

TOPIC 1: INTRODUCTION TO GLOBAL HISTORY AND GEOGRAPHY

I. Social Scientists

A) The people who study the world in which humans live are known as social scientists.

Below is a description of various social scientists and what it is that they study:

- 1) Historians- Study written records of past events.
- 2) Geographers- Study the Earth's surface and its impact on humans. Geographers often examine topography (physical land features), climate (weather), human migrations (movement), and the way in which humans adapt to (learn to live in) different environments. Geographers will often examine two types of maps:
 - a) Political Maps- Show countries, their borders, and capital cities.
 - b) Physical Maps- Show topography (land features such as mountains, rivers, deserts, lakes, etc.).
 - c) Topographical Maps- Very similar to physical maps, but shows not just natural, but man made features.
- 3) Economists- Study how societies use available resources. They often ask and try to answer the following 3 questions about civilizations: *What goods and services are produced? How are goods and services produced? How are goods and services distributed?*
- 4) Anthropologists- Study past and present human cultures. Archaeologists are a type of anthropologist. They examine the culture of past human societies through analysis of physical remains (artifacts).
 - a) Mary Leakey is the most well known anthropologist that we have studied. She discovered the oldest human remains in the Great Rift Valley of Africa.
- 5) Political Scientist- Studies the roles and functions of Government

II. Historical Sources

A) Historians are concerned with the examination of written records from the past.

There are two types of sources that historians study:

- 1) Primary Source- A firsthand record of a historical event created by an eyewitness who actually experienced the event (Examples- Diaries, photographs, artifacts, autobiographies).
- 2) Secondary Source- A secondhand record of a historical event created by a person who did NOT actually experience the event (Examples- Textbooks, encyclopedias, biographies).

B) Opinion and Bias- Bias is a prejudice or a preconceived opinion about something or someone. Bias can be favorable or unfavorable. We should always think about bias when looking at both primary and secondary sources.

TOPIC 2: THE NEOLITHIC AGE (NEOLITHIC REVOLUTION)

I. Neolithic Age (8000-3000 BC)

A) Also called the “New Stone Age.”

B) Key developments of this period:

- 1) Humans first discovered how to perform agriculture (farm) and domesticate (raise) animals for food and drink.
- 2) Humans switched from being nomads (people who wander from place to place hunting and gathering for food) to being settled farmers who lived in permanent villages.
- 3) Farming created a steady food supply (called a food surplus). Another way of saying this is that food sources became more reliable.
- 4) The permanent villages created during the Neolithic Age eventually turned into civilizations. Civilizations have many aspects to them, such as governments, complex religions, specialized workers, writing systems, education and other complex institutions.
- 5) The development of farming during this period was so important for humans that it is often called the “Neolithic Revolution.”

II. The Economy of the Neolithic Age

A) Bartering- exchange (goods or services) for other goods or services without using money.

III. The Regents

A) The Neolithic Revolution resulted in permanent settlements. The Regents will use this term over and over again.

B) This is a topic in which you might see “tricky” questions.

- 1) Which of the following was a result of?
- 2) Which of the following was a cause of?
- 3) Which of the following is a fact rather than an opinion?
- 4) Which of the following is an opinion rather than a fact?

TOPIC 3: ANCIENT CIVILIZATIONS

I. Civilization

- A) A civilization is a complex and highly organized society that includes a government, social classes, job specialization, a food surplus, writing, and religious beliefs.
- B) Civilizations developed soon after humans discovered farming and settled down in permanent villages during the Neolithic Age.
- C) The first civilizations developed around 3000 B.C. in areas of land known as river valleys (low areas of land next to rivers). The reason civilizations developed in river valleys is because these areas had favorable geography:
- 1) The flooding of rivers deposited silt on nearby lands that created fertile soil for farming.
 - 2) People irrigated (watered) their crops with water from the nearby rivers.
 - 3) Rivers provided a source of transportation.
- D) Early river valley civilizations developed around the following rivers: The Nile River in Egypt, the Tigris River and Euphrates River in the Middle East, the Indus River in India, and the Yellow River and Yangtze River in China

II. Ancient River Valley Civilizations (c. 3000 – 1000 B.C.)

A) Egypt

- 1) Location: Northeastern Africa
- 2) Major River: Nile River
- 3) Characteristics and achievements:
 - a) Developed hieroglyphics- Writing using picture symbols.
 - b) Constructed pyramids- Massive structures used to bury Egyptian Pharaohs (kings).

B) Mesopotamia (Sumer, Babylon... Fertile Crescent, Land Between Two Rivers)

- 1) Location: Middle East
- 2) Major Rivers: Tigris River and Euphrates River
- 3) Characteristics and achievements:
 - a) Developed cuneiform- Writing system using wedge-shaped symbols. This system is similar to hieroglyphics.
 - b) Code of Hammurabi- Oldest written set of laws in the world that is known for its strict (harsh) punishments of crimes (i.e.- "an eye for an eye"). The Code of Hammurabi was NOT equal. The poor and women did not have equal rights. Do not confuse this!

C) Harappan Civilization (Indus River Valley)

- 1) Location: India
- 2) Major River: Indus River
- 3) Achievements: The urban (city) areas of Harappa civilization were organized and well-planned. We know this because archeologists have excavated grid like cities that were organized and even had plumbing.
- 4) **NOTE**: Early societies in India (and areas of Southeast Asia) were very affected by seasonal monsoons- Winds that brought rain needed to farm (but too much rain caused dangerous flooding).
- 5) Historians have been unable to decipher the writing system of the people of this civilization.

D) China

- 1) Major Rivers- Yellow (Huang He) River and Yangtze River
- 2) The Huang He was known as "The River of Sorrows" due to its severe flooding and destroying of crops and villages.
- 3) Early Chinese societies were very isolated from other civilizations because China is surrounded by natural boundaries (i.e.- mountains and deserts).

E) Common Features- Many ancient societies had important traits in common:

- 1) They existed in river valley regions.
- 2) They were all polytheistic- People believed in many gods associated with nature (i.e.- Sun God, Rain God, Wind God, etc).
- 3) They often had traditional economic systems with the following characteristics:
 - a) Barter- Trade without using money.
 - b) Subsistence agriculture- Farming in which the crops are used only to feed the farmer and his family. Food is not usually sold for a profit.
 - c) People have the same occupation (job) as their parents (usually related to farming/agriculture).

F) Advantage of the Nile- The Nile flooded "annually", which meant that the people of that region (Tanzania, Uganda, Rwanda, Burundi, Congo-Kinshasa, Kenya, Ethiopia, Eritrea, South Sudan, Sudan and Egypt) could prepare for the flooding and use it to their advantage.

TOPIC 4: CLASSICAL CIVILIZATIONS

I. Introduction to Classical Civilizations

- A) Classical civilizations are the societies that were more advanced and more recent than the ancient civilizations discussed in the previous section.
- B) Most classical civilizations had a Golden Age- A period of great achievements in art, literature, math, and science. We have borrowed a tremendous amount of ideas from these civilizations, such as architecture, education and government.

II. Classical Civilizations (c. 1000 BC-500 AD)

A) Greece

- 1) Located on a peninsula with an irregular coastline in southeastern Europe.
- 2) Because Greece has a very mountainous geography, it was not one united civilization. Instead, Greece was divided into many independent (separate) city-states. Each city-state (or polis) had its own government and land. The two most famous city-states were Athens and Sparta. They were very different societies with extremely different cultures.

3) Sparta

- a) A military society where men spent almost all of their lives training for warfare.
- b) People in Sparta had very little freedom. Men were trained to be soldiers from the age of 7 and women were expected to be strong and raising a Spartan child was the most important job.

C) Because Sparta was located "inland", the military was strongest on land.

4) Athens

- a) Athens is known for having the first democracy in the world. A democracy is a form of government in which people can vote. Athens had a direct democracy, which means that all citizens (adult males born in Athens) were able to vote on laws.
- b) Unlike Sparta, which focused mainly on war, Athens focused heavily on culture and is known for its philosophers (Socrates, Plato, Aristotle) **Remember SPA** and writers (such as Homer).
- c) Pericles- Pericles was arguably the most prominent and influential Greek statesman, orator and general of Athens during the Golden Age— specifically the time between the Persian and Peloponnesian wars.
- d) The famous temple "the Parthenon" was located in Athens.

5) Peloponnesian War

- a) This was a civil war between Sparta (and allies) and Athens. Athens had a very strong navy which allowed the war to last for over thirty years.
- b) At the conclusion of the war, Greece was weakened and its golden age would come to an end.

5) Religion

- a) The people of ancient Greece were polytheistic (believed in many nature gods).
- b) The Olympic Games were held every 4 years in Greece to honor their god, Zeus.

B) Alexander the Great

- a) Famous leader who conquered Greece, Egypt, Persia (Iran), and part of India.
- b) Hellenistic culture- Alexander spread Greek (Hellenic) culture to all of the areas that he conquered. The word Hellenistic is used to describe the mixture of Greek, Egyptian, Persian, and Indian culture that took place in the areas that Alexander conquered.
- c) Was not actually Greek, was Macedonian (just north of Greece).
- d) The monsoons of India forced him to turn around.
- e) Created the city of "Alexandria" in Egypt, which is famous for its lighthouse and library. The library was one of the greatest collections of written works in history. Ptolemy was a Greco-Egyptian writer, mathematician, astronomer, geography and astrologer of Alexandria.
- f) Died at 32 years old (very suddenly). He is still considered by many to be the greatest conqueror of all time.

C) Rome

- 1) Located on the peninsula (land surrounded by water on 3 sides) of Italy.
- 2) Rome began as a small city-state but eventually created a large empire by conquering the regions that surrounded the Mediterranean Sea (i.e.- Western Europe, coast of Northern Africa, Greece, Anatolia, and Western Asia).
- 3) The difference between the Republic (with Patricians and Plebeians and a Senate) and the Empire, was the right to vote. In the Republic, people had the right to elect leaders to make decisions for them. Julius Caesar's death marks the end of the Republic.
- 4) Key Features and Achievements of the Roman Empire:
 - a) Trade and Transportation Networks- The Romans were able to unite the areas of their empire and grow wealthy from trade because of the roads they built on land and because the Mediterranean Sea connected areas within their empire.
 - b) Twelve Tables of Rome- Written set of laws that stated the rules of behavior for members of Roman society. Although the laws favored the wealthy, these laws created stability (order) since they were displayed in public for all to see.
 - c) Ideas about Law- Romans developed important legal ideas that we still use today (such as "innocent until proven guilty").
 - d) Architecture- While Ancient Greece brought the concept of columns to architecture, the Romans brought the "arch" (think McDonald's golden arch). The most famous Roman buildings are the Pantheon and the Coliseum (much of which still stands today).
 - e) Aqueducts- a man made channel for transporting water, typically in the form of a bridge supported by tall columns across a valley.
 - f) Pax Romana- Means "Roman Peace." This was the 200-year Golden Age of Rome in which there was extensive trade and great achievements in art, literature, math, and science. The Pax Romana ended due to the inability of the Romans to fight off outside invaders.

C) India

1) During the classical period, India was ruled by two successful dynasties (families of rulers): The Maurya Dynasty and the Gupta Dynasty.

2) Maurya Dynasty

a) Asoka- Famous ruler of India who wrote the laws of India on tall rock pillars (columns) that were displayed throughout India. Asoka converted to Buddhism during his reign and is known for his kind treatment of people and animals.

b) Shaped by the monsoon cycle, the Himalaya Mountains and the Indus River.

3) Gupta Dynasty

a) The Gupta Dynasty is considered the Golden Age of India since there were many achievements in art, literature, math, and science. Some of the achievements include the invention of zero in mathematics, the development of Sanskrit writing, and beautiful Buddhist paintings.

4) Caste System

a) The caste system was the social hierarchy of India in which people were born into a social class (called a caste) and remained in that class for the remainder of their lives. The four main castes were Brahmins (priests), Kshatriyas (warriors), Vaisyas (merchants and artisans), and Sudras (laborers). The lowest group included people who were known as Untouchables (they had the worst jobs). They were “outside” of the Caste, which is where the term “outcast” comes from.

b) Since people could not move up or down in the caste system (a rigid class structure), it provided order and structure to society. This does not mean the Caste System was a good thing, but it did provide structure. If you were born a Vaisyas, you would die a Vaisyas.

c) The caste system is closely associated with the Hindu religion. It is illegal today.

D) China

1) During the classical period, China was also ruled by two main dynasties (families of rulers): The Qin Dynasty and the Han Dynasty.

2) Qin Dynasty

- a) Lasted only 15 years. The sole emperor was Shi Huang.
- b) Qin rulers based their government on the philosophy of Legalism- Believes that humans are evil and that harsh punishments are needed to keep order in society.
- c) **NOTE:** Legalism was similar to the Code of Hammurabi in ancient Mesopotamia since both noted that harsh punishments were necessary in society.

3) Han Dynasty

- a) Lasted 400 years. Often compared to the Roman Empire.
- b) Key Features and Achievements:
 - 1) Trade and Transportation Networks- As with the Roman Empire, the Han Dynasty grew wealthy through trade because of the system of roads that was developed throughout the region.
 - 2) Civil Service System- System in which government positions were given only to skilled people who passed difficult exams. The Chinese were the first to use this kind of system.

E) Silk Road

- 1) The Silk Road was a long trade route that extended about 4,000 miles from China in the East to the Mediterranean Sea in the West. The Silk Road connected the different classical civilizations (and later civilizations as well).
- 2) Cultural Diffusion- Cultural diffusion is the exchange of goods and ideas between societies. The Silk Road led the exchange of many products (like Silk) and religious ideas (like Buddhism) between civilizations.
- 3) The Silk Road will be brought up often throughout this packet. It will play a large part in exchanging ideas, goods and even diseases.

TOPIC 5: WORLD RELIGIONS AND PHILOSOPHIES

I. The Monotheistic Religions

A) Monotheism

- 1) Monotheistic religions believe in only one God.
- 2) The 3 main monotheistic religions are Judaism, Islam, and Christianity.

B) Codes of Conduct (Behavior)- All 3 monotheistic religions have codes of behavior issued by God that state the religious and moral/ethical obligations (duties) of followers:

- 1) Ten Commandments- Code of behavior for Jews and Christians (i.e.- Do not kill, do not steal, do not worship false gods, etc.).
- 2) Five Pillars- Code of behavior for Muslims (i.e.- Make a pilgrimage to Mecca (Hajj), pray five times daily facing Mecca, fast during Ramadan, alms (charity), one God- his name is Allah).

II. Religions and Philosophies of India

A) Hinduism

- 1) Reincarnation- The idea that after humans die, their souls are reborn into another body. Hindus believe that humans go through many rounds of reincarnation (death and rebirth).
- 2) Karma- Karma refers to all of the good and bad deeds that one does during their lifetime. Those who do good deeds develop good karma and are reborn at a higher level in the next life. Those who do bad deeds develop bad karma and are reborn at a lower level in the next life. Hindus follow the Caste System and believe that the social class that they are born into in this life is based on the karma they developed in a previous life.
- 3) The goal of Hindus is to achieve Moksha- Ending reincarnation and stopping the cycle of death and rebirth.

B) Buddhism

- 1) Buddhism was founded by Siddhartha Gautama (also called the Buddha).
- 2) Buddhism is very similar to Hinduism. Both religions believe in Reincarnation and Karma.
- 3) The goal of Buddhists is to achieve Nirvana- Ending reincarnation and stopping the cycle of death and rebirth (similar to Hindu concept of Moksha).
- 4) Buddhists believe that Nirvana can be achieved when people accept the Four Noble Truths (the idea that all of life is suffering and that suffering is caused by our selfish desires). People must work to end suffering and desire by following the Eightfold Path (a code of behavior for Buddhists that requires them to resist evil, act in a kind manner, meditate, etc.).

III. Philosophies of China

A) Legalism

1) Philosophy based on the idea that humans are evil and that harsh punishments are needed in order to prevent crime and keep order in society.

B) Confucianism

1) Major philosophy of China. Confucius lived during the Zhou dynasty and stressed education. Its main teachings include:

a) The Five Relationships- The idea that every single person has specific roles and obligations that must be followed in order to keep order and stability (calmness) in society. For example, subjects must obey their ruler, wives must obey their husbands, and children must obey their parents.

b) Filial Piety- The idea that people must honor and respect the elders of their family (i.e.- children must be loyal and obedient to their parents). The respect of ancestors and elders allows for order, since there is always someone to listen to and take direction from.

c) Civil Service Exams

IV. Nature Religions

A) Nature religions believe that both living and non-living things in nature (i.e.- trees, mountains, rivers, rain, rocks, animals, etc.) have a spirit.

1) Shinto (practiced in Japan). Because of Japan's geography, they came to worship nature. The Tori Gate is the symbol of Shintoism.

2) Animism (practiced in Africa). This is the traditional belief system of Africa, before Christianity and Islam became predominant religions on the continent.

3) Taoism (practiced in China). The symbol is the Yin-Yang and the religion is all about balance in nature (good-evil, light-dark etc.)

The Regents wants you to know that all three of these religions believe in nature spirits.

TOPIC 6: BYZANTINE EMPIRE

I. Byzantine Empire (c. 500-1453 CE)

A) Rome had been divided by emperor Diocletian in 284 CE as it was too large to be governed as one. The Eastern half developed quite a different culture than the west.

B) After the western area of the Roman Empire was conquered by invading Germanic tribes in the year 476 AD, the eastern portion of the Roman Empire survived and became known as the Byzantine Empire. The Byzantine Empire is in a way, a continuation of the Roman Empire.

C) Key features and achievements of the Byzantine Empire:

1) The people of the Byzantine Empire were mainly Greek in language and culture. This is different than the west, where people were mostly Latin in language and culture.

2) Constantinople- The capital city of the Byzantine Empire. It was a great location for trade because it was located along major waterways and it was a crossroads of (link between) Europe and Asia. It allowed control of key trade routes between the Black Sea and the Mediterranean Sea.

3) Eastern Orthodox Religion- This was the branch of Christianity that was practiced by the people of the Byzantine Empire (the Hagia Sophia was a famous church in Constantinople). The religion was a result of a Great Schism (split) of the church. Eastern Orthodox Christians do not look to the Pope for guidance and consider themselves to follow the original faith passed down from the Apostles.

4) Justinian's Code- Written system of laws created by Emperor Justinian that was later adopted by various European civilizations. It was largely based on laws of the Roman Empire). It lasted almost 900 years and had a great influence on much of Europe.

5) Preservation of Greek and Roman Culture (Greco-Roman)- The Byzantines preserved (saved) and passed on important texts created by the Greeks and Romans.

C) Cultural Diffusion and the influence on Russia- The Byzantine Empire had a major influence on the neighboring civilization of Russia. Through contact with the Byzantine Empire, Russia received:

1) The Eastern Orthodox Christianity (which is still practiced in Russia today)

2) The Cyrillic Alphabet (writing system still used in Russia today)

TOPIC 7: LEGAL SYSTEMS OF THE ANCIENT AND CLASSICAL WORLDS

I. Legal Systems

A) So far, a number of different legal systems have been discussed in this review packet.

The 3 main ones include:

1) Code of Hammurabi- Written set of laws used in ancient Mesopotamia. It is known for its harsh punishment of crimes (i.e.- “an eye for an eye”).

2) Twelve Tables of Rome- Written set of laws used in Roman Empire. Laws favored the wealthy.

3) Justinian Code- Written set of laws used in the Byzantine Empire. It was based on old Roman laws and was later adopted by many countries in Europe.

B) **NOTE:** The Regents wants you to know the following about these 3 legal systems:

1) They are all standardized (written) sets of laws.

2) They each concern the relationship between the state (government) and the individual.

3) They all helped create stability (a calm and orderly society) since people were able to learn what the laws were.

C) Legal systems should be an “easy” topic for you to understand. Laws create stability, even if the laws are unfair. If laws are written down, it makes them more likely to be enforced. Laws provide “rules of behavior” in societies.

TOPIC 8 : THE GOLDEN AGE OF ISLAM

I. Islam

- A) Monotheistic religion that believes in one God (called Allah).
- B) Followers of Islam are called Muslims.
- C) Koran (Qu'ran) - The Holy Book of Islam.
- D) Five Pillars- Religious and moral/ethical duties and obligations that are required of all Muslims
- E) Muhammad (lived 570-632 AD)
 - 1) The founder of Islam who was born in Mecca (the holiest city of Islam).
 - 2) He is believed by Muslims to be the last of God's prophets (messengers to the people).
 - 3) Most people in Mecca were polytheistic and many viewed Muhammad as a dangerous man (dangerous to their religious beliefs). He was forced to flee to Medina where he assembled an army. This flight was called the Hijra. When he returned he easily took control of Mecca with very little bloodshed. Before his death, most of the Arabian Peninsula had converted to Islam.

II. Golden Age of Islam (c. 700-1200 AD)

- A) After Muhammad- Shortly after the death of Muhammad, Muslim armies swept out of the Arabian peninsula and conquered vast areas of land that included much of the Middle East, the northern coast of Africa, and even southern Spain.
- B) During this period, the Islamic (or Muslim) world experienced a Golden Age- There were amazing achievements in math, science, medicine, philosophy, and art. Some of the key achievements of this period include:
 - 1) The creation of medical encyclopedias.
 - 2) Improvements in math (especially algebra).
 - 3) Artwork that included calligraphy (beautiful writing), woolen carpets, and textiles.
 - 4) Preserved Greco-Roman culture.
- C) During the Golden Age of Islam, the Arab people developed a strong sense of purpose. They believed they were God's chosen people and their Golden Age was an expression of their desire to thrive.

TOPIC 9: THE MIDDLE AGES

I. Introduction to the Middle Ages (400-1400 AD)

A) The Middle Ages is the period of time in Europe after the collapse of the Roman Empire and before the Renaissance. Because there was no longer a central authority to watch over the people of the former Roman Empire, they had to find a place to go.

This led to:

B) Feudalism

- 1) Political system of the Middle Ages in which kings throughout Europe gave land away to nobles in return for their loyalty and military service.
- 2) Nobles that received land from the king had to serve as knights (warriors on horseback) and fight when necessary. Knights had to follow chivalry (a code of behavior that stressed loyalty and bravery).
- 3) Feudalism is considered to be a decentralized political system because kings gave away much of their power to nobles, who each controlled their own local areas.
- 4) In the feudal system, land was the basis of wealth and power. Those with more land were considered to be more wealthy and powerful. Land during this time was referred to as a “fief”.
- 5) Feudalism brought social stability, order, and structure to the Middle Ages. As if often mentioned in this packet, stability and order does not necessarily mean everyone had a great life. The life of a serf was miserable, but stable.

C) Manorialism

- 1) During the Middle Ages, most people lived on manors (areas of land owned by a noble granted to them by a King).
- 2) Each manor had homes, farmland, artisans, water, and serfs (peasants that could not leave the land and who performed farm labor for the noble). Serfs can be compared to “untouchables” in India, although they were not treated quite as poorly.
- 3) Since each manor was mostly self-sufficient (provided for its own needs), trade decreased during the Middle Ages since it was dangerous to leave the manor and there was really no need to.

D) Religion- During the Middle Ages, the Roman Catholic Church (especially the Pope) was very wealthy and influential in Western Europe. They owned the most land and priests and monks were amongst the few who knew how to read and write. This meant that the church controlled education and that was a very powerful thing to control.

TOPIC 10- THE CRUSADES (1100-1300)

I. In 1095 Pope Urban II called for the Crusades.

A) The Crusades were the religious wars of the Middle Ages in which Christians from Europe fought to regain control of the Holy Land from Muslims. The Holy Land is a sacred area of the Middle East that includes the city of Jerusalem.

B) Causes of (reasons for) the Crusades:

- 1) European Christians believed they would be forgiven for their sins if they fought for God.
- 2) European Christians believed the Holy Land should not be controlled by Muslims.
- 3) Many poor Europeans (serfs) wanted to escape from feudalism. This was one of the only opportunity's they would ever have to escape the manor.
- 4) Many Europeans hoped to gain wealth from the Middle East. They were told whatever they found they could keep.
- 5) Knights were looking for adventure.

C) Effects (results) of the Crusades:

- 1) The Crusades lasted for over two hundred years. Ultimately, the Christians failed to regain the land and the Muslims (who were experiencing their golden age kept control of the Holy Land.
- 2) After years of fighting, trade between Europe and the Middle East increased (Italian cities such as Venice gained control over much of this trade since they had a central location in the Mediterranean Sea).
- 3) Europeans learned about the many achievements that Muslims had made during their Golden Age (i.e.- achievements in math, science, medicine, philosophy, and art).
- 4) Feudalism in Europe began to decline as many nobles had been killed and many serfs had escaped.
- 5) The Church lost power as the Crusades were ultimately a large failure.

TOPIC 11: GOLDEN AGE OF CHINA (THE TANG AND SONG DYNASTIES)

I. Golden Age of China: The Tang and Song Dynasties (600s-1200s)

A) The Golden Age of China took place during the Tang and Song Dynasties. Like all Golden Ages, this was a period of tremendous achievements in the arts, science, math, and literature.

B) Key achievements of the Tang and Song Dynasties:

- 1) The Chinese invented gunpowder (which was later adopted by civilizations in Europe and the Middle East).
- 2) The Chinese invented the compass (which improved sailing/navigation by sea).
- 3) The Chinese invented block printing (a method of printing in which ink is placed on carved wooden blocks that are pressed onto paper).
- 4) The Chinese created works of art using porcelain

C) Chinese Trade

- 1) The Chinese traded extensively with other nations.
- 2) The Chinese conducted long distance trade with other civilizations on land (using the Silk Road) and by sea (from their coastal port city of Canton). The Silk Road allowed for the exchange of goods between much of Asia and the Middle East during this time.
- 3) Cultural Diffusion- Buddhism became popular in China during this period as the ideas of this religion entered China from India due to trade using the Silk Road.

D) Other key facts about the Tang and Song Dynasties:

- 1) The Chinese continued to use civil service exams to select highly qualified people to work in their government.
- 2) The Tang Dynasty can be compared to the Age of Pericles in Athens and the Gupta Empire in India for its outstanding contributions in art and science.

TOPIC 12: EARLY JAPANESE HISTORY

I. Geography

- A) Japan is located in East Asia and is considered to be an archipelago- A country that consists of a group of islands (Japan is made up of 4 main islands)
- B) Japan has a long and irregular (unsmooth/rough) coastline
- C) Japan is made up mostly of mountains, which has made farming difficult.
 - 1) Terrace Farming- In order to farm in the mountains, the Japanese had to dig and carve flat areas (called terraces) into the sides of mountains. **NOTE:** The Inca of Peru (in South America) used the same technique in the Andes Mountains.

II. Religion

- A) Shinto is the religion of Japan. It is a religion (similar to Animism in Africa) that believes all living and non-living things in nature (such as trees, mountains, rivers, animals, etc.) have a spirit.
- B) Later in Japan's history, Buddhism became popular as well. Today, most Japanese practice both Shinto and Buddhism.

III. Influence of China on Japan

- A) Cultural Diffusion- Early Japan was GREATLY influenced by contact with the neighboring Asian civilization of China. Through contact with China (and Korea), Japan received many important things:
 - 1) Writing- Japan's first form of writing was influenced by Chinese writing.
 - 2) Buddhism- The Japanese learned about the Buddhist religion from the Chinese.
 - 3) Tea- The Japanese first learned how to cultivate (grow) tea from the Chinese.

IV. Japanese Feudalism

- A) Similar to Europe during the Middle Ages, Japan developed a system of feudalism early in its history. The feudal system worked like this:
 - 1) Emperor and Shogun (military general)- They were the rulers of Japan. Actual power was held by the Shogun.
 - 2) Daimyo- They were the wealthy nobles who were given land by the emperor and Shogun in return for loyalty and military service.
 - 3) Samurai- They were the warriors of Japanese society. They pledged loyalty to the Daimyo and had to fight when necessary. The samurai had a code of behavior called Bushido (which required the samurai to be loyal to the Daimyo and to fight bravely in battle). When Samurai felt shamed, they would commit ritual suicide, called seppuku.

B) NOTE: Japanese feudalism was very similar to European feudalism:

- 1) Japanese samurai and European knights both followed a code of behavior. Bushido was the code of the Samurai and Chivalry was the code of the knights. Both codes emphasized loyalty and bravery.
- 2) Japanese feudalism was more centralized than European feudalism. The Shogun and the Emperor acted somewhat as centralized powers, but much of the power lied in the hands of the landowners (Daimyo).
- 3) Because people in each society had a clear role to follow, feudalism brought structure, order, and stability (calmness) to society.

TOPIC 13: AFRICAN CIVILIZATIONS

I. Introduction to Africa

A) Geography

- 1) Africa has a very diverse (varied) geography that includes deserts (i.e.- the Sahara Desert), savanna (grasslands), and rainforests.
- 2) Due to its many geographic features, Africa is a very diverse continent with many different cultures. No two societies are alike.
- 3) **NOTE:** Africa is currently having problems with desertification (the spreading of desert lands). The Sahara continues to grow, which reduces the amount of available farmland. This region is known as the Sahel.

B) Religion

- 1) Animism is the traditional religion that is native to (began in) Africa. It is a religion (similar to Shinto in Japan) that believes all living and non-living things in nature (such as trees, mountains, rivers, animals, etc.) have a spirit.

C) Bantu Migrations (500 BC- 1500 AD)

- 1) This is one of the largest migrations (movements) of people in history.
- 2) Due to a shortage of land, the Bantu People scattered throughout southern Africa over the course of 2,000 years.
- 3) Major effects (results) of the migration- As the Bantu people moved, they spread many things including:
 - a) The Bantu language
 - b) Iron technology (smelting)
 - c) Agricultural (farming) techniques - slash and burn and cattle keeping

II. West African Civilizations (300-1400s)

A) Three of Africa's greatest civilizations all developed in West Africa. They are:

- 1) Ghana
- 2) Mali
- 3) Songhai

B) Gold Salt Trade:

- 1) Ghana, Mali, and Songhai all grew very wealthy for the same reason: They were located along the Trans-Saharan trade routes and participated in the Gold-Salt trade (i.e.- they traded their gold for the salt that they needed to survive).
- 2) West Africa had gold, but lacked salt, which they needed to survive. They traded gold for salt with Arab neighbors to the North. This is how Islam diffused into Africa.

C) Mansa Musa- He was the most famous ruler of Mali. He is important for several reasons:

- 1) He was a devoted Muslim who helped spread Islam in West Africa.
- 2) He made a pilgrimage to Mecca in Saudi Arabia.
- 3) He turned the city of Timbuktu into a center of trade and Islamic learning.

TOPIC 14: THE MONGOLS

I. The Mongols (1100s-1400s)

A) Introduction

- 1) The Mongol people originated on the steppes (grassy plains) of Central Asia. They were forced to leave their land due to global warming and a need for new food sources.
- 2) The Mongols lived in a harsh physical environment and survived as nomadic pastoralists- They raised animals and migrated frequently in search of grazing lands for their animals.
- 3) The Mongols had a knowledge of the horse and how to tame it that others did not have. They learned how to ride horses at 3 years old, and were extremely skilled at utilizing the animal for hunting, traveling and war.

B) Empire

- 1) Under the skilled military leadership of Genghis (Chinggis) Khan, the Mongols conquered so much land that they established the LARGEST EMPIRE in all of history.
- 2) At its height, the Mongol empire included China, Central Asia, Russia, eastern Europe, India and much of the Middle East
- 3) Kublai Khan was the grandson of Genghis Khan. He ruled as the only foreign emperor ever in China. He enjoyed the riches of China.

C) Marco Polo

- 1) Marco Polo was an Italian merchant who visited the Mongols in China and remained there for almost 20 years.
- 2) After returning to Italy, Marco wrote down extensive information about his experiences in China with the Mongols.
- 3) The writings of Marco Polo are important for several reasons:
 - a) They are valuable primary sources that teach us about China during this period.
 - b) They increased the desire of Europeans to trade with China to obtain valuable goods.
 - c) Christopher Columbus would later read those writings and wish to become a traveler himself.

D) The Mongols are important for several reasons:

- 1) Trade and travel between Europe and Asia increased TREMENDOUSLY during Mongol rule since the Mongols kept peace and prevented violence along trade routes (like the Silk Road).
- 2) Influence on Russia
 - a) After they conquered Russia, the Mongols kept Russia isolated (removed) from developments that were taking place in Western Europe. This would have a major impact on Russia's future.
 - b) The Mongols taught the Russians how to have a centralized government- A strong government with one ruler in firm control. The Russians would call that leader a "Czar".
- 3) The Mongols were the first foreign group to completely conquer China.
- 4) The Mongols developed a tribute system- Areas taken over by the Mongols were required to give the Mongols money each year.

E) Pax Mongolia

- 1) This translates to Mongol Peace, which sounds strange. However, the Mongols were able to control their empire with so much fear, that it actually became an extremely safe place to be. Most people did not dare commit crimes in Mongol land. This includes the Silk Road!
- 2) Trade along the Silk Road increased during this time. Many different ideas (cultural) spread during this time, but so did disease!

F) Innovations

- 1) The stirrup was an invention that allowed for the Mongols to stand up on horses, which meant they had an advantage during warfare. They could shoot arrows while standing up and facing backwards.
- 2) The Mongols used the catapult to launch weapons at enemies, including using diseased dead bodies as weapons.

TOPIC 15: THE TRANSFORMATION OF WESTERN EUROPE

I. The Black Death (1347-1351)

- A) The Black Death refers to the major disease (called bubonic plague) that killed 25 million people in Europe (almost 1/3 of the population) during the late Middle Ages.
- C) The disease started in East Asia (maybe China) and spread to Europe over trade routes such as the Silk Road. The interaction of different groups of people helped spread the disease.
- C) Major effects (results) of the Black Death:
 - 1) Depopulation- The population of Europe decreased from 85 million to 60 million.
 - 2) Feudalism continued to decline as serfs fled from manors for better opportunities.
 - 3) Trade temporarily decreased.

II. The Renaissance (1400-1600)

- A) The Renaissance was the Golden Age of Western Europe. It was a “rebirth” after over a thousand years of the Dark and Middle Ages. The Renaissance had the following characteristics:
 - 1) Like all Golden Ages, there were amazing achievements in the arts, literature, and science.
 - 2) Renaissance scholars studied art and books from ancient Greece and Rome.
 - 3) Humanism- There was a focus on humans and life on earth instead of on God and Heaven.
 - 4) Individualism- The individual is important! This is similar to humanism.
- B) The Renaissance began in Italy because:
 - 1) The Italian city-states (like Venice and Florence) had great economies. These areas controlled Mediterranean trade and grew very wealthy. Much of this wealth was used to support artists. People who support the arts are called patrons of the arts. The most famous family of patrons were the Medici's.
- C) Famous artists of the Renaissance include Donatello, Leonardo da Vinci, Michelangelo, and Raphael.
- D) da Vinci was a “Renaissance Man”. He was not only a painter, but a scientist, engineer and mathematician. Michelangelo was also a Renaissance man, he was a sculptor, painter, architect and poet.
- E) Niccolo Machiavelli- Famous author of the Renaissance who wrote a book called “The Prince”, which is a guide for government leaders. Key ideas of this book include
 - 1) Rulers must have absolute power and do whatever is necessary to stay in power (even if that means dishonest and cruel behavior).
 - 2) “The end justifies the means”- Leaders must do whatever is necessary to help their nation.
 - 3) “It is better to be feared than loved”- The most powerful leaders are the ones that the people are frightened of.

TOPIC 16: THE PROTESTANT REFORMATION (1500'S)

- A) The Protestant Reformation was the religious revolution that challenged the Catholic Church and led to the further division of Christianity.
- B) Causes of the Protestant Reformation:
- 1) Europeans were angry that the Catholic Church was too concerned with worldly issues (i.e.- money and power).
 - 2) Europeans were angry about indulgences- Reductions in punishment that were sold by the Catholic Church.
- C) Key leaders of the Protestant Reformation:
- 1) Martin Luther- German monk who created the 95 Thesis, which were 95 arguments against the sale of indulgences. Martin Luther was a major threat to the church after posting his 95 Thesis on the Wittenberg Church door. He was "excommunicated", and during this time he used the printing press to inform the world about the corruption of the church as well as to print the bible (see IV below).
 - 2) Henry VIII- King of England who separated from the Catholic Church because he wanted a divorce from his wife and the Catholic Church would not allow it. He created his own religion called "Anglicanism" and he was the head of it.
 - 3) John Calvin- Swiss reformer who believed in predestination, which is the idea that God already knows who will be punished and who will be saved (i.e.- sent to Heaven). Calvin later led a theocracy, or a religiously led government.
- D) Effects (results) of the Protestant Reformation:
- 1) The power of the Catholic Church (and the Pope) decreased.
 - 2) The power of monarchs (kings) increased since they gained power over religion. Things were now more secular, which meant that the Church lost political power.
 - 3) Religious unity in Western Europe came to an end- Before the Protestant Reformation, almost everyone in Western Europe was Catholic. Now there were large numbers of Protestants too.

IV. The Printing Press

- A) Invented by Johannes Gutenberg in 1440.
- B) The printing press was important for several reasons:
- 1) It helped spread new ideas quickly (it was the Internet of the 15th and 16th century).
 - 2) It helped spread the Protestant Reformation since people like Martin Luther were able to print copies of their writings for others to read. Luther printed the Bible in vernacular, which meant in local languages. This way everyone could have access to reading the Bible. It was previously printed mostly in Latin, which most common people could not read.
 - 3) It increased literacy (the ability of people to read and write) since books were now easier and cheaper to obtain.

TOPIC 17: PRE-COLUMBIAN CIVILIZATIONS OF THE AMERICAS

I. Pre-Columbian Civilizations (c. 300-1500s AD)

A) Introduction

- 1) The pre-Columbian civilizations are the societies that developed in the Americas before the arrival of the Europeans. They were all advanced before encountering the Europeans.
- 2) The 3 main pre-Columbian societies were the Maya, the Aztec, and the Inca. They were all very organized, developed, and advanced civilizations.

B) The Maya

- 1) They lived in the lowland region of Mesoamerica (Mexico and Central America). Meso= Middle.
- 2) Achievements:
 - a) They developed a calendar and a form of writing.
 - b) Math- They invented the use of zero in math (like the Gupta of India).
- 3) Why the Maya abandoned their cities is still something debated about amongst historians.

C) The Aztec

- 1) They lived in Mesoamerica (Mexico) and established a large empire.
- 2) Tenochtitlan- Capital city of the Aztec Empire.
- 3) Achievements:
 - a) They used a calendar and a form of writing.
 - b) Chinampas- These were "floating gardens" that the Aztecs built in lakes in order to farm since there was a shortage of fertile land.

D) The Inca

- 1) They lived in the Andes Mountains of Peru (in South America) and established a large empire.
- 2) Machu Picchu- Most famous site of the Inca.
- 3) Achievements:
 - a) **NOTE:** In order to improve trade and transportation, the Inca developed a vast (large network of roads) (like the Romans) and footbridges in the Andes Mountains. The Andes Mountains have separated people throughout history and have led to cultural diversity as a result.
 - b) Terrace Farming- Since the Inca lived in the mountains, they learned to farm by cutting flat areas (called terraces) into the sides of mountains. **NOTE:** The Japanese used a similar technique in order to farm.

E) **NOTE:** The Regents wants you to know that both the Aztecs and the Inca used creative agricultural techniques (chinampas and terrace farming) in order to adapt to their geographic environments.

F) The Aztecs and the Inca were both conquered by the Spanish when they arrived in the 1500s:

- 1) The Aztecs- Conquered by Hernán Cortés in 1521.
- 2) The Inca- Conquered by Francisco Pizarro in 1532.

TOPIC 18: THE AGE OF EXPLORATION

I. Introduction

A) The Age of Exploration was the period in history when the Europeans began sea voyages of exploration. During this period, Europeans reached the Americas and began to colonize (take over) areas in the Americas, Africa, and Asia.

B) The two European countries that first began voyages of exploration were Spain and Portugal.

II. The Age of Exploration and Discovery (1400s-1600s)

A) Causes of (reasons for) the Age of Exploration:

1) Europeans wanted greater access to the spices and other products of Asia.

2) Europeans wanted to find sea routes to Asia since land routes were controlled by Muslims. The Ottoman Empire had taken control of the area that crossed Europe and Asia. Constantinople was renamed Istanbul, and the Hagia Sophia was turned into a Mosque.

3) All of the occurrences described above meant that Muslims now controlled the land routes that Europeans needed to travel. They found this expensive and unsafe. So they looked for new ways to get to Asia.

4) Improvements in navigational (sailing) technology made long sea voyages possible. These improvements include the compass and astrolabe, cartography (the science of making maps), and the lateen sail for ships. If these inventions hadn't been improved or created, the Age of Exploration would never have been able to happen.

B) Key Explorers include:

1) Bartholomeu Dias- First explorer to round the Cape of Good Hope (southern tip of Africa). The Cape of Good Hope was very dangerous and was given that name so that sailors would not be afraid of it.

2) Vasco da Gama- First explorer to reach India by going around Cape of Good Hope.

3) Christopher Columbus- First explorer to reach the Americas.

4) Ferdinand Magellan- First explorer to circumnavigate (sail around) the globe.

TOPIC 19: THE ENCOUNTER AND THE COMMERCIAL REVOLUTION

I. The Encounter (1400's-1600's)

A) This is known as the Encounter, because people from the Old World encountered people from the New World.

1) The Americas

a) The Spanish and Portuguese colonized (took over) land in the Americas.

Lands controlled by the Spanish and Portuguese were called colonies.

b) Encomienda System- A labor system in which the Native Americans were forced to work on Spanish farming plantations (growing sugar) and in Spanish mines (getting gold and silver). Spanish landowners had total control over the Native Americans. This was basically slave labor

c) Millions of Native Americans died due to the diseases (such as smallpox) brought over by the Europeans. They had never dealt with this disease before, so their bodies could not produce immunities to it and there was no medical cure.

2) Africa

a) Europeans took slaves from Africa to the Americas to work on farming plantations because so many natives were dying off. This actually meant that African slaves were considered to be "above" Native Americans in the social hierarchy.

b) The voyage of slaves from Africa to the Americas was called the Middle Passage as it was the middle stage of the Triangular Trade. It was perhaps the most brutal forced migration in human history. The conditions were absolutely horrible on these ship trips across the Atlantic Ocean.

3) Triangular Trade- This was the trade route taken by Europeans in the Atlantic Ocean. Europeans traveled to Africa to get slaves, brought the slaves to their colonies in the Americas, and then returned to Europe with goods from the Americas.

4) Mercantilism

a) Mercantilism is the idea that colonies exist only to make the Mother Country (i.e.- Spain and Portugal) wealthy. Mercantilism=Money→ Mother Country.

b) Spain and Portugal tightly controlled trade with their colonies in the Americas in order to make money. Europeans would take raw materials (like cotton) from their American colonies and sell finished products (like clothing) back to the colonies. This meant that people in the colonies were in a way buying back their own goods. Europeans had factories to turn these raw materials into products and that is why this was able to happen.

5) Columbian Exchange- This is the term used to describe the exchange of people, plants, animals, ideas and technology between the “Old World” (Europe) and the “New World” (North and South America) that took place as a result of exploration and colonization.

a) Items sent from Europe to the Americas include: Wheat, sugar, bananas, horses, chickens and diseases (like smallpox and measles).

b) Items sent from the Americas to Europe include: Maize (corn), potatoes, beans, squash, chili peppers, cocoa, and tobacco.

c) The Columbian Exchange is the ultimate example of cultural diffusion (the exchange of goods and ideas between civilizations). There has never in history been a bigger example of cultural diffusion.

III. Commercial Revolution (1500s-1600s)

A) The term Commercial Revolution refers to the new forms of business that were introduced during the Age of Exploration. These new forms of business included:

- 1) Joint-stock companies- Investors would combine money to help pay for trading projects.
- 2) The expansion (growth) of banking.
- 3) Capitalism- Form of business in which profits from one project are reinvested in other projects in order to make more money.

B) When you see “commercial” you should think about someone trying to sell you something to buy. That should make you think of businesses which should always lead to you to something to do with the economy. The Commercial Revolution was an economic revolution due to the incredible amount of new businesses that were created across the global.

TOPIC 20: THE TRAVELERS OF GLOBAL I

I. The Travelers of Global I

A) The Regents likes to ask questions about 3 men who each traveled thousands of miles.

They are:

- 1) Marco Polo- Italian merchant who traveled to China (over the Silk Road) when it was ruled by the Mongols. The world became very fascinated in China after reading Marco Polo's writings.
- 2) Ibn Battuta- Arab/Muslim explorer who traveled a total of 75,000 miles and visited lands in Africa, Asia, and Europe.
- 3) Zheng He- Chinese explorer of the Ming Dynasty who sailed the Indian and Pacific Oceans to lands that included Southeast Asia, India, the western coast of Africa. Some of the places the Regents wants you to know that he visited were Mogadishu (Somalia) and Calicut (India). These were coastal locations.

B) These three individuals are important for several reasons:

- 1) They wrote extensively about their travels. These writings are valuable primary sources that teach us about lands that they visited.
- 2) The contacts they made with other lands helped stimulate (increase) trade between different regions of the world.

TOPIC 21: THE AGE OF ABSOLUTISM

I. The Age of Absolutism (1600s-1700s)

- A) The Age of Absolutism was the period in European history when nations were governed (ruled) by absolute monarchs.
- B) The term “monarch” means “king.” Absolute monarchs were kings who had total control over the nations that they ruled. They are often referred to as Autocrats and Despots. They were in a sense, dictators.
- C) Key characteristics/features of absolute monarchs:
- 1) Absolute monarchs centralized political control, which means that they did not share power with anyone else.
 - 2) Absolute monarchs believed in Divine Right, which was the idea that kings received their power to rule directly from God.
 - 3) Absolute monarchs believed that their power was unlimited. They made laws without the consent (approval) of the people.
- D) Some important absolute monarchs include:
- 1) Peter the Great- He was the absolute monarch of Russia. He also westernized Russia, which means that he imitated the customs and traditions of countries in Western Europe in order to strengthen his nation. He wanted to build a “window to the West” and did so by taking over the warm water port now known as St. Petersburg.
 - 2) Louis XIV- He was the absolute monarch of France. He was known as The Sun King because everything revolved around him. He forced nobles to live at the Palace of Versailles (which he had built) to keep a close eye on them.
 - 3) Philip II- He was the absolute monarch of Spain.
 - 4) Henry VIII- He was the absolute monarch of England. (See Protestant Reformation for more information).
 - 5) Suleiman the Magnificent- He was the absolute monarch of the Ottoman Empire. Believed in religious tolerance (much like Akbar the Great of the Mughal Empire).
- E) In addition to knowing that these men were absolute monarchs, the Regents also wants you to know that Peter the Great, Louis XIV, and Suleiman the Magnificent helped expand (enlarge) the territory of their nations by taking over neighboring lands.

TOPIC 22 : THE INTELLECTUAL REVOLUTIONS OF EUROPE

I. Scientific Revolution (1500s-1600s)

- A) The Scientific Revolution was a sudden and dramatic change in how people viewed the world.
- B) During the Scientific Revolution, science and reason (logic) were used to explain how the world worked. The Scientific Method was developed not just to solve scientific questions, but questions about society as well.
- C) People no longer turned only to the Bible and the Catholic Church for answers. They looked to books from the past and to great thinkers of the past and present.
- D) Key people of the Scientific Revolution:
 - 1) Copernicus- Astronomer who developed the Heliocentric Theory- The idea that the planets revolve around the sun. This went against the Geocentric Theory that claimed the sun revolved around the Earth. This was the Church's theory.
 - 2) Galileo Galilei- Astronomer who proved that Copernicus was correct using the telescope. He was put on trial by the Catholic Church because his ideas contradicted (went against) its teachings. Due to fear of being excommunicated, he "admitted" he was wrong even though he knew he was not. He would later be placed under house arrest.
 - 3) Sir Isaac Newton- Mathematician and astronomer who developed calculus and the theory of gravity.
 - 4) Johannes Kepler- Astronomer who helped discover how planets move.
 - 5) Descartes- Mathematician, scientist, and philosopher.
- E) Key effects (results) of the Scientific Revolution:
 - 1) It resulted in the spread of new ideas throughout Europe.
 - 2) It challenged the traditional authority (power) of the Catholic Church since European scientists proved that many Church teachings were incorrect.
 - 3) The new ideas of this period directly led to the Enlightenment

II. The Enlightenment (1700s)

- A) The Enlightenment was the period in European history when reason (logic) was used to understand and improve society. In fact, the Enlightenment is often called “The Age of Reason.”
- B) Key ideas of the Enlightenment:
- 1) Enlightenment philosophers believed that society could be improved by using reason (logic) and natural law (universal rules that are always true).
 - 2) Enlightenment philosophers believed that governments receive their authority (power) from the people (NOT from God). This is known as “consent of the governed”.
 - 3) Enlightenment philosophers believed in democracy (a gov’t where the people have a say).
 - 4) **NOTE:** The Regents likes you to know that the Scientific Revolution and the Enlightenment both encouraged the spread of new ideas and the use of reason.
- C) Key people of the Enlightenment:
- 1) John Locke- He believed that all people have natural rights (the right to life, liberty, and property). He also said that people have the right to overthrow governments that fail to protect these rights.
 - 2) Baron de Montesquieu- In order to prevent kings from being too strong, he believed that power in government should be divided into three branches (executive, legislative, judicial) so that there is a separation of powers and a system of checks and balances.
 - 3) Voltaire- He believed that everyone is entitled to freedom of speech and freedom of religion.
 - 4) Rousseau- He believed that society is a social contract (an agreement in which all people agree to work for the common good of society).
(*Remember Rous-social Contract)
- D) Key effects (results) of the Enlightenment:
- 1) Since Enlightenment philosophers believed that people can overthrow unfair governments, the Enlightenment helped cause political revolutions in France, Latin America, and the United States.
 - 2) Enlightened Despots- These were European kings and queens who believed in Enlightenment ideas and ruled using Enlightenment principles (ideas). Catherine the Great of Russia and Charles III are the two Enlightened Despots that get brought up in the Regents.

TOPIC 23: THE END OF ABSOLUTISM IN ENGLAND

I. Introduction to Political Revolutions

A) The term “political” means “government.” A political revolution is an event in which the people of a country overthrow an existing government and create a new government.

II. The English Revolution/Glorious Revolution (1689)

A) It is necessary to understand that in 1215, The Magna Carta was signed and it limited the power of the King of England. It ultimately created a legislative branch known as Parliament. However, the King still remained incredibly powerful.

B) The English Revolution (also called the Glorious Revolution) is the event in which the people of England successfully limited the power of their monarchs (kings). This was a war essentially between Parliament and the King of England.

C) Oliver Cromwell was the leader of the Parliamentary side of the English Civil War. He was a Puritan who was also a brilliant military strategist. His New Model Army helped to defeat the King. He later became the thing he hated most, an absolute ruler. (Interesting fact... after Cromwell died, his body was dug up, it was put on trial, and he was hanged... after he had already died).

D) The English Revolution took place because people in England believed that the absolute monarchs of England were unfair and had too much power.

E) The Glorious Revolution was called such because it was a bloodless revolution that overthrew the King of England and replaced him with a new King who accepted Parliaments power.

F) Key effects (results) of the English Revolution/Glorious Revolution:

1) England’s government became a limited (or constitutional) monarchy- This is a form of government in which the power of monarchs (kings) is limited (decreased) by written laws.

2) Below is a list of laws that each limited the power of the English king in some way:

a) The Magna Carta

b) The Petition of Right (no taxation without representation, Habeas Corpus)

c) Habeas Corpus (All citizens have the right to a fair and speedy trial)

d) The English Bill of Rights (this mostly limited the power of the king by making Parliament more powerful... and since the people voted in the members of Parliament, it is meant to protect the people from abuse by the king)

G) Results: As a result of these laws, English kings had to share power with Parliament (the lawmaking body of the English government that represents the people). Later, the King would lose most of his power and would become a “figurehead”.