to explain the origins and nature of the Industrial Revolution in Great Britain, what unique factors in Britain made the industrial revolution possible, the effects of the Industrial Revolution on society at the time, the spread of the Industrial Revolution; and the continuing effects of the Industrial Revolution on Western Civilization.

B. NINETEENTH-CENTURY IDEOLOGIES: The student will be able to explain the origins, nature, major figures and effects of conservatism, liberalism, utopian socialism, nationalism, Marxism, anarchism, Social

Darwinism and
imperialism.

C. THE AGE OF NATIONALISM AND IMPERIALISM: The student will be able to trace the evolution of 19th century nationalism, national unification, and imperialism from the Vienna Settlement to the First World War.

Unit II. **READINGS.**

SPIELVOGEL, Chapter 20: The Industrial Revolution and Its Impact on European Society.
SPIELVOGEL, Chapter 21: Reaction, Revolution, and Romanticism, 1815-1850
SPIELVOGEL, Chapter 22: The Age of Nationalism and Realism, 1850-1871
SPIELVOGEL, Chapter 23: Mass Society in an "Age of Progress," 1871-1894
SPIELVOGEL, Chapter 24: The Age of Modernity, Anxiety, and Imperialism, 1894-1914

UNIT II. **IDENTIFICATIONS.**

Thomas Malthus ----- Richard Arkwright
Newcomen Steam Pump ----- Capital
Capitalism ----- Karl Marx
Friedrich Engels --- Enclosure
Jethro Tull --- Physiocrats
Robert Bakewell --- Cottage (domestic) system
Poor Law of 1834
David Ricardo --- Luddism
Factory Acts --- Charles Dickens
Zollverein ---- Crystal Palace
Nationalism ---- Benjamin Disraeli
Congress of Vienna --- William Gladstone
Congress System --- Peterloo Massacre
Reform Bill of 1832
Rotten boroughs
July Revolution ---- Charles X
Louis Philippe
Decembrist Revolt ---- Romanticism
Louis Blanc ---- Pierre Proudhon
Proletariat ---- Louis Kossuth
Frankfurt Assembly ---- Louis Napoleon (Napoleon III)
Risorgimento ---- Camilio di Cavour
Syllabus of Errors --- German Confederation
Otto von Bismarck --- Realpolitik
North German Confederation ---- Ems Dispatch
Franco-Prussian War ---- Ausgleich

Arthur de Gobineau ----Houston Stewart Chamberlain
Theodor Herzl ---- Zionism ---- Crimean War
Henry Ford --- Industrial bourgeoisie
Le Corbusier ---- Women's Rights Convention
Emmeline Pankhurst ----- Anti-Corn Law League
Willam Gladstone ---- Paris Commune
Dreyfus Affair ----- Kulturkampf
Anarchism ---- Rosa Luxemburg
"The White Man's Burden"
Berlin Conference (1884-85) ---- Boer War --- Cecil Rhodes
British East India Company ---- Opium Wars

UNIT II. **POSSIBLE ESSAY QUESTIONS.**

1. Why did the Industrial Revolution begin in Britain? Describe the development of the factory system and the conditions in which the workers labored.
2. Describe the terms of the Congress of Vienna. Why did this peace prove to be so long-lasting? What were the goals of Metternich's Congress System? Evaluate its success in light of the revolutions of 1820, 1830, and 1848.
3. Why was Britain able to avoid violent revolution? Describe the nature of the political reforms introduced there in the first half of the nineteenth century.
4. Explain the course of events that led to Italian unification. Why did Prussia instead of Austria unify Germany?
5. How did anarchists and socialists differ in their approach to revolution and their vision of a new society?
6. What was the new imperialism? How did it differ from earlier forms of empire-building? Explain the scramble for colonies in Africa. What factors influenced European nations to seek overseas colonies?

UNIT III. **STUDENT OBJECTIVES.**

A. THE ORIGINS OF THE FIRST WORLD WAR: The student will be able to analyze

the long and short-term causes of the first World War, how it was a result of the changing ideological, political, economic and social conditions of the 19th century, and the various historical arguments as to responsibility for the War.

B. THE FIRST WORLD WAR: The student will be able to describe the political, social, economic and intellectual effects of the First World War and explain how the peace of Versailles contributed to the instability of the interwar years.

C. THE RUSSIAN REVOLUTION, THE SOVIET UNION AND COMMUNISM: The student will be able to explain the origins of the Russian Revolution, the major figures and phases of the Revolution and the regimes which followed, and the role of the Soviet Union and Soviet Communism in Western Civilization.

D. FASCISM AND THE SECOND WORLD WAR: The student will be able to discuss the origins, nature and major figures of Fascism and Nazism.

UNIT III. **READINGS.**

SPIELVOGEL, Chapter 25: The Beginning of the Twentieth Century Crisis: War and Revolution.
SPIELVOGEL, Chapter 26: The Futile Search for Stability: Europe Between the Wars, 1919-1939.
SPIELVOGEL, Chapter 27: The Deepening of the European Crisis: World War II.

UNIT III. **IDENTIFICATIONS.**

Charles Darwin
Natural Selection --- Social Darwinism
Herbert Spencer --- Albert Einstein
De Rerum Novarum ---- Friedrich Nietzsche
Impressionism ---- Expressionism
Alliance system ---- Triple Alliance
Triple Entente --- splendid isolationism
Franz Ferdinand --- Blank check

Battle of Verdun
1905 Revolution ---- October Manifesto
Lenin ---- February (March) Revolution
October (November) Revolution/"Red October" -----Alexander
Kerensky
Woodrow Wilson ----- Fourteen Points
Treaty of Brest-Litovsk ---- League of Nations
Red Army
War Communism ---- New Economic Policy
Joseph Stalin ----- Comintern
Benito Mussolini
Lateran Treaty ---- Dawes Plan
Kellogg-Briand Treaty ----- Mohandas K. Gandhi
Sinn Fein Party ---- Maginot Line
Frei Korps ----- NAZI Party
Mein Kampf ----- Nuremberg Laws
The Triumph of the Will

UNIT III. **POSSIBLE ESSAY QUESTIONS.**

1. Explain Darwin's theory of natural selection. Why did the west so readily adopt Darwin's evolutionary theory? How was religious thought and belief affected by the changes in scientific theory in the late nineteenth century?
2. Explain the long-term and immediate causes for the First World War.
3. What were the factors which led to the collapse of the tsarist regime in early 1917? Why were the Bolsheviks ultimately successful in their revolution that fall?
4. Evaluate the peace terms imposed on Germany in the Treaty of Versailles. To what degree was this treaty responsible for causing World War II?
5. Compare and contrast Italian and German Fascism.
6. Compare and contrast fascism and communism as authoritarian governmental and economic systems. Do they have anything in common?
7. Why did Weimar Germany fail? Is there any way that it could have succeeded?

UNIT IV. **STUDENT OBJECTIVES.**

A. WORLD WAR II; The student will be able to explain why the West initially failed to stop Fascist aggression, and how the anti-Fascist powers were ultimately victorious in the Second World War.

B. THE POSTWAR WORLD: The student will be able to explain how the Second World War led to the Cold War, the eclipse of Europe, decolonization, the emergence of the non-western world, European integration and the emergence of contemporary Western Civilization.

Unit IV. **READINGS.**

SPIELVOGEL, Chapter 28: Cold War and a New Western World, 1945 -1970.

SPIELVOGEL, Chapter 29: The Western World (Since 1970).

UNIT IV. **IDENTIFICATIONS.**

National Front (Popular Front) ---- Atlantic Charter
Final Solution --- Five Year Plan
Collectivization ---- Rome-Berlin Axis
Francisco Franco ----- Anschluss
Lebensraum ---- Sudetenland
Munich Crisis ---- Appeasement
Nazi-Soviet Nonaggression Pact ----- Winston Churchill
Vichy Government --- Lend-Lease Act
Pearl Harbor ---- Holocaust
D-Day ----- Hirohito
United Nations ----- Security Council
Yalta Conference ----- Potsdam Conference
Truman Doctrine ----- Marshall Plan
NATO ----- Cold War
Containment ----- Existentialism
Jean-Paul Sartre ----- Ecumenical movement
Vatican II ----- Nikita Khrushchev
Chiang Kai-shek ----- Mao Zedong (Mao Tse-tung)
Korean War ----- Destalinization

Great Leap Forward ----- Bay of Pigs
Cuban Missile Crisis ----- Brown vs. Board of Education
British Commonwealth of Nations ----- Martin Luther King,
Jr.
Ho Chi Minh ----- Viet Cong
Dien Bien Phu ----- SEATO
Gamal Abdel Nasser ----- Balfour Declaration
David Ben Gurion ----- Suez Crisis
Aswan Dam ----- Six Day War
Palestine Liberation Organization (PLO) ----- Detente
Ostpolitik ----- Francois Mitterand
Eurocommunism
European Coal and Steel Community ----- European Economic
Community
Margaret Thatcher ----- Brezhnev Doctrine
Mikhail Gorbachev ----- Henry Kissinger
SALT ----- Helsinki Accords
Strategic Defense Initiative (SDI or Star
wars) ----- Yom Kippur War
Camp David Accords ----- OPEC

Unit IV. **ESSAY QUESTIONS**

1. Why did the European countries attempt to appease Hitler?
Is
appeasement a viable means to preserve peace? Who developed
this policy?
2. Discuss the evolution of Hitler's final solution. Why did
the Allies
fail to assist the Jews? What did Hitler mean when he used
the word *lebensraum*, and what did he plan for the "Nazi New
Order" in Europe?
3. How did the Soviet Union extend its political control
over eastern Europe
after the Second World War? Could anything or anyone have
prevented their domination of Eastern Europe?
4. Discuss the development of the American policy of
containment of communism in the post-World War II era. How
did that kind of thinking get the U.S. involved in Southeast
Asia, culminating in the Viet Nam War?
5. How did the status of women in the West change in the
post-World War II era? What was the significance of
Margaret Thatcher becoming the first female Prime Minister
in British history? Did that change the status of women in
Britain during her tenure in office?
6. Explain Gorbachev's policies of glasnost and

perestroika. To what degree were these policies responsible for the collapse of the Soviet Union in 1991?

7. Discuss European efforts toward economic, political, and monetary union. Do you think there will ever be a "United States of Europe" at some point in the future?