

Review Unit #1

Beginning Fundamentals

Physical Earth – Terms

- **Latitude:** lines that measure how far something is north or south of the Equator
- **Longitude:** lines that measure how far something is east or west of the Prime Meridian
- **Equator:** 0 degrees Latitude - it divides the Earth between North and South
- **Prime Meridian:** 0 degrees Longitude - it (along with the International Dateline) divides the Earth between East and West
- **International Dateline:** 180 degrees Longitude - divides one day from another
- **Hemispheres:** half of the Earth (Example: *Northern Hemisphere* or *Eastern Hemisphere*)

Physical Features

- **Islands:** isolate cultures from other cultures - such as Japan
- **Mountains:** a barrier to travel – separate cultures - such as the Himalayas between China and India
- **Deserts:** a barrier to travel – separate cultures - such as the Sahara in Africa
- **Rainforests:** a barrier to travel – separate cultures - such as the Amazon Rainforest in Brazil
- **Rivers:** transportation routes – sometimes through barriers - such as the Nile through the Sahara
- **River Valley:** great place to begin a civilization in ancient times - such as the Tigris-Euphrates valley
- **Plains:** flat fertile lands – good for farming – often attract invaders - such as the Steppes of Russia
- **Ice:** prevents sea trade for much of the year – such as in Russia in earlier times

Elements of Culture

Culture: the way of life of a group of people

- **Society:** the type of people in a culture (ex: race, nationality, religious identity)
- **Art:** the expression of a culture's ideas (ex: dance, music, architecture)
- **Geography:** the land, location, and resources of a culture (ex: physical features, climate, raw materials)
- **Language:** the communication system of a culture (ex: alphabet-writing, speech, symbols)
- **Religion:** the organized beliefs and rituals of a culture (ex: ceremonies, holidays, forms of worship)
- **Economy:** the way a culture gets the things it needs (ex: agriculture, hunting, manufacturing, trade)
- **Politics:** the government and laws of a culture (ex: leadership, rules, protection, services)
- **Customs:** the traditions of a culture (ex: holidays, clothing, celebrations)

- **Cultural Diffusion:** the mixing of two or more cultures together – sometimes forming a new culture

- **Cultural Diversity:** to coexistence of elements of a variety of cultures within a single culture

Time Management

- **Decade:** a period of 10 years
- **Century:** a period of 100 years
- **B.C.** - the time *Before Christ* on a timeline
- **A.D.** - *Anos Domini* - "In the Year of our Lord"
- **C.E.** - *Common Era* – Term now used to replace "A.D." - (B.C.E. replaces "B.C." [before common era])

Review Unit #2

Early Man and River Civilizations

Early Man

- **Hunters and Gatherers:** During the Paleolithic Stage (Old Stone Age) people wandered behind herds of animals in search of food. –The men generally hunted—the women generally gathered berries, nuts, roots, etc.
- **Migration:** - Current evidence points to the earliest people having lived in *Africa*.
 - They migrated (moved) to other places in the world.
 - Native Americans migrated across a *land bridge* from Asia to North America.
- **Cultural Diffusion:** - As people migrated and settled together, their ideas mixed.
 - *Trade* also caused cultural diffusion.

Neolithic Revolution

- **Neolithic Revolution:** The change from *hunting and gathering* to *herding and planting*.
- **Results of Neolithic Revolution:**
 - Permanent Villages - People built homes and settled together in permanent villages.
 - New Technology - People had the time to develop new tools and ideas to meet their needs.
 - Specialization of jobs - Less people were needed to produce food. Some people took on new roles (jobs).
- **Civilizations:** - As villages became more developed, some turned into *civilizations*.
 - Civilizations can be identified by having certain things:
 - urban areas (cities)
 - a writing system
 - organized economy
 - an organized government (laws)

River Valley Civilizations

Why river valleys were great locations to start a civilization:

- **Irrigation:** water for crops and human use
- **Annual Flooding:** supplied fertile soil for crops each year
- **Transportation:** allowed for trade and cultural diffusion
- **Food Supply:** fish and other items – land animals came near to drink

4 main river valley civilizations:

<u>River</u>	<u>Civilization</u>
Nile	Egypt
Tigris-Euphrates	Sumer (Mesopotamia)
Indus	India
Huang He (Yellow)	China

Important Information

- **Fertile Crescent:** area of fertile soil in the desert Middle East – from Sumer to the coast of the Mediterranean Sea
- **Cuneiform:** writing system used in Sumer – wedge shaped symbols
- **Hieroglyphics:** writing system used in Egypt – picture symbols
- **Hammurabi's Code of Laws:** first written set of laws in history – based on the “eye for an eye” principle
- **Mohenjo Daro and Harappa:** two main urban centers (cities) of India's river valley civilization
- **“Middle Kingdom”:** what the Chinese called their land (they thought it was the center of life)

Review Unit #3

Classical Civilizations

Classical Civilizations: Civilizations that were so well organized that they were able to create many things that we still use today.

IN CHINA

- **Dynasty:** a line of rulers from the same family. They continue to rule as long as they have the **Mandate of Heaven**.
- **Mandate of Heaven:** belief that the Emperor was given the right to rule from the gods (similar to European *Divine Right*)
- **Han Dynasty:** 1st major Dynasty of China
 - **Civil Service System:** required examinations for government positions. Exams based on teachings of **Confucius**
 - **Confucianism:** - directed Chinese social life for hundreds of years
 - Based on teachings of Confucius
 - Everyone should use good moral behavior
 - Have good educational system – to help have good government officials
 - Government officials should rule by setting a good example of behavior for the people
 - **Technology:** paper, rudder, wheel barrow

IN INDIA

- **Maurya Empire** 1st major empire in India
 - **Centralized Government:** One of the first empires to run a government of communities from one central location
 - **Bureaucracy:** system used within an organized government (officials, procedures, rules, etc.)

GREECE

- **City-States:** - *Because of its mountainous geography and numerous islands*, Greece did NOT form one large Empire. It was a collection of small *City-States*. Each was run like a small nation. Athens and Sparta were the most powerful. Athens became the most important.
- **Democracy:** A form of government – *citizens* share the power to make decisions - Began in Greece (Athens)
- **Alexander the Great:** Took over most of the “known world” Spread Greek culture (*cultural diffusion*) to Egypt, Persia, and India
- **Hellenistic Culture:** A result of Alexander the Great mixing Greek culture with the cultures from Egypt, Persia, and India
- **Contributions:** - *Classical architecture:* straight lines, basic shapes (square, rectangle, triangle) and columns for support
 - *Philosophy:* using reason to understand why things happened.
 - Socrates, Plato, and Aristotle were great Greek philosophers
 - **Knowledge:** Greeks pioneered much thinking in medicine, science, math, and literature.

ROME

- **Republic:** Began in Rome A form of government - citizens *elect representatives* to make decisions for the people
- **The Empire:** Expanded beyond Italy to include most of Western Europe and the lands surrounding the Mediterranean Sea.
- **Pax Romana:** Time of peace and prosperity for the Empire (Its Golden Age)
- **Contributions:** - *Roman Law:* Twelve Tables: a *written* set of laws for all citizens to follow
 - *Arch:* replaced Greek columns for support in architecture
 - *Latin language:* used throughout the empire
 - *Organization:* The Romans kept people in the empire organized: common language, laws, money system

Review Unit #4

Belief Systems

ANIMISM

- **Belief:** Every living and non-living thing has a spirit. A very *traditional* concept in history. Worshipping of ancestors.
- **Location:** Still found in some *traditional societies* of the world – often associated with traditional African culture.

SHINTOISM

- **Belief:** Spirits of *Kami* dwell in many forms of the natural world
- **Location:** a traditional belief system of Japan

HINDUISM

- **Reincarnation:** belief that the soul is reborn in the body of another person or thing.
- **Caste System:** - people are born into different *Castes* (social classes) -
- they may be born into a higher (if they are good) or lower (if they are bad) Caste in the next life
- **Ganges River:** the holy river of Hinduism. Worshipers bathe in the river to free themselves from sin.
- **Location:** Began in India. Is mainly in India still today.

BUDDHISM

- **Basic beliefs:** all people suffer – ending desires will end the suffering
- **Nirvana:** by leading the right kind of life, eventually one can reach a state of ultimate awareness – *Nirvana*
- **Location:** *began* in India - *spread* to China, Japan, and Southeast Asia

CONFUCIANISM

- based on the teachings of *Confucius*
 - people should lead a good, moral life
 - education should be the way people advance in society
 - government officials should be well educated and good role models

TAOISM

- begun by Lao Tzu
- followers must follow *Tao* (the way)
- follow the way of nature – don't go against the way of nature

JUDAISM

- **Beliefs:** *monotheism* – only one God God will send a *messiah* (savior) Good behavior will be rewarded in *Heaven*
- **Sacred Texts:** *Torah* – laws and history of the Jews *Ten Commandments* – rules of behavior
- **Location:** *began* in the Middle East – *spread* all over the world – *Israel* is the Jewish homeland

CHRISTIANITY

- **Beliefs:** *monotheism* God did send a *messiah* (Jesus Christ) Jesus was the son of God *Faith* in God will be rewarded (Heaven)
- **Sacred Texts:** Bible
- **Location:** *began* in Middle East – *spread* by the Roman Empire (*Diaspora*) throughout Europe (then on to rest of the world)

ISLAM

- **Beliefs:** *monotheism* Five Pillars of Faith (pray 5 times a day, charity, pilgrimage, Ramadan fasting, believe in Allah)
- **Sacred Texts:** Quran (Koran)
- **Location:** *began* in Middle East (Mecca) by Mohammed - dominates the Middle East area today

Review Unit #5

Empires 1

TANG

- **Location:** China
- **Contributions:**
 - first use of paper money
 - *porcelain*: hard shiny pottery
- Japan studied the Tang Dynasty and copied much of the Chinese culture (language, Buddhism, etc.)
- The Silk Road began as a trading route between China and the western lands

GUPTA

- **Location:** India
- Hinduism and the Caste System flourished (became stronger) under Gupta rule
- The Gupta Empire was one of India's "Golden Age"
- **Contributions:**
 - Guptas were good at Math
 - created the concept of "Zero" – and the *decimal system*
 - created the numbers we use today – *Arabic Numerals* ("Arabs" took them and introduced them to the Europeans)

BYZANTINE

- **Location:** the "Eastern" half of the old Roman Empire
- **Great Leader:** Justinian – created *Justinian's Code* - a written set of laws
- **Its Church:** Changed from Roman Catholic to Eastern Orthodox "Greek" was the official language
- **Its importance:**
 - The Byzantine Empire preserved much of the old Greek and Roman culture while barbarians destroyed Rome
 - It was "in between" the invaders from Asia and the rest of Europe
 - it spread learning and culture to Russia and influenced Russian life a great deal

MUSLIM

- **Location:**
 - Middle East Spread throughout the Middle East, Northern Africa, and into India as Muslims spread the religion of Islam
 - Arabs were great fighters
 - Muslims (Arabs) tolerated Judaism and Christianity (they were "of the book") - but others had to convert
- **Muslims:** Arabs who worshipped the religion of Islam (Later - anyone who worshiped Islam)
- **"Golden Age":** a time of peace (no more expansion) and great learning
 - they preserved Greek and Roman learning (they got it from contact with the Byzantine Empire)
 - created algebra
 - developed advanced medical knowledge and practices
 - great astronomers and scientists

Review Unit #6

Middle Ages (Medieval Period)

DARK AGES

- **Fall of the Roman Empire:**
 - Roman Empire split into 2 parts
 - Western Europe – Fell into the “Dark Ages”
 - Eastern Europe – Became the Byzantine Empire
 - Without Rome’s *organization* – Western Europe fell apart:
 - - unorganized - uneducated - poor
 - There was *no centralized government* - each local area was run on its own (Barbarian tribes)
- **Roman Catholic Church:**
 - became the only organized institution in Europe at this time
 - had a hierarchy (People→Priest→Bishop→Arch Bishop→Pope)
 - had Church rules that everyone in Europe (Christians) followed
 - *heresy* – speaking out against the Church
 - *excommunication* – being kicked out of the Church
- **Frankish Kingdom:**
 - Franks became a an organized and powerful Kingdom state
 - Began Feudalism - a local organizing system with power based on land ownership
 - An important leader was Charlemagne (became the 1st *Holy Roman Emperor*)

FEUDALISM

- **Feudalism:**
 - it was based on the ownership of **land** – as well as binding **obligations** between Lords and Vassals
 - a system that helped to *get Europeans organized again* (though essentially only at the local level)
 - **social:** everyone was placed into a certain social class (Nobles, Merchants, Peasants) – *and they had to stay there*
 - **political:** the *Lord* made all of the rules and acted as judge and jury (he was the government)
 - **economic:** everyone got what they needed through feudalism - each person gave things and received things
 - *manorialism* – the basis for feudal economy – based on the self-sufficient manor (land that a Lord owned)

CRUSADES

- **Crusades:**
 - holy wars fought between Christians and Muslims – for control of the “Holy Lands” (Jerusalem)
 - they are important because *they helped Europeans to:*
 - **become better educated** → 1. learned Muslim ideas 2. found old “Greek and Roman” learning
 - **increased their wealth** → were introduced to new trade products (cotton, silk, spices, coloring dyes, foods)
 - they helped end Feudalism
 - new trade created new markets (towns) → many serfs ran away from manors to live in the new towns

IMPORTANT MEDIVAL EVENTS

- **Battle of Tours:** Christians stopped the Muslim invasion of Europe (stopped them in France – Muslims kept Spain)
- **Battle of Hastings:** Normans (William the Conqueror) defeated the Anglo-Saxons
 - the mixing of *Norman* culture with *Anglo-Saxon* culture created a new culture → *English*
- **Hundred Years War:** England vs. France
 - the longbow was first used → ended the Knights on horseback as the main way of fighting in feudalism
 - cannons (gunpowder) was introduced to European warfare → castles were no longer useful for defense
- **Black Death:** a form of plague (disease) that spread quickly and killed many Europeans
 - helped bring about the end of Feudalism
 - serfs became scarce → Lords paid money for their work (many then bought their freedom)

Review Unit #7

Renaissance

THE RISE OF CAPITALISM

What Europeans received on the Crusades dramatically changed Europe:

- LEARNING:
 - new Muslim ideas (much of it came from Chinese ideas)
 - old Greek and Roman learning (preserved by Byzantine and Muslim Empires)
- TRADE:
 - new trade products from Middle East and Asia created new markets and increased wealth in Europe
 - Middle Class: businessmen, craftsmen, merchants
 - Ranked between land owning Nobles and the Peasants
 - Guilds: organizations of tradesmen and artists
 - they regulated their trade or art (set prices, hours, standards)
 - Capitalism: economic system that replaced feudalism
 - Based on using *money* – not land – for wealth
 - Commercial Revolution: there was a dramatic change in the economy – from the land based Feudal economy → to a money based Capitalism economy (market system)
 - The *Hanseatic League* formed to promote and protect trade for northern European cities
 - Italian city-states (Venice–Genoa–Naples) dominated trade between the Middle East and Europe

RENAISSANCE

- **Renaissance:** a “rebirth” of ancient learning (Greek and Roman), as well as culture, that had disappeared during the dark ages
- **Italy:** Renaissance began in Italy: Great location for trade → trade created wealthy people (Patrons) → used wealth to sponsor great art
 - Medici Family: Bankers from Florence → great sponsors of the Renaissance
 - Florence: center of the Renaissance movement (because of the Medici family support)
 - Pope: located in Rome – also a great sponsor of Renaissance art
- **Humanism:** the new way of thinking during the Renaissance
 - less about religious themes (more about Man on Earth – not God in Heaven)
 - more about everyday, real life situations (*secular* – non religious)
- **Art:** less religious themes - people were more lifelike - scenes were more about everyday situations (*humanism!*)
 - *perspective:* a new technique used to make scenes look more 3 dimensional (depth)
 - Leonardo da Vinci: a “Renaissance Man” (could do many things well) painted the “Mona Lisa” and the “Last Supper”
 - Michelangelo: painted the ceiling of the “Sistine Chapel” and sculpted “David”
- **Literature:** less about religious themes - stories were written to entertain people (*humanism!*)
 - Renaissance literature began to be written in the *vernacular* (everyday local language of the people)
 - Shakespeare: wrote great stories and plays about everyday human situations
 - Machiavelli: wrote The Prince – about how a ruler should rule over his people (rule by fear – not love)
 - Dante: Italian writer that wrote in Italian – not Latin – wrote the Divine Comedy
- **Printing Press:** invented by Johann Gutenberg
 - Books became more available (cheaper too!)
 - More people began to learn how to read
 - Ideas spread very quickly
 - Judged by many historians to be the most significant technological development in history

Review Unit #8

Empires 2

TOKUGAWA EMPIRE

- **Japanese Feudalism:** Traditional Japan was governed by Feudalism (similar to European feudalism)
 - **EMPEROR** – symbolic leader—**SHOGUN** – military ruler (actual leader) **SAMURAI** – warriors
 - **BUSHIDO** – term for Japanese code of honor
 - **TOKUGAWA** – name of the Shogun family that controlled Japan for almost 300 years
- **Japanese isolationism:**
 - Japan's island location caused its culture to be isolated from other cultures for many centuries
 - When new technologies allowed foreigners to reach Japan – Japan's leaders began a policy of *isolationism* – they chose to remain isolated from other cultures

MONGOL EMPIRE

- **Location:** Came out of central Asia to take over China – spread empire west to Middle East (largest land empire ever)
- **Khans:** leaders of the Mongols
 - **Genghis** – spread and created the empire
 - **Kublai** – made the empire stable and prosperous
- **Silk Road:** trade route linking China and the Middle East → Mongols made it safe and prosperous
- **Marco Polo:** European explorer/trader that traveled to China → his stories later inspired European explorers to sail to the East

MING DYNASTY

- Re-established Chinese rule in China after the Mongol Empire
- Re-established *ethnocentrism* in China – the belief that their culture was better than all others

AFRICAN TRIBAL EMPIRES

- **Empires:** GHANA – MALI – SONGHAI
- **Traditional Life:**
 - Family → Clan → Tribe
 - *Oral Tradition:* The history of the tribe was passed down by “word of mouth”
- **Mansa Musa:** great Mali leader – converted to Islam
- **Trade:** Arabs crossed the Sahara and traded Salt to the Africans for Gold (Arabs introduced Islam as well)

MESOAMERICAN EMPIRES

Empires: MAYA – AZTEC – INCA

Maya: Yucatan Peninsula area of Mexico Great thinkers → architecture (pyramid temples), Science (365 day calendar)

Aztecs: Central Mexico Great warriors

Incas: Great organizers → ran an organized governmental bureaucracy - road builders

- ◆ These civilizations were considered to be *advanced civilizations* for the western hemisphere

OTTOMAN EMPIRE

Location: Turkish Muslims took over parts of the old “Muslim” empire and the old “Byzantine” empire

Suliman the Magnificent: was their great *Sultan* (leader)

Impact: They blocked Europeans from traveling (for trade) to the East (forcing them to look for an all-water route – essentially starting the Age of Discovery period for Western Europeans)

Review Unit #9

Global Trade

CHINA

- **Technology:**
 - rudder (help steer ships)
 - compass (determine direction you are going)
- **Zheng He:** great Chinese explorer -sailed as far away as Africa
- **Results:**
 - Chinese *ethnocentrism* (belief that their culture was better than anyone else's) caused exploration to end
 - they thought that no-one else had anything they wanted – so why keep exploring?

EUROPE

- **Technology:**
 - got rudder and compass from the Chinese
 - got astrolabe (shows location), astronomical tables, and lanteen sail (to sail against the wind) from the Arabs
 - created good maps and good ships (Caravel) themselves
- **Why they explored:**
 - The 3 G's: Gold, Glory, and God
 - Gold: get rich
 - trade with other nations (wanted to find an all-water route to Asia)
 - discover gold, silver, and other rich materials
 - Glory: become famous
 - become the first to do or find something
 - create honor, land, and power for your nation
 - God: spread religion (Christianity) to the natives
- **Effects on Europeans:**
 - trade increased (people got richer)
 - commercial activity increased – new markets and a business classes of people were created
 - *mercantilism*: economic policy of European nations at this time (use colonies to help the home nation get rich)
 - European nations became the most powerful nations on Earth
- **Effects on the rest of the world:**
 - their land was taken away from them (to make colonies) by the Europeans
 - many of the native people died
 - killed fighting the Europeans
 - diseases
 - they were forced to learn European cultural ways
- **Significant Explorers:**
 - Vasco Da Gama: first to sail around Africa to India
 - Christopher Columbus: tried to sail to India by going West – accidentally “discovered” a new world for the Europeans
 - Ferdinand Magellan: his crew were the first to sail around the world
- **Important Terms:**
 - *Imperialism*: the act of powerful nations taking over weaker regions and totally dominating their culture
 - *Colonialism*: the political relationship between a powerful “mother country” and its weaker “colony”
 - *Mercantilism*: the economic relationship between a mother country and a colony – the colony helps make money for the mother country – they provide free raw materials and a market for finished goods
 - *Triangle Trade*: trading system between Europe, Africa, and the new world – made money for Europeans
 - *Columbian Exchange*: the world-wide exchange of products and ideas after the discovery of the new world

CASE STUDY: Spanish Imperialism:

- *Conquistadors*: Spanish military leaders – Cortez defeated the Aztecs – Pizarro defeated the Inca
- Spanish success: 1) better weapons (gunpowder) 2) help from other native tribes 3) European diseases killed millions
- *Ecomienda System*: Spanish govt. gave Spanish colonist permission to use natives as forced labor (slaves) on plantations
- Roman Catholic Church: played an important role as a link between the poor peasants and the Spanish government
- New culture: the mixing of Native American, European, and African cultures created a new “Latin American” culture
- Social Classes: the important social identity was based on race – not wealth. Europeans had the most power

Review Unit #10

The Reformation

PRE-REFORMATION

- ~~Roman Catholic Church~~ had been the most powerful organization throughout Europe since the fall of the Roman Empire
 - until this time – no one dared to question the power and actions of the Church
 - The Church had influence over the people:
 - Spiritually: it controlled access to Heaven – people had to do what the Church told them to do
 - Politically: The Church had influence over Kings and Queens in Europe – laws too
 - Economically: The Church collected a *tithe* (like a tax) – 10% of all members' wealth

THE REFORMATION

- **Martin Luther**: German monk who wrote *95 Theses* (arguments) against the Roman Catholic Church – starting the Reformation
- **Protestants**: people who agreed with Luther's ideas and joined in his "protest" against the Church (Christians in Europe became divided into *Roman Catholics* or *Protestants*)
- **What they were protesting about**:
 - that the Church was more interested in making money than in saving people's souls
 - it sold *indulgences* (pieces of paper that forgave people's sins)
 - that the Church was too involved in *secular* (non-church related) issues - such as politics
 - that Church officials claimed to be the only source of religious truth – only they could interpret God's word
- **Protestant beliefs**:
 - people could be saved by just having faith in God – not in any other ways
 - people didn't need the Church's interpretation of God's word – they could read the Bible for themselves
- **John Calvin**: another Protestant leader – introduced the idea of *Predestination* (your fate [Heaven or Hell] is predetermined for you)

COUNTER-REFORMATION

- **Council of Trent**: meeting of Church officials to plan on how to fight the Reformation
- **Counter-Reformation**: the Church's attempt to get their members (hence money and power) back
- **St. Ignatius Loyola**: began the Jesuits (an order of Monks) – traveled Europe teaching discipline and learning to Catholics
- **Spanish Inquisition**: the Church in Spain actually used torture to persuade non-Catholics to become Catholic

REFORMATION EVENTS

- **Henry VIII**: took England away from the Roman Catholic Church and created the Anglican Church (made himself the head of this church)
- **Defeat of the Spanish Armada**:
 - Spain's navy (Philip II) invaded England (Elizabeth I) in order to force them to become Catholic again.
 - Spain lost – lost its position as most powerful nation in the world
 - England won – began its claim as the most powerful nation in the world
- **Thirty Years War**: war between the Northern nations of Europe (Protestant) vs. the Southern nations of Europe (Catholic)

RESULTS

- new churches began in Europe – more important: there was no longer just one Church in Europe
- the Roman Catholic Church lost much of its power and control of European affairs – Kings and Queens gained power
- people began to question many of the long standing beliefs they had been thinking about for many years
- the power and concept of the individual increased – people began to believe they had choices in their lives

Review Unit #11

Absolutism

TERMS

- **Divine Right:** the European belief that God chose who could be King or Queen
(similar to Chinese *Mandate of Heaven*)
- **Monarchy:** a type of government run by a King or Queen - they inherit their power from a family member
- **Absolutism:** when a monarch rules with *total power (absolute power)* - they do whatever they want to - they don't consider the needs of their people

INFLUENTIAL WRITERS

- **Niccolo Machiavelli:** wrote a book called The Prince - said rulers should rule by having their subjects *fear* them - not love them
- **Thomas Hobbes:** wrote a book called The Leviathan - said people were naturally unorganized and simple - they needed strong leaders

ABSOLUTE MONARCHS

You should know:

1. *where they were from*
2. *one thing they did for their nation*
3. *how that thing affected their nation*

- **Akbar the Great:**
 1. INDIA
 2. He developed one of India's "Golden Ages" - a time of peace and wealth
 3. The Golden Age made a peaceful and prosperous life for Indians of that time
- **Ferdinand and Isabella**
 1. SPAIN
 2. They sponsored the voyages of Columbus
 3. The discoveries of Columbus brought great wealth and power to Spain
- **Charles V**
 1. SPAIN
 2. Led resistance against the invading Ottoman Empire
 3. Kept Western Europe out of control of the Ottoman Empire (kept it Christian - not Muslim)
- **Philip II**
 1. SPAIN
 2. Spent Spain's newly acquired wealth defending Catholicism in Europe during the Reformation and Counter-Reformation
 3. Spain lost its power and became a weaker nation again
- **Louis XIV:**
 1. FRANCE
 2. Taxed the poor people - but not the rich people - used the tax money to build the Palace of Versailles
 3. Put too much economic pressure on the poor people - many people starved
- **Peter the Great:**
 1. RUSSIA
 2. He tried to *westernize* (modernize) Russia
 3. Western artists, scientists, and teachers came and taught Russians how to be more modern.

CASE STUDY: England (*why it was different from other nations*)

- **Magna Carta:** a document that *limited the powers* of the Kings and Queens in England
- **Parliament:** originally a committee of Nobles created to keep an eye on the King's actions
- **English Civil War:**
 - King Charles I vs. Parliament - fighting for control of power in England
 - Parliament won (gained more powers than they had before)
 - Charles I executed - monarchy was abolished
 - *Oliver Cromwell* (leader of Parliament) took over - *The Commonwealth* ran England for a few years
- **The "Restoration":** the monarchy was restored temporarily after the "Commonwealth" did not work out too well
- **Glorious Revolution:** Restored dynasty did not work out - William and Mary asked to the throne - only under the assumption that Parliament now had more power than the monarchy - supported by the *English Bill of Rights*
- **Today:** Great Britain has a *Limited Constitutional Monarchy*
 - the Monarchy's powers are limited by a written constitution
 - Parliament has all of the real power now

Review Unit #12

Age of Revolutions

SCIENTIFIC REVOLUTION

- **Scientific Method:** a process used to answer scientific questions
 - it helped bring into question the common acceptance that God caused everything to happen
- **Copernicus and Galileo:**
 - proved the Sun was the center of the Solar System (Heliocentric Theory)
 - this proved that the church could be wrong about something (the Church had said the Earth was the center)
- **Heliocentric Theory:** "sun-centered" theory - it raised the question, "If the Church could be wrong about this issue, could it be wrong about other issues?" - such as *divine right*?

AGE OF ENLIGHTENMENT

A time when people were enlightened (exposed) to new ideas and ways of thinking - especially about politics

- **Age of Reason:** people used *reason* to guide them in their decisions (this comes from the scientific approach to learning)
- **Enlightenment thinkers:**
 - **John Locke:**
 - all people have certain rights
 - governments should protect people's rights
 - if the government does not – people can overthrow the government
 - **Other Enlightenment thinkers:**
 - Jean Jacques Rousseau: 1. There is a social contract between people and govt. 2. the majority should rule
 - Barron de Montesquieu: there should be a separation of powers – executive, judicial, legislative
 - Voltaire: wrote plays and stories that poked fun of nobility and absolute government

Their influence: the ideas expressed by Enlightenment thinkers got people to consider changing their governments (from Monarchies to Republics)

POLITICAL REVOLUTIONS

Political Revolutions: when people began to change their kind of government (from Monarchies to Republics)

- **American Revolution:**
 - American colonies broke away from Great Britain
 - They followed John Locke's ideas (Britain was not protecting the colonists' rights)
 - first time a modern nation ended a monarchy and started a Republic (became an example to people in other monarchies)
- **French Revolution:**
 - poor peasants were tired of the King (Louis XVI) taxing them and not taxing the rich nobles
 - they revolted and executed many nobles (*reign of terror*) – including King Louis XVI and his wife Marie Antoinette
 - overthrowing (and executing) a King was a big step in Europe – it motivated other people to think about doing it
 - the new government was weak and was later taken over by Napoleon Bonaparte
- **Latin American Revolutions:**
 - Latin Americans were tired of being controlled by the Spanish, Portuguese, and French (mostly the Spanish)
 - they were inspired by the success of the American and French Revolutions
 - their revolutions were led by Simon Bolivar, Toussaint L'Overture, and Jose de San Martin

Review Unit #13

Reactions to Political Revolutions

NAPOLEON BONAPARTE

- the new government of France (after the Revolution) was weak -- Napoleon took it over and made himself Emperor
- he made France strong again
 - improved the economy
 - created public education
 - created the *Napoleonic Code* (set of laws for everyone to follow)
 - built a huge army
- used the huge army to take over most of Europe
- spread the seeds of the French Revolution (democracy) to other areas of Europe
- was finally defeated and banished to a far away island (St. Helena) and died there

CONGRESS OF VIENNA

- a meeting of European leaders
 - Conservative: to reorganize Europe the way it was *before* Napoleon took over
 - put borders back the way they were
 - reinstall kings and Queens that had been in power
 - Balance of Power: don't let any one nation in Europe get so powerful again

1848: there were many small revolutions all over Europe that year

NATIONALISM

Nationalism is the act of creating a nation

- **Unifying Nationalism**: when people that have common binds decide to come together to form a new nation
 - GERMANY: organized by Otto von Bismark
 - ITALY: organized by Guiseppe Garibaldi
- **Separating Nationalism**: when different *ethnic groups* within a nation want to form their own -- separate nations
 - AUSTRIA: Hungarians, Serbs, Germans, and other small ethnic groups wanted their own nations
- **Independence Nationalism**: when a colony wants independence from another power
 - LATIN AMERICA: wanted freedom from Spanish, Portuguese and French control

If you already have a nation -- nationalism is the pride (patriotism) you have for that nation

RUSSIA

- was not affected by the revolutionary ideas that were sweeping the rest of Europe at this time
- freed their serfs (finally) in the middle of the 1800's - This created a huge peasant class that was very poor

LATIN AMERICA

- after the revolutions -- not much changed
 - the Europeans left
 - rich land owners became the new leaders (they paid the military to support them)
 - poor peasants remained poor peasants - the revolution had little affect on them
 - rural (out in the country) gang leaders called *caudillos* terrorized peasants and controlled large rural areas
 - The Roman Catholic Church continued to try to keep peace between the strong (caudillos and landowners) and the weak (peasants)

Mexican Revolution (1910-1930)

- Causes:
 - Wealth was all going to a small upper class
 - Leader (Diaz) brutally suppressed all opposition
- Revolution led by Zapta (leader of southern Native Americans) -- "Poncho" Villa (northern bandit)
- Results:
 - Rebels won -- more rights and land to workers and women
 - New Constitution: first Latin American country to give good changes to the common people
 - More Mexican control of trade and industry (not foreign [Spanish] control)

Review Unit #14

Industrial Revolution

TERMS

Agricultural Revolution: a *change in the way food was produced* – (sometimes called the *Agrarian Revolution*)

Industrial Revolution: a *change in the way things were made*

- **Domestic System:** making products by hand – in a home – by one person
- **Factory System:** making products by machine – in a factory – using many people

AGRICULTURAL REVOLUTION

New Methods: new machines, enclosed fields, crop rotation, better animal breeding

Results: - More food was produced for people – using less workers

- More food caused the *population to grow*
- Ex-farm workers *moved out of the country and into the cities* – for new jobs in the factories

INDUSTRIAL REVOLUTION

5 Things a Nation should have to be successful industrially:

- **Capital** (Investment money)
- **Labor Force** (workers)
- **Raw Materials**
- **Transportation System** (Rivers, Canals, Railroads, Harbors)
- **Market** for selling products

Great Britain was very successful industrially – because it had a lot of the above items

EFFECTS ON SOCIETY

BAD - **Urbanization** – too many people moved to the cities– too fast! → overcrowded, unsafe, unhealthy

- **Poor Working Conditions** – unsafe machinery and buildings, long work hours, low pay, child labor

GOOD - **Improved Transportation** – Faster and safer

- **Rising Standard of Living** – in general, more people had jobs, with regular pay, and could buy more things than before

REACTIONS TO THE INDUSTRIAL REVOLUTION

Laissez-Faire:

- based on *Adam Smith's* book The Wealth of Nations
- *belief that governments should NOT interfere with business activities*
- less regulation and laws is good for business

Liberalism vs. Conservatism:

- two different views about how society should work
- **Conservatism:**
 - o Society should try to *preserve the old ways* of doing things
 - o favored the old Monarchies
 - o wanted Nobles and the govt. to control business decisions
- **Liberalism:**
 - o As times change – *societies should change*
 - o supported the new Republics
 - o Laissez-Faire (no govt. involvement in business)

Social Darwinism:

- based on Charles Darwin's book On the Origin of Species
 - o outlining the "theory of evolution" (survival of the fittest)
- **Social Darwinism:** Darwin's survival ideas applied to social ideas:
 - o In business: do what ever you have to do to survive
 - o War: weed out the weaker nations
 - o Race relations: used to justify racism → which then increased

Social Reforms:

- **Sadler Report:** Report on the abuses of child labor → said it was NOT a good thing for society
- **Child Labor:** Laws were passed to get the kids out of the factories – and into public schools (which began then)
- **Trade Unions:** organized workers to demand better working conditions (less hours, better pay, safer conditions)
- **Suffrage:** extending the right to vote: first to all men – then to women as well

The Arts:

- **Romanticism:** art based on emotion – the dreams of revolution – fantasy, imagination, past glories
- **Realism:** art meant to show how the world really was – even the harsh realities – the works of Charles Dickens, photos
- **Impressionism:** a reaction against Realism – looking to future dreams – based on an artist's impression of real life

Global Migration: *large groups of people moved from some places on Earth to others*

Reasons: overpopulation, poor living conditions, poor working conditions, oppressive governments, better transportation

Review Unit #15

Imperialism

EUROPEAN IMPERIALISM

Africa – “Scramble for Africa” 1870’s–1914—European nations looking for 1. Raw Materials 2. Markets for their products
- “Boer War” : Dutch settlers (Boers) vs. British for control of *Southern Africa*

India – Was a British colony - run by the British East India Company
- Sepoy Mutiny: a rebellion of Indian soldiers in the British Army (Sepoys lost)

China – China had resisted foreigners for centuries - were *ethnocentric* (thought their culture was better than others)
- Opium War : Britain vs. China Britain won – forced China to open up to trade
- “Spheres of Influence” : selected areas of China where only certain foreign powers could trade
- Taiping Rebellion : Chinese citizens fought with their own government against the influx of foreigners (millions died)
- Boxer Rebellions : Chinese citizens fought foreign armies to get foreigners out of China (lost)

REASONS FOR EUROPEAN IMPERIALISM

Nationalistic – taking over other nations added to your nation’s power
- “Social Darwinism” : it was “natural” for strong nations to take over weaker ones (If you didn’t, someone else...)

Political (military) – colonies were important locations to set up overseas military bases
- colonies helped provide power and security

MAIN REASON → **Economic** – get raw materials for industry - establish new markets for trade products

NEGATIVE EFFECTS ON NATIVE PEOPLE

- Land and materials were stolen
- Natives forced to adapt to European cultural ways (laws, religion, language, etc.)
- Local traditions were not considered
- Local economies had to change to meet European needs

POSITIVE EFFECTS ON NATIVE PEOPLE

- New technologies were introduced
- Health and medical care improved
- Western educational ideas spread

JAPANESE IMPERIALISM

1600’s – Japan had chosen a policy of isolationism

1800’s:

- **Treaty of Kanagawa** – American Matthew Perry forced Japan to open up to trade
- **Meiji Restoration** - Japan chose to end isolationism → become more “westernized” (more industrial and militaristic)
- **Japan began to Imperialize** – *Because they need more raw materials for their industry and military*
 - **Sino-Japanese War:** China vs Japan Japan took some areas of China
 - **Russo-Japanese War:** Russia vs Japan Japan won – first time an Asian nation defeated a European power

Review Unit #16

The World Wars

WORLD WAR I

- Causes:** - National Rivalries: Competitive relationships between European powers - "Balance of Power" - Imperialism in Africa
- Militarism: new industrial technologies encouraged nations to create and stockpile more and more weapons
 - Alliances: to balance the power - nations joined sides with other nations to protect one another
 - Assassination: Archduke Ferdinand's assassination sparked the alliances into starting World War I
- Warfare:** - Trench Warfare: fighting took place in "trenches" (long ditches that hardly moved throughout the war)
- Propaganda: organized information created to sway public opinion on an issue - both sides used it
- Results:** - Treaty of Versailles Severely punished Germany → it indirectly led to some of the causes of World War II
- League of Nations: created to keep peace in the world - ended up being very ineffective
 - New Europe: many of the old "Empires" and "Kingdoms" broken up → beginning of modern national states

BETWEEN THE WARS

Hitler's rise to power:

- Germany's poor economic situation caused them to look for a strong leader
- Hitler made promises to the people:
 - Jobs (1. in the Army 2. in the factories making military supplies) ← against the Versailles Treaty!
 - Get their Pride back (1. get Germany's land back 2. build up the Army again) _ _]

Hitler's Germany:

- Totalitarian Government - a type of government with *total* control of all parts of life (learning, art, literature, etc.)
- Fascism: a type of government that is totalitarian - and - *very* nationalistic (a lot of national pride)
- Nazi Ideas - Nazi's were the political party that Hitler controlled and helped him control Germany
 - wanted to develop the *Aryan* race
 - wanted to expand German territory throughout Europe
 - used extensive *propaganda* to spread their ideas and control the people
- The Holocaust - an event taking place during WWII - Jews and other minorities were concentrated and many killed
 - Genocide - the mass killing of a race or culture of people
 - Hitler's plan:
 1. Harass and torment the Jews - maybe they would leave on their own
 2. Concentrate them - placed in concentration camps - separated them from "Germans"
 3. The "Final Solution" - extermination in mass numbers

WORLD WAR II

In Europe: The focus of the *European* part of WWII was Allies against Germany

- **Causes**
 - German Aggression: Germany kept reclaiming lands lost after WWI (Rhineland, Austria, Sudetenland, Poland)
 - Appeasement: Britain and France kept allowing Hitler to take lands - *because they did not want another war*
- **The War**
 - Mobil Warfare: *blitzkrieg* (lightning war), air war, naval war
 - Modern Technology: effective use of airplanes and tanks, rockets introduced, development of atomic bomb
 - Key Events: Battle of Britain, German invasion of USSR, Involvement of US, D-Day
- **Results**
 - Germany: was divided up by the Allies - German officials tried at Nuremberg Trials
 - End of the system of European colonies around the world (Europeans did not want to fight to defend them)
 - United Nations was created (to replace the ineffective League of Nations)
 - The Cold War began - U.S. and the U.S.S.R., former allies, turned on one another

In Asia: The focus of the *Asian* part of WWII was Allies against Japan

- **Causes**
 - Japanese Imperialism: Japan needed more raw materials - Korea, China, S.E. Asia --> Pearl Harbor attack
- **The War**
 - Japanese abuses: Nanking and Korea - abuse against citizens Bataan - "Bataan Death March" abused prisoners of war
 - "Island Hopping": How the Allies approached Japan - Taking an island and forcing Japan to withdraw towards Japan
 - The Atomic Bomb was used on Hiroshima and Nagasaki Japan - ending WWII
- **Results**
 - The U.S. *occupied* Japan for 7 years - helped them rebuild - made them create a democratic style of government

Review Unit # 17A

Communism in the USSR

ORIGINS OF COMMUNISM

Karl Marx: wrote The Communist Manifesto – it described how Communism (socialism) should work

Communism: a combination of economic *Socialism* and political *Totalitarianism* - sometimes called a *Command Economy*

COMMUNISM IN THE USSR

Russian Revolution: in 1917, Russians revolted against the Czar's rule – they changed to a Communist government

- **Causes:** - Life for peasants under the Czar was terrible
- Many Russians were angry with the Czar for getting Russia involved with WWI
- *Bolsheviks* (Russian Communist Party) offered "Bread, Land, and Peace"

Lenin's USSR: Union of Soviet Socialist Republics - A bunch of Republics that were united by workers in a socialist economy

- **NEP:** Lenin's "New Economic Policy" - Lenin realized the young nation needed *some* elements of capitalism in order to effectively get socialism (communism) started

Stalin's USSR: - *Stalinism* – all aspects of Soviet rule were directed by Stalin and devoted towards his rule

- **Totalitarian State:** the government had total control of all aspects of life (art, education, music, jobs, etc)
- **Collectivization:** Stalin's plan to improve agricultural production → collect farmland into one common farm
- **5 Year Plan :** Stalin's plan to improve industrial production
- **Purges :** How Stalin got rid of anyone that was a threat to his power → execution or concentration camps
- **WWII:** first signed a non-aggression pact with Germany (they split Poland) - later attacked by Germany

THE COLD WAR

Origins: after WWII – mutual distrust between the U.S. and the USSR – political differences - economic differences

- the 2 sides: US – capitalism – democracy – NATO vs. USSR – communism – totalitarian – Warsaw Pact

In the USSR: - after World War II – Soviets "kept" control of eastern European territory they liberated from the Germans

- these *satellite* nations formed the *Eastern Bloc* behind the "Iron Curtain" (Warsaw Pact military alliance)

Major Events: Marshall Plan/Truman Doctrine – Berlin Airlift – Space Race – Berlin Wall – Cuban Missile Crisis – Détente

Fall of the USSR

Causes: - a younger Mikhail Gorbachev replaced a series of older generation leaders

- introduced reforms: *Glasnost* – "openness" to new ideas from outside *Perestroika* – "restructuring" govt.
- **Poor Economy:** too much sacrificing "butter for guns" The govt. spent too much on military – not enough on the people
- too much support of "satellite" nations
- **Challenges to Communism by protesters** - Hungary (1956) - Czechoslovakia (1968) - Poland/Solidarity (1989)
- republics of USSR broke up: first had industrial strikes - some republics declared independence (became new nations)

New nations:

- Russia became the largest and most influential of the newly independent nations (the old Republics)
- Boris Yeltsin became the new democratically elected leader
- the transition from a socialist to a capitalist economy was difficult – much poverty exists - the economy is struggling
- with-in Russia – the region of Chechnya is trying to break away into an independent nation – Russia won't let it
- Yeltsin has since been replaced by Vladimir Putin

Review Unit #17B

Communism in China/Other Areas

COMMUNISM IN CHINA

The Chinese Republic: - the government of China before communism came to power
- it had replaced the *dynasties* in China (they were letting too many foreigners in)
- it was begun by Sun Yixian After he died, Jaing Jieshi replaced him as head of the Nationalists

Rise of Communism: - Communism was attractive to the peasant classes (the same as in Russia!)
- Communism in China was led by Mao Zedong
- The Nationalists defended their rule from the Communists in the Chinese Civil War
- Mao led the Communists on The Long March
 1. to train as fighters 2. to learn Communism 3. to recruit supporters
- the war had to stop as Japan invaded during WWII - after, the Communists defeated the Nationalists
- China became Communist (People's Republic of China) - the Nationalists fled to Taiwan

Mao's China: - Great Leap Forward: Mao's attempt to improve the economy in China - it failed
- Cultural Revolution: Mao's attempt to strengthen Communism in China - it failed
 (Red Guard [Student supporters], Little Red Book, anti-intellectuals)

Deng's China: - Deng Xioping replaced Mao Zedong - he saw China needed to change from Mao's strict ways to survive
- Deng introduced *economic* reforms - but NOT *political* changes
 - allow some private ownership (capitalism) - some foreign companies in China
- Deng crushed a student demonstration against Communism in Tiananmen Square

Recent China: - today China is run by Hu Jintao (2003)
- Hong Kong was given back to China from Great Britain in 1997 (it's capitalist ways influence southern China)
- a major focus of China is to reduce the population growth rate (they try to limit families to 1 child)

COMMUNISM IN OTHER PLACES

Korea: - North was Communist - South was not
- Korean War: North invaded the South
- South supported by the United Nations
- neither side won (stalemate)

Vietnam - Vietnam had been a French colonial possession
- Under HoChi Minh the French were driven out
- The French divided Vietnam before they left: North was communist - South not
- North attacked the South - the South was supported by the United States- unsuccessfully. North won - took over

Cuba: had been a Spanish colony - turned over to the U.S. after Spanish American War - became an American play land (1950's)
- Communist rebels led by Fidel Castro took over and made Cuba communist (1959) American interests were forced out
- Cuban Missile Crisis: Soviets put nuclear missiles in Cuba (1962) America demanded their removal
 - the closest the world has come to a nuclear war (US vs. USSR)
- Fidel Castro still runs communist Cuba - but its failing economy leads some to believe communism may not last there

Review Unit #18

Post WWII Nationalism

Following WWII – many European colonial possessions were challenged by native populations

AFRICA

- Nationalist movement:**
- many African colonies demanded independence after WWII - some came peacefully, others not
 - *Gradualism* – the policy of granting colonies independence as they became ready to run them
 - Ghana – peaceful transition under Kwame Nkrumah
 - Kenya – violent transition under Jomo Kenyatta
- Continued economic ties:** many former colonies continued an economic connection with their previous colonial power
- British Commonwealth – an economic alliance between Great Britain and its former colonies
- Political Instability:** new African nations are plagued with problems concerning the stability of their political systems (govt.)
- Ethnic Rivalries: tribal identities often come in conflict with one another within a nation
 - Nigeria: many Civil wars have taken place because tribes can not agree on a govt.
 - Rwanda: acts of genocide by Hutu tribe against Tutsi tribe (became refugees in other nations)
- The Apartheid Issue:** *Apartheid*: the official government policy of separating races of people in a nation
- the most famous example took place in the nation of South Africa
 - the minority white populations ruled over the majority black population
 - led by Nelson Mandela – the African National Congress (ANC) pushed for reform
 - Bishop Desmond Tutu organized international pressure on South Africa's white government to change
 - President F.W.DeKlerk (white) began changes to eventually allow blacks to vote
 - 1994 – Nelson Mandela elected President of South Africa – Apartheid ended

INDIA

- British Colonial Rule:** India had been a British colony for many years – run by the British East India Company
- the “Sepoys” (Indian soldiers in the British army) revolted in the Sepoy Mutiny
- Nationalist Movement:** The Indian National Congress (Hindus) and the Muslim League (Muslims) pushed for independence
- led by Mohandas Gandhi, Indians used **non-violent** methods to get independence
 - *passive resistance*: peaceful ways of protesting against something (marches, boycotts, strikes)
 - *civil disobedience*: breaking a law on purpose – to get attention for your cause
- Independence:** Great Britain granted Independence to India in 1947 → BUT – only if India was divided up!
- India needed to be *partitioned* (divided) because the Hindus and Muslims could not get along together
 - Hindus: got the middle section – which became the modern nation of India
 - Muslims: got a section in the West and one in the East – became West Pakistan and East Pakistan
 - (In 1971 East Pakistan won a war with West Pakistan – it became the independent Bangladesh)
- Recent News:**
- India remained *non-aligned* (did not take sides) in the Cold War
 - India, Pakistan, and Bangladesh are all fighting an overpopulation struggle
 - Disagreements over control of the region of Kashmir could lead to a destructive (nuclear) war between India and Pakistan

SOUTHEAST ASIA

- Vietnam:** Had been part of French Indo-China - fought the French and defeated them (Battle of Dienbienphu)
- North became communist (under HoChi Minh) - invaded the democratic South (later supported by U.S.)
 - north won → today Vietnam is one communist nation
- Cambodia:** The communist Khmere Rouge – led by Pol Pot – committed acts of genocide against its own people (intellectuals)
- Myanmar:** Aung San Suu Kyi has led demonstrations against the oppressive military government there – she's been arrested

Review Unit # 19

Recent World Conflicts

POLITICAL HOTSPOTS

Korea: Conflict between the North (Communist) and the South (Democratic)

Taiwan: Communist China claims the island and threatens to take over the Democratic island nation of Taiwan (U.S. supported)

Chechnya: The tiny region of Chechnya wants to break away from Russia and form its own nation - Russia does not agree

Kashmir: India and Pakistan are fighting over control of Kashmir. Each side has nuclear weapons, and vows to use them

Tibet: what began as an ethnic conflict against Buddhist has turned into a pro-independence movement for Tibetans against China

Afghanistan: United States forces are trying to secure and support the new democratically elected government

ETHNIC HOTSPOTS

Balkan Mts.: Ethnic Serbs were killing (genocide) ethnic Muslims in Bosnia and other areas. NATO and UN forces are there

Northern Ireland: Irish Catholics are angry that British led Protestants still control Northern Ireland. IRA has used terrorism.

The "Kurds": nomadic Kurds living in various Middle Eastern nations (Iraq, Iran, Turkey, Syria) are often treated with violence

THE MIDDLE EAST

Palestine Issue:

- Jewish Israelis and Muslim Arabs (Palestinians) are fighting over control of the same piece of land
- the Jews claim the land was promised to them by God, and that it's their homeland - they were kicked out of the land by the Romans nearly 2000 years ago - they call the land Israel
- the Arabs moved in when the Jews were kicked out - they say it belongs to them because they have been living there for the last 2000 years - they call the land Palestine - they are supported by neighboring Arab nations
- Zionism: a movement begun by worldwide Jews in the 1800's to get their homeland back
- following WWII (in part because of the Holocaust) - an international effort to create a Jewish state in Palestine began - Britain's Balfour Declaration began the process of allowing this to happen
- In 1947 the U.N. partitioned Palestine - some land went to Jews of the world - some reserved for Palestinians
- 1948 Jews declared the independent nation of Israel- Arab nations attacked Israel in support of the Palestinians
- there have been a total of 4 Arab/Israeli wars - Israel has never lost
- PLO: Palestine Liberation Organization - used terrorism to get Palestinian land back - Yassir Arafat was leader
- In 1979 Egypt became the first Arab nation to recognize Israel's right to exist → Camp David Accords signed
- Today: they try peace attempts - radicals on both sides often disrupt the peace process
 - Palestinians: want a self governing nation
 - Israelis: want to live peacefully and securely

Iranian Revolution:

- Islamic Fundamentalists - led by Ayatollah Khomeini - overthrew the Shah of Iran in 1979
- they also overtook the American Embassy - taking Americans hostage
- an Islamic Fundamentalist state was created - traditional Muslim laws and practices replaced secular ones

Iran/Iraq War:

- begun over a border dispute (access to Persian Gulf) - Iran also wanted to spread the fundamentalist movement
- after 8 years (1980-1988) nothing much accomplished by either side - except mass deaths of soldiers

Persian Gulf War:

- 1990 - Iraq - under Saddam Hussein - invaded Kuwait 1. access to deep water port 2. Kuwait's oil reserves
- United Nations Coalition Forces (led by the U.S.) drove Iraq out of Kuwait
- Saddam Hussein was left in power - remained a threat to peace in the region and the world

U.S./Iraq War:

- U.S. led attack on Iraq to remove Saddam Hussein from power
- Hussein captured - his government toppled
- stabilization of the new nation will be a difficult task

Review Unit #20

World Economic Issues

ECONOMIC SYSTEMS

Market Economy: businesses owned by private citizens – the “market” makes the decisions – Great Britain, Japan
(often called *capitalism* or *free market*)

Command Economy: business owned by the “people” (through the govt.) – govt. officials make the decisions – Cuba, N. Korea
(often called *socialism* or *communism*)

Mixed: uses some of both Market and Command (govt. often controls “big” businesses and influences major economic decisions)

INTERNATIONAL TRADING AGREEMENTS

NAFTA: (North America Free Trade Agreement) attempting to make trade easier between Canada, Mexico, and the United States

OPEC: (Organization of Petroleum Exporting Countries) - many of the oil producing nations of the world
- they control how much oil is produced → which controls the price of oil on the world market

European Union: (EU) - attempts to make trade and commerce easier between member nations of Europe

NORTH vs. SOUTH

North: nations in the northern hemisphere are *generally* more industrial, wealthy, and modern

South: nations in the southern hemisphere are *generally* less developed, poorer, and more traditional

- they are often called *developing* nations (they used to be called Third World Nations)
- little modern technology
- often dependent on a single cash crop
- international debt
- lack of industry (no capital, poor raw materials, few “skilled” workers, unstable government)

International Assistance Organizations: provide economic assistance to developing nations: UNICEF, World Bank, IMF, WHO

RISE OF ASIAN ECONOMIC COMMUNITY

Re-emergence of Japan: - After WWII – Japan had been destroyed physically and economically
- U.S. *occupied* Japan and helped it rebuild - also provided it a market for its cheap industrial goods
- Japanese developed their own industrial style

- copied good industrial ideas from other nations
- developed and improved their own concepts 1. employee teamwork 2. robotics

- the Japanese government often provided economic assistance (tariffs, embargoes) to industries
- over the years Japan developed a favorable balance of trade with the United States
(they sold more to us than they bought from us)

Asian Tigers: - the name given to rapidly developing nations in Asia.
- many have followed the Japanese industrial model

- Taiwan
- South Korea
- Hong Kong
- Singapore

The future?: - who will be the future economic players in Asia? The World?
- signs point to China and the nations of Southeast Asia (Indonesia, Vietnam, Malaysia)

Review Unit #21

Global Issues

THE UNITED NATIONS

United Nations: Organized after WWII to 1. keep peace in the world and 2. assist developing nations with problems

General Assembly: made up of all UN member nations - have general discussions about world issues

Security Council: 15 nations at a time-5 of which are permanent members(allies of WWII) - authorizes use of force or sanctions

TRADITION vs. MODERNIZATION

Many cultures face conflict as modern ways begin to replace traditional values

- **Japan:** while they readily accept modern, especially western ways, they still strive to keep more traditional values
- **Middle East:** the influx of western values has collided with traditional religious laws and customs

GLOBAL MIGRATION

As in the past, groups of people sometimes pack-up and move from their homeland to other areas of the world

Reasons: Economic Opportunity: trying to find a way to make more money, get ahead in the world, economic security for family

Civil Unrest: some people leave to get away from areas of violence (Rwanda for example)

Political Oppression: some leave in order to get more political freedoms

STATUS OF WOMEN AND CHILDREN

Women: - women in many traditional cultures are often treated as inferior to men

- women in many Muslim cultures are often restricted in their actions

Children: - many children are forced to work in terrible working conditions as nations begin to industrialize

- Infanticide: killing of children at birth or a very early age - often because of traditional or economic reasons

SCIENCE AND TECHNOLOGY

Green Revolution: *changing the way traditional communities farm-introduction of modern agricultural technologies (more food!)*

Information Age: Computers and the Internet now provide volumes of information in a very quick time

Space Age: much space technology has been used in the commercial world - satellites help predict weather, monitor the Earth, assist in navigation, and speed communication

Medical Technology: we can live longer lives now: 1. better prevention of sickness 2. better cures for those that get sick

GLOBAL PROBLEMS

In addition to the following definitions - every student should know a place where the problem is taking place - a cause of the problem - an effect the problem has on the place - and a possible solution to the problem

Terrorism: the organized hurting, scaring or killing of innocent people in order to get attention for a cause

Nuclear Proliferation: the spreading of nuclear weapons, technology, or materials - often illegally

Nuclear Safety: some nations don't operate nuclear facilities safely. Construction and maintenance need to be regulated

Acid Rain: Chemically polluted rain that destroys plant and animal life

Urbanization: people moving into cities *too* quickly - the cities can't keep up with building homes or providing services

Overpopulation: some places on Earth have too many people for the amount of livable land they have

Endangered Species: some animals and plants are close to becoming extinct

Deforestation: destruction of the rainforest

Desertification: the spreading of a desert into arable lands

Epidemics: the spread of diseases - often uncontrollably

Pollution: disposing of waste into the environment (air, land, water mainly)

World Hunger: in some places, some people do not get enough nourishment to maintain their health - or their life