
Renaissance

1. To what extent is the term "Renaissance" a valid concept for a distinct period in early modern European history?
 - a. valid, b/c of humanism, secularism, new art styles- contrapasto, chiaoscuro, linear perspective, triangular focus
2. Explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society.
3. Discuss how Renaissance ideas are expressed in the Italian art of the period, referring to specific works and artists.

Reformation

4. "The Reformation was a rejection of the secular spirit of the Italian Renaissance." Defend or dispute this statement using specific examples from sixteenth century Europe.
 - a. DISPUTE! incorporation of the secular spirit of the Italian Renaissance
 - b. humanism- idea coupled with secularism, emphasis on human accomplishments, the individual
 - c. secular- similar idea, looking at things less religiously, more objectively
 - d. erasmus- on the praise of folly- satirizes European society, religious customs
 - e. Lorenzo Valla- on the false donation of Constantine- used critical thinking to undermine the unquestioned authority of the church, similarly Luther will use critical thinking about indulgences and church corruption to bring religion to a "truer" form
5. "Luther was both a revolutionary and a conservative." Evaluate this statement with respect to Luther's responses to the political and social questions of his day.
 - a. Luther was, but he was a "lucky" revolutionary. John Hus and Wycliff with the Lollards failed before him, but Luther came at the right time with the printing press and the increasing resentment of the church already
 - b. revolutionary- directly questioned the church, posted the 95 theses, public debate with Johann Eck. politically a rebel, b/c at the time, if you weren't the same religion then that was almost like treason, since religion = state at the time
 - c. conservative- didn't care about the peasant rebellions, still believed in respecting rulers, wrote a book called *On the Thieving Hordes* and condemned the peasants
6. Assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century. Refer to at least two social groups in your response.

- a. women- stay at home is fine; actually a duty to God, marriage shouldn't be completely forced, nunneries are abolished, clergy can be married, no longer had to confess to a male priest
 - b. clergy, upperclass- expected to actually know their stuff, especially with the standards and the Catholic Counter reformation, which is caused by the Protestant Reformation
7. Compare and contrast the attitudes of Martin Luther and John Calvin toward political authority and social order.
8. Describe and analyze the ways in which the Roman Catholics defended their faith against the Protestant Reformation.
- a. Council of Trent
 - b. Jesuits, Ursulines, On the Index of Prohibited Books, didn't screw around anymore
9. What were the responses of the Catholic authorities in the Sixteenth Century to the challenges posed by the Lutheran Reformation?
- a. Council of Trent
 - i. made ordination levels higher, meaning they forced education on the clerics to make the sermons better, b/c before some of them couldn't even read!
 - ii. invited the Protestants to the Council of Trent, but didn't want to have a discussion, so although they are finally doing what the Protestants want, there's already been a split
 - b. Jesuits and Ursulines
 - i. religious groups, went to try and convert other people
 - ii. went into the New World and Eastern Europe
 - iii. Ursulines were women
 - c. On the Index of Prohibited Books
 - i. list of prohibited books, books that were blasphemy against the Catholic church
10. The pictures below and on the next page show the interiors of a Protestant church and a Roman Catholic church as each appeared in the first half of the seventeenth century. Using these pictures as a starting point, explain how each of these interiors reflect the different theologies and religious practices of Protestantism and Catholicism at that time.
- a. protestant church- focus on the sermon, less vibrant, ornate stuffs
 - b. catholic church- lots of idols, emphasis on STUFF, worldly
11. "The Protestant Reformation was primarily an economic event." By describing and determining the relative importance of the economic, political, and religious causes of the Protestant Reformation, defend or refute this statement.
- a. refute!

- b. economic: money money money as tithes to the church, church lands untaxable, but made money anyways
 - c. political: Henry VIII wanted OUT, absolutist rulers wanted to secure their people's faiths to themselves and not to some random pope miles away
 - d. religious: obviously Martin Luther dissatisfied with this, people on a religious level also agreed, along with the economic benefits
12. Compare and contrast the Lutheran Reformation and the Catholic Reformation of the sixteenth century regarding the reform of both religious doctrines and religious practices.
- a. compare
 - i. they ended up doing the same thing basically, which was reducing corruption in the Church, raising levels of educated priests
 - b. contrast
 - i. Lutherans split from the church, emphasized sermon, consubstantiation, Protestant work ethic, faith not good works
 - ii. Catholic Reformation, Council of Trent, Ursulines and Jesuits, On the Index of Prohibited Books, re-emphasize the seven sacraments as if to say "we were right, just let's change a little bit," faith *and* good works
13. Describe and analyze the ways in which the development of printing altered both the culture and the religion of Europe during the period 1450-1600.
- a. renaissance
 - i. the courtier- castiglione, Renaissance man education, also influenced women's education
 - ii. the decameron- Boccaccio, says wordly stuff is a-okay
 - iii. on praise of folly- erasmus, satirical of church's old traditions, "erasmus laid the egg that luther hatched"
 - iv. loreanzo valla wrote on the false donation of constantine and on pleasure
 - v. literacy increased, people became more educated, more ideas within people's heads, paved the way for secularist and critical thought that would later be characteristic of the Enlightenment
 - b. reformation
 - i. Luther's 99 theses spread all over Germany, his great way with words and the proliferation of his ideas contributed to the success of Luther as opposed to Jan Hus or Wycliff
 - ii. bible is everywhere
 - iii. the impact is recognized through the Index of Prohibited Books, Catholic church's list of dangerous books

14. In 1519 Charles of Hapsburg became Charles V, Holy Roman Emperor. Discuss and analyze the political, social, and religious problems he faced over the course of his imperial reign.

Religious Wars

15. Evaluate the relative importance of the religious rivalries and dynastic ambitions that shaped the course of the Thirty Years War.
- a. religious rivalries:
 - i. war begins with the Defenestration of Prague- they chucked two catholic officials out the window
 - ii. King Christian IV of Denmark fought for Protestants
 - iii. Peace of Westphalia ends religious wars b/c it accepts Lutheranism once again
 - iv. catholicized Bohemia after the Battle of White Mountain
 - b. Dynastic ambitions
 - i. France's Bourbons against the Habsburgs
 - ii. Richelieu sought to break the Habsburg fence, which is why they join the Protestant side (politique)
 - iii. important for France, but not important for most of the countries involved
 - iv. countries involved (Denmark and Sweden) were also looking for land
 - c. began as religious issue, but even then the war became more secular with France joining in
 - i. religious issues went to the backburner
 - ii. last religious war b/c the peace of westphalia recognizes calvinism

Age of Exploration

16. In the seventeenth century, how did England and the Dutch Republic compete successfully with France and Spain for control of overseas territory and trade.
17. Analyze the changes in the European economy from about 1450 to 1700 brought about by the voyages of exploration and colonization.
- a. agricultural revolution- Columbian exchange, new foods allowed for more trade, new foods allowed for better crop rotation
 - b. price revolution- partially caused by all the bullion from the Americas, also rising population and less need for food workers (agricultural revolution) led to inflation of prices

- c. colonization- shifted from a very Europe centric trading economy to a more global, mercantilist system (Colbert), subjugate their economies to the mother country's economies, quinto was demanded, also slavery, became a symbol of nation's power, wars were fought over it
18. Focusing on the period before 1600, describe and analyze the cultural and economic interactions between Europe and the Western Hemisphere as a result of the Spanish and Portuguese exploration and settlement.

Absolutism and Constitutionalism

19. In the seventeenth century, what political conditions accounted for the increased power of both the Parliament in England and the monarchy in France?
- a. England
 - i. long tradition of parliament, magna carta, common law
 - ii. stuart kings from Scotland ruin that and already suck in comparison to Elizabeth (the Virgin Queen "I married England!")
 - 1. Trew Law of Monarchy
 - 2. showed his britches to the crowd, just doesn't care for them
 - 3. Charles I ruled without parliament, before finally begging them for money to put down the Scottish and Irish revolts
 - iii. Cromwell as dictator of the Protectorate government
 - 1. HE WROTE SOMETHING
 - iv. didn't like that, so they returned to monarchy with Charles II, James II, but they piss the people off too b/c they seem to be pro-catholic, violate the test act by putting Catholics in important positions
 - v. Glorious revolution and stick William and Mary on the throne, but only after they get them to sign the bill of rights 1689
 - b. France
 - i. Under Mazarin, Fronde occurs, which was rebellion of working classes b/c they felt the gov't wasn't doing enough for them, Calvinists also rebelled
 - ii. scars young Louis XIV, who moves the capital from Paris to Versailles and forces the nobles to work there
 - iii. officially revokes the Edict of Nantes (saw the impact of religious fervor)
20. Analyze the ways in which both the theory and practice of monarchy evolved in England from 1603 (the death of Elizabeth I) to 1688-1689 (the Glorious Revolution).
- a. james i and charles i, tudors being all mean w/ the Trew Law of Monarchy

- b. pissed people off, espec when charles i didn't call parliament for 11 years and finally did so to ask for money, so they had a civil war and then they put Cromwell in charge, who was supposed to follow the Instrument of Government, but he didn't really, became dictatorship
 - c. when he died, they restored the monarchy, Charles II and James II, Charles II passes Cabal, which increases parliamentary involvement with the monarchy
 - d. glorious revolution- william and mary follow the Bill of Rights, which was remedy to the problems of Charles I
21. Describe and analyze the changes in the role of Parliament in English politics between the succession of James I and the Glorious Revolution.
- a. parliament disrespected and disliked james i b/c he was scottish and absolutist, trew law of free monarchy, trend continued with charles i who didn't call them for ages
 - b. cromwell
 - c. Charles II and James II- cabal, but violates test act
22. "In seventeenth-century England the aristocracy lost its privileges but retained its power; in seventeenth-century France the aristocracy retained its privileges but lost its power." Assess the accuracy of the statement with respect to political events and social developments in the countries in the seventeenth century.
23. Analyze the major ways through which Tsar Peter the Great (1689-1725) sought to reform his society and its institutions order to strengthen Russia and its position in Europe. (1985)
- a. St. Petersburg
 - b. reformed army and built it up
24. Analyze the methods and degrees of success of Russian political and social reform from the period of Peter the Great (1689-1725) through Catherine the Great (1762-1796).
25. Analyze the influence of the theory of mercantilism on the domestic and foreign policies of France, 1600-1715.
- a. Colbert
26. Analyze the military, political, and social factors that account for the rise of Prussia between 1640 and 1786.
- a. Frederick the Great Elector used the wars of Louis XIV and the overall wartime atmosphere to build up the army and consolidate the country, puts down the Junkers and prevents them from taking over, gets rid of the Estates
 - i. allowed nobles to keep their serfs
 - b. Frederick William I built the army up even more, Prussia had one of the largest armies in comparison with its geographic size. ironically, he didn't fight any wars, not wanting to risk his tall, handsome soldiers

- c. in War of Austrian Succession, Prussia takes Silesia and prevents Austria from taking it back in the Seven Years' War

Enlightenment + Social Life of 1700s

27. Describe and analyze the economic, cultural, and social changes that led to and sustained Europe's rapid population growth in the period from approximately 1650 to 1800. / Describe and analyze the changes that led to Europe's rapid population growth in the eighteenth century.

- a. economic
 - i. agricultural revolution--> more food
 - ii. cottage industries --> industrial revolution --> more people going to the cities and lack of sexual restraint
- b. social
 - i. family stuck together while working in the early industrial revolution
 - ii. has always been cultural acceptable to have more children, but mortality rates were so high that people didn't try to treat their children well, detached
 - iii. wet nurses
- c. cultural
 - i. bubonic plague disappeared
 - ii. water ways improved
 - iii. transportation improved, making the food even better

28. In what ways did the Enlightenment thinkers build on or make the use of the ideas of Newton and Locke?

- a. Newton
 - i. formulated laws about motion, laws about the universe, overturned the old way of thinking (Aristotle)
 - ii. he used ideas similar to bacon's inductive reasoning and descartes' deductive reasoning, which combine to form experimental method
 - iii. led to belief that everything in the world could be explained through science
 - iv. deism
- b. Locke
 - i. more social contract theorists, Hobbes and Rousseau
 - ii. Montesquieu with separation of powers, implies that there are certain natural rights
 - iii. Wollstonecraft- women's rights
 - iv. tabula rasa- emphasis on societal institutions rather than the individual, early,

early background for socialism and better education

29. Compare and contrast the views of Machiavelli and Rousseau on human nature and the relationship between government and the governed.
 - a. machiavelli- The Prince
 - i. based on Cesare Borgia, son of Pope Alexander VI
 - ii. try your hardest, people are mean to each other, so you've got to do what you need to in order to survive
 - iii. government needs to do whatever it takes in the international political arena to secure its own position, may involve being cruel to the people, but the state is first in all matters
 - iv. hobbes has similar ideas about human nature being evil and selfish
 - b. Rousseau- Emile
 - i. human nature- people need to be taught naturally, Emile in education and education is important in shaping human nature, human nature isn't set in stone
 - ii. social contract founded upon idea of the general will, the "real" will of the people which may or may not be the majority's opinion, so his social contract could swing either way. doesn't really say how the fuzzy general will is determined
 - iii. small scale democracy!
 - iv. ideas are used in dictatorships and Republic of Virtue with Robespierre
30. Compare and contrast the cultural values of the Enlightenment with those of the sixteenth-century Northern Renaissance.
31. Describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways it changed scientific methods and thought.
32. How did the new developments in scientific thought from Copernicus to Newton create a new conception of the universe and humanity's place in it?
33. Analyze the ways in which Enlightenment thought addressed religious beliefs and social issues in the eighteenth century.
34. To what extent did the Enlightenment express optimistic ideas in the eighteenth-century? Illustrate your answer with references to specific individuals and their works. (
35. "In the eighteenth century, people turned to the new science for a better understanding of the social and economic problems of the day." Assess the validity of this statement by using specific examples from the Enlightenment era.
36. Analyze the ways in which specific intellectual and scientific developments of the seventeenth and eighteenth centuries contributed to the emergence of the religious outlook known as

"Deism."

French Revolution

37. To what extent and in what ways was the French Revolution during the period 1789 through the Reign of Terror (1794) an attempt to create a government based on enlightenment ideals?
38. "The essential cause of the French Revolution was the collision between a powerful, rising bourgeoisie and an entrenched aristocracy defending its privileges." Assess the validity of this statement as an explanation of the events leading up to the French Revolution of 1789.
39. "Political leaders committed to radical or extremist goals often exert authoritarian control in the name of higher values." Support or refute this statement with reference to the political and cultural policies of Robespierre during the French Revolution.
40. Identify the major social groups in France on the eve of the 1789 Revolution. Assess the extent to which their aspirations were achieved in the period from the meeting of the Estates-General (1789) to the declaration of the republic (September 1792).
41. "Napoleon was a child of the Enlightenment." Assess the validity of this statement. Use examples referring both to specific aspects of the Enlightenment and to Napoleon's policies and attitudes.
42. "Napoleon I is sometimes called the greatest enlightened despot." Evaluate this assessment in terms of Napoleon I's policies and accomplishments. Be sure to include a definition of enlightened despotism in your answer.

"Big Sweep" Questions

43. "In the fifteenth century, European Society was still centered on the Mediterranean region, but by the end of the seventeenth century, the focus of Europe had shifted north." Identify and analyze the economic developments between 1450 and 1700 that helped bring about this shift.
 - a. started in Italy b/c of its ideal position between Europe, Africa and the Middle East
 - b. Turks monopolized middle east, so they had to develop other trade routes, which started with Spain and England, new technology made the calm Mediterranean seas less important for travel
 - c. northern Europe broke away from Catholicism first, more flexibility, Protestant work ethic, less indulgent, more open to new ideas and industrialization and such
 - d. industrialization began in England b/c of its position, political environment, nat'l resources, spread on the continent
44. Between 1450 and 1800, many women gained power as rulers, some as reigning queens, other

as regents. Identify two such powerful women and discuss how issues of gender, such as marriage and reproduction, influenced their ability to obtain and exercise power.

- a. Maria Theresa- reformed the tax code, national army, limited power of Catholic church
 - b. Elizabeth the First- virgin queen, passed the Elizabethan settlement, fought against Spanish to aid the Netherlands, last Tudor because she “married England,” she remained unmarried so she can retain power
 - c. Catherine the Great- obtained power by killing Peter III, slept with Alexander Orlov, reformed legal codes, banned torture in accordance with *On Crime and Punishment* by Beccaria, began to loosen serfdom, but stopped after Pugachev’s rebellion, patronized the arts, corresponded regularly with Voltaire a philosophe, established hospitals, expanded borders to the Black Sea
45. Analyze the major social, political, and technological changes that took place in European welfare (it was actually warfare...-__-) between 1789 and 1918.
- a. social- people had more children, disease steadily decreased, middle class emerged as a stronger force, with industrialization came loosening of sexual restraints, more emphasis on education as middle class emerges, religion becomes less popular with ideas of enlightenment
 - b. political- universal male suffrage (and women suffrage movements), natural rights took root in countries, emergence of nationalism (confederation of the Rhine, Napoleonic wars happened from the Treaty of Tilsit resulted in nationalism within France and out of France), idea of self-determination for Italy, Germany, Hungary
 - c. technological- poison gas, guns, radio, telegram

Industrial Revolution + Romanticism

46. Evaluate the effectiveness of the collective responses by workers to industrialization in Western Europe during the course of the nineteenth century.
47. Identify the social and economic factors in pre-industrial England that explain why England was the first country to industrialize.
- a. social
 - i. agricultural revolution --> increased population
 - ii. strong middle class after a strong tradition of parliamentary stuffs
 - iii. stable political system and social climate
 1. glorious revolution had already occurred, Bill of Rights 1689 already passed which means property was protected
 2. Protestant work ethic- independent, entrepreneurial thinking was

rewarded

- b. economic
 - i. trade with mainland was also easy b/c of the english channel, but also was separated from the damaging revolutionary effects of the French revolution
 - ii. trade within the nation was easy because not a place in england was more than 20 miles away from a navigable body of water
 - iii. naval dominance
 - iv. enclosure had already gone under way, cottage industries well established forcing people to look for jobs
 - v. natural resources and markets from colonies spurred industrial growth
48. Between 1750 and 1850 more and more Western Europeans were employed in cottage industry and in factory production. Analyze how these two types of employment affected employer-employee relations, working conditions, family relations, and the standard of living during this period.
49. Discuss some of the ways in which Romantic artists, musicians, and writers responded to political and socioeconomic conditions in the period from 1800 to 1850. Document your response with specific examples from discussions of at least two of the three disciplines: visual arts, music, and literature.
- a. nature! response to the industrial revolution- wanderer above the mist, a hero above nature the raft of medusa- people struggling against the fury and power of nature
 - b. emotion- beethoven's fur elise and ode to joy, another type of emotion was nationalism hungarian rhapsody by lizst and chopin's polonaises explored nationalism, liberty leading the people was also a nationalist painting, celebrated the 1830 revolution

Socialism

50. Describe and analyze the issues and ideas in the debate in Europe between 1750 and 1846 over the proper role of government in the economy.
51. Between 1815 and 1848 the condition of the laboring classes and the problem of political stability were critical issues in England. Describe and analyze the reforms that social critics and politicians proposed to solve these problems.
- a. utopian socialism with its roots in Thomas More's Utopia
 - b. Proudhon's anarchy
 - c. louis blanc's national workshops
 - d. fourier's self-sufficient towns, idea explored by robert owen
52. In what ways did the writings of Karl Marx draw on the Enlightenment concepts of progress,

natural laws, and reason?

- a. intro
 - i. communist manifesto, ideas would later be used in russia, china, cuba and other communist regimes around the world
 - b. progress
 - i. enlightenment thinker: john locke- tabula rasa and rousseau- emile imply that human nature is not innately evil, can be molded by the institutions around them, so by changing the economic system, the bourgeoisie won't be "evil" anymore
 - ii. natural laws- newton's laws of physics along with the other scientific achievements of brahe and copernicus were applied in the enlightenment to people and society's laws. just like capitalism (god what's name....) has the natural laws of the invisible hand, supply and demand, marx drew upon hegel's idea of the dialectic, naturally ideas will have their opposites, against capitalism will arise communism
 - iii. reason- he reasoned about the working classes eventually rebelling, falling in the footsteps of the bourgeoisie rebelling against the absolutist rulers in England (glorious revolution) and in France (French Revolution)
53. Identify and explain the similarities and differences between socialism and liberalism in nineteenth-century Europe.
54. Describe and compare the difference among Utopian socialists, Karl Marx, and Revisionist socialists in their critiques of nineteenth-century European economy and society.
55. To what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality and in a well-ordered, dependable universe.
- a. einstein- everything is relative
 - b. nietzsche- no real morality --> existentialism
 - c. people just realized that wwi sucked!
56. To what extent did Marx and Freud each challenge the nineteenth-century liberal belief in rationality and progress.
- a. marx didn't challenge those ideas! refer to earlier question
 - b. freud did though. unconscious, superego, id, ego, defense mechanisms all arose from a time period of uncertainty, contributed to the Age of Anxiety with its impressionism, existentialism and stuff

Revolutions of 1848

57. In February 1848, the middle classes and workers in France joined to overthrow the government of Louis Phillipe. By June the two groups were at odds in their political, economic, and social thinking. Analyze what transpired to divide the groups and describe the consequences for French politics.
58. Describe the physical transformation of European cities in the second half of the nineteenth century and analyze the social consequences of the transformation.
59. Analyze and compare the effects of nationalism on Italian and Austro-Hungarian policies between 1815 and 1914?
 - a. italy- unified italy under the leadership of cavour and garibaldi
 - b. austro-hungarian- divided them, created the dual monarchy and shoes why don't i know anything
 - i. isn't that why they basically started wwi..to maintain their "superiority" and take revenge on Serbia for assassinating their archduke?

Colonialization

60. Analyze the policies of three European colonial regarding Africa between 1871 and 1914.
61. How and in what ways were economic and political factors responsible for intensifying European imperialist activity in Africa from the mid-nineteenth century to the beginning of the First World War.
 - a. nationalism- treichthnye
 - b. social darwinism
 - c. more markets for their goods and more natural resources
62. To what extent did the emancipation of Russian serfs and other reforms in the nineteenth century contribute to the modernization of Russia before the First World War?
 - a. more working mobility
 - b. zemstvos- local assemblies, less authoritarian rule
 - c. bloody sunday led by father gapon led- peaceful protest for 8 hour workday, unions, violently shot down, hence the name *bloody* sunday --> october manifesto which created the дума
 - d. sergei witte- continued industrialization in russia, railroads, promoted western investment so they could westernize themselves
63. Contrast European diplomacy in the periods 1890 to 1914 and 1918 to 1939, respectively. Include in analysis goals, practices and results.

- a. 1918-1939 APPEASEMENT TO PREVENT WAR
 - i. lawl they let hitler take the sudetenland in the munich conference got russia all pissed >:(
 - ii. anschwuss they let them do dat 2
 - iii. let italy take ethiopia
 - iv. hypocrisy! didn't do anything to enforce the decisions made at locarno, or enforce the kellog-brigand treaty
 - v. they ended up strengthening hitler and italy
 - b. 1890-1914
 - i. ...what happened here...lots of nationalism, alliances, buffing yourself up, glorification of war, hubris
 - ii. imperialism! how could i forget? berlin conference was the european countries all divvying up africa (scramble for africa)
64. Describe the steps taken between 1832 and 1918 to extend suffrage in England. What groups and movements contributed to the extension of the vote?
65. Assess the extent to which the unification of Germany under Bismarck led to authoritarian government there between 1871 and 1914.
66. Analyze what differences in leisure activities shown in the two paintings below reflect about the social life of the peasants in the sixteenth century and of urban dwellers in the nineteenth century.
67. Compare and contrast the motives for European overseas expansion during the Age of Discovery (fifteenth and sixteenth centuries) and during the Age of New Imperialism (nineteenth and early twentieth centuries.)
- a. economic- age of discovery was to find a way to circumvent the ottoman empire which dominated the middle east so they could get to the spices of asia and indiaaaa
 - i. new imperialism was to find new markets and more natural resources to continue industrialization
 - b. social ideas- renaissence curiosity, white man's burden, social darwinism
 - c. nationalism- colonies seen as a way to show your power, part of national identity

Russian Revolution

68. Describe and analyze the long-term social and economic trends in the period 1860 to 1917 that prepared the ground for revolution in Russia.
- a. alexander ii did lots of reforms yay
 - i. freed the serfs

- ii. zemstvos, more self-government, more empowerment
 - b. sergei witte
 - i. industrialization
 - ii. railroads
 - iii. western investment to westernize
 - c. bloody sunday --> дума, parliament, taste of western life
 - d. wwii SUCKED so everyone wanted out and they distrusted nicholas ii w/ rasputin and stuff, they were ready for anyone to rescue them and lenin did with "peace, bread and land"
69. "The tsarist regime fell in 1917 because it had permitted tremendous change and progress in some areas while trying to maintain a political order that had outlived its time." Assess the validity of this statement as an explanation of the abdication of Nicholas II in 1917.
70. Compare and contrast the roles of the peasantry and of urban workers in the French Revolution of 1789 to those of the peasantry and of the urban workers in the Russian Revolutions of 1917.
- a. french revolution: **storming of the bastille, women's march on paris** workers sided with Robespierre's Mountain which allowed them to get rid of the Girondists, wanted more reforms for /them/ not bourgeoisie property stuffs
 - b. russian revolution: they wanted uh..LAND! and uh... BREAD and peace, they wanted to get back to their lives **winter palace**
71. Compare the economic roles of the state under seventeenth-century mercantilism and twentieth century communism. Illustrate your answer with reference to the economic system of France during Louis XIV's reign under Colbert and of the Soviet Union under Stalin.
- a. imperialism, zero sum game, get more gold and stuff
 - b. communism, 5 year plans and collectivization, killed off the kulaks! :c
72. What policies of the Stalinist government perpetuated the essential features of the tsarist regime under Nicholas II (1894-1917)?
73. Compare and contrast the extent to which Catherine the Great and Joseph Stalin were "Westernizers".
- a. catherine was an enlightened monarch, reformed tax codes, gained access to the black sea, hospitals, started to reform serfdom, reduced torture
 - b. joseph stalin emphasized nuclear spending, industrialization, five year plans

World War I

74. Compare and contrast the efforts to ensure European collective security that were made by the victorious powers between 1815 and 1830 (after Napoleonic wars) with those made by the

victorious powers between 1918 and 1933 (after the First World War).

- a. england built a small “fence” around france to prevent it from getting too powerful, strengthened the netherlands
 - i. made sure that no one country could ever become powerful enough to be like napoleonic france and go bazooka around the whole nation
 - ii. restoration of bourbons and other “legitimate” rulers to prevent internal security problems (all subscribed to Burke’s Reflections on the Revolution in France)
Holy Alliance
 - b. alsace and lorraine given back, rhineland must be demilitarized, germany is forced to pay heavy reparations
75. TO what extent and in what ways did nationalist tension in the Balkans between 1870 and 1914 contribute to the outbreak of the First World War?
- a. one of the causes, but certainly not the only cause
 - b. alliances
 - c. militarism- building up of navy between germany and gb, led to increased tensions and breaking apart of the “natural alliance” between gb and germany
 - d. imperialism- squabbling over colonies in africa
 - e. nationalism- pride! glorification of war for patriotism, MEIN COUNTRY!
76. Describe and analyze the ways in which Marxism, Freudianism, and the women's movement challenged traditional European beliefs before the First World War.
- a. marxism challenged the capitalist system, claimed that revolution was necessary, communism was the next step after capitalism
 - b. freudianism challenged the entire enlightenment style of thought, that human beings were rational and capable of change. freudianism was like UNCONSCIOUS with id and ego and superego all fighting within us without us even knowing it!
 - c. women’s movements, challenged the reformation and medieval thinking of “women should stay in the home and take care of children” by applying enlightenment ideas like natural rights, suffrage, reason and stuff to them! wolstonecraft vindication of the rights of women, de gouge’s declaration of the rights of man
77. Analyze and assess the extent to which the First World War accelerated European social change in such areas as work, sex roles, and government involvement in everyday life.
- a. work- during the war, work became for the motherland! for the country! everything you did was for the country! ;_; jk idk oh, five year plans, more collective bargaining
 - b. sex roles- women worked in traditional male roles on the home front to keep the labor going, they had to take their men’s place, women fought for their rights, pankhurst sisters and others eventually won women the right to vote in 1918

- c. government involvement- economy planning to maximize efficiency from the home front for the actual war, seemed like socialism, made lenin and other socialists hopeful that this type of system could work, partial reason for the welfare state
78. Discuss and analyze the political and economic reasons for the failure of parliamentary democracy in Germany after the First World War.
- a. political was because there were too many political parties squabbling and nothing was actually getting done. also they had an "emergency" part to their constitution that said that someone could take hold of the country SOMEONE LIKE HITLER and yeah he was appointed chancellor, then he just seized power, "stabbed in the back" theory, people wanted to believe in a superior aryan race, a superior germany, didn't want to feel ashamed anymore
 - b. economic- ruhr crisis, enormous inflation, needed /someone/ to blame it on, so the jews hitler promised to do something so he got power

Age of Anxiety + Build up to WWII

79. To what extent and in what ways has twentieth-century physics challenged the Newtonian view of the universe and society.
80. "1914-1918 marks a turning point in the intellectual and cultural history of Europe." Defend, refute, or modify this statement with reference to the generation before and after the First World War.
- a. excessive nationalism and glories of war disappears, actually probably leads to guilt which leads to appeasement which starts WWI
 - i. all quiet on the western front- remarch
 - ii. keynsian economics
 - b. hubris from enlightenment also disappears, with work of Newton and Rutherford, discovery of subatomic particles, causing anxiety and uncertainty
 - c. reflected in stream-of-consciousness novels (ulysseses by james joyce, virgina woolf's to the lighthouse) which explore the subjectivity of humans, more relativeness and surrealism/expressionalist/modern art in general
81. Compare and contrast the roles of British working women in the preindustrial economy (before 1750) with their roles in the era 1850 to 1920.
- a. before 1750, cottage industries, so they worked with their families collectively on spinning textiles and still expected to be homemakers
 - b. 1850, women expanded into the other jobs, teaching, nursing, secretary jobs, still paid less, but they gained more influence after wwii, demanding their rights for their service

to their respective countries

82. How and in what ways did European painting or literature reflect the disillusionment in society between 1919 and 1939? Support your answer with specific artistic or literary examples.
- a. literature:
 - i. In Search of Lost Time- people are looking back and seeing the subjective connections, relativity + To the Lighthouse by Virginia Woolf
 - ii. Ulysses- not everything has to make sense, stream-of-consciousness, tons of puns, allusions, complex, reflects the complexity of the world, it's not black and white
 - b. Persistence of Memory- Salvador Dali- surrealism, dreamscape, Freud's dreamscape, the unconsciousness, attack on rationalism and the Enlightenment, time doesn't mean anything, emptiness, feels quiet, barren after WWI, white blanket is a face and a blanket
 - c. Guernica- Pablo Picasso's reaction to the bombing of a Spanish town by German and Italian war planes, against war! totally against the glorification of war that preceded WWI
83. Compare the rise of power of fascism in Italy and in Germany.
- a. economy- Germany had to pay incredible reparations, the Ruhr crisis, the Great Depression and the stock market crash, and Italy and Germany just brought it together by taking no sass from the unions, nationalizing major industries like coal, steel, railroads
 - b. weak government- all Mussolini did was go around attacking socialists/communists with his Blackshirts and then he marched to Rome and they gave him the job --
 - i. Weimar Republic didn't get anything done, so they ended up appointing Hitler as Chancellor, he seized power through a loophole in the constitution and consolidated power with the SS and the Gestapo
 - c. WWI sucked for both of them- played on nationalism and pushed away feelings of responsibility
84. Account for the responses of the European democracies to the military aggression of Italy and Germany during the 1930's.
- a. Keynesian economics
 - b. age of anxiety, felt bad for what they did, wanted to avoid war, so they appeased
political cartoon w/ baby being nursed by France and England
 - c. wanted to cut spending, opposite of Keynesian economics
85. In what ways did Lenin alter Marxism?
86. Why did Germany's experiment with parliamentary democracy between 1919 and 1933 fail?
87. Compare and Contrast the patronage of the arts by Italian Renaissance rulers with that of

dictators of the 1930's.

- a. both were a sort of propaganda, renaissance rulers wanted themselves to be portrayed as beautiful and perfect, dictators were even more selective and only allowed good things
 - b. dictators were more selective however
88. Compare and contrast the relationships between the great powers and Poland between 1772-1815 and 1918-1939.

Cold War

89. Analyze the ways in which the Cold War affected the political development of European nations from the end of the Second World War in 1945 to the construction of the Berlin wall in 1961.
- a. europe split between NATO and the Warsaw pact essentially
90. Describe and analyze the changing relationships between the Soviet Union and Eastern European countries from 1945 to 1970.
91. Describe and analyze the resistance the Soviet authority in the Eastern bloc from the end of the Second World War through 1989. Be sure to include examples from at least two Soviet satellite countries

Post World War II

92. Assess the strengths and weaknesses of the economic revival of Western Europe between 1945 and 1970.
- a. welfare state yay
 - b. too much taxes so economic growth was stifled
93. Analyze the criticisms of European society presented by European authors in the period 1940 to 1970. Be sure to discuss at least two (2) works.
94. Analyze the economic and social challenges faced by Western Europe in the period from 1945 to 1989. (2008)
- a. women's rights
 - b. graying of europe
 - c. baby boomers
95. Identify four specific changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.
- a. radio- roosevelt's fireside chats
 - b. television- more mass propaganda

- c. nuclear bomb- duck and cover drills, great fear
 - d. car- more mobility
96. Analyze the ways in which technology was an issue in European social activism between 1945 and 1970. Be sure to include three of the following: environmentalism, peace movements, student protest, women's movements, worker's movements.
97. Compare and contrast the women's suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movements of the 1960's and 1970's.