
Teaching Outlining in World History



Stevens & Shea Publishers

Introduction

This game emphasizes note-taking, outlining and listening skills. The structure of the game allows for a variety of approaches in teaching the skills. The game presents eight lectures. Each is divided into four parts with partially filled-in outlines for each part. The materials are reproducible in the school that purchased the manual.

Description

The class is divided into eight teams of four members each. The teams take turns making presentations to the class while the other seven teams practice listening, note-taking and outlining skills. The teams use a structured four-stage outlining form. The first outline is missing the supporting information which must be filled in by the students; the second outline is missing the topics; the third outline has a few of the topics listed and the last is completely blank.

The individual members of each team then compare notes and make a composite outline. A master outline is distributed and students compare what they have with the master outline. The team with the least number of errors after eight lectures wins.

Nine practice exercises in paraphrasing, summarizing and prioritizing information are also included to be used where appropriate.

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Summary of Contents

Early Inventions

Writing, wheel, domestication of animals, and cultivation of food.

Ancient Civilizations

Greek concepts of government, Greek philosophy, Hellenism and Roman contributions.

Religions

Buddhism, Judaism, Christianity, Islam and Oriental religions.

Middle Ages

Feudalism, legal contributions, reformation and Christianity.

Renaissance

Social and intellectual changes, philosophy, exploration and impact of exploration.

Revolutions

French Revolution, agricultural revolution, industrial revolution and impact of revolutions.

Ideologies

Capitalism, socialism, fascism and nationalism and science.

Modern Events

Ideological conflict, technology, war and peace, and Third World.

Outlining in World History

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Note-Taking Hints

Before this exercise begins it is useful to remind students of a number of things.

1. Complete concentration is necessary.
2. Since the note-taking must be done quickly, they should not try to record every word. Nor should they worry about spelling. This can be checked later.
3. Abbreviations and contractions should be used to speed the note-taking.
4. They can also create codes for names and terms that might be repetitive, e.g., 'G' can be used for Greeks rather than writing out the whole word.
5. If they lose track of what the speaker is saying they shouldn't become upset but should use the outline guide to find out where they should be. What they missed can be obtained from other members of the team.

Reading Hints

Most students have a tendency to read the lecture too quickly. They should be cautioned to slow down. Another procedure that is helpful is to have the students read each paragraph twice. Remind them to vary the tone and pitch of their voices.

Basic Rules

The students should be reminded of the following rules during the note-taking sessions.

1. The speaker should not be interrupted.
2. Other students should not be asked for information that might have been missed.
3. They will have a chance to compare notes with their team members after the lecture.

Teaching Hints

This activity is difficult and challenging for many students. Rather than doing all eight lectures at once, they could be spaced over the semester or school year. They can be used to introduce a unit or while reviewing for a test.

Alternative Approaches

The materials in this unit can be used in a variety of ways depending upon your style and the ability of the students.

1. Rather than having the students read the lectures the teacher might do the reading.
2. The materials can also be used silently. The students can read the lectures and practice outlining and note-taking skills individually.

Materials and Preparation

- 8 complete **Lectures**; 4 pages each **A,B,C,D**.
One copy needed.
- 2 practice **Outline** sheets for each lecture.
One copy for each student in class, plus one more for each group.
- 2 master outline sheets (**Answers**) for each lecture. One copy for each team.
- 3 skills sheets **Summarizing, Paraphrasing, Prioritizing**. One for each student, used at teacher's discretion.

Time

It takes two class periods to complete one four-part lecture and do the composite outline.

Sequence

- Step 1:** Explain game objectives and rules.
- Step 2:** Divide the class into teams of 4.
- Step 3:** Distribute the lectures to the teams. Give them time to read the lectures over carefully.
- Step 4:** Distribute practice outline sheets to each student.
- Step 5:** First team makes its presentation, while others fill in outlines.
- Step 6:** Distribute composite outline form to each team. Students compare their individual outlines and make a composite for their team.
- Step 7:** Distribute master outline (answers) to each team to compare their composite with the original.
- Step 8:** Total up errors in the outline and record the score for each team.

Summarizing is a very important skill. In the exercises below pretend that you are a reporter who must send a report of the event that happened to your paper. You are to send a telegram and have only enough money for ten words. You do not have to use complete sentences.

Exercise 1

Napoleon went to the Council of Five Hundred today to persuade its members to support a new government. Napoleon and Abbe Sieyes maintain that the old government has failed and is filled with traitors to the Revolution. Members of the Council nearly killed Napoleon when he was attacked. Napoleon was saved by his brother Lucien who cleared the hall with soldiers.

Telegram

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Exercise 2

The Bolsheviks occupied the Winter Palace last night, removing the last members of the provisional government from office. Lenin, who had returned to Russia at German expense, urged the Bolshevik take over. The Bolsheviks first occupied all key offices including the power plant and newspaper office. The revolt was planned by Trotsky.

Telegram

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Exercise 3

President Hindenburg appointed Adolph Hitler chancellor of Germany today. Last year Hitler opposed Hindenburg in the election for the presidency. Hitler received 14 million votes. Hindenburg has since had problems forming an effective government because of Nazi opposition in the Reichstag. The previous chancellor, Fritz von Papen, was unable to govern effectively.

Telegram

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Exercise 1

Famous quotes of Napoleon

1. "Impossible is a word only to be found in the dictionary of fools."
 2. "Forethought we may have, undoubtedly, but not foresight."
 3. "A cowardly act! What do I care about that? You may be sure that I should never fear to commit one if it were to my advantage."

Exercise 2

Famous quotes of Karl Marx (the founder of com-

1. “Let the ruling class tremble at a communist revolution. The proletarians have nothing to lose but their chains. They have a world to win.”
2. “The theory of communism may be summed up in one sentence: Abolish all private property.”

Exercise 3

Famous quotes of Adolf Hitler

1. "Mankind has grown strong in eternal struggles and it will only perish through eternal peace."
2. "The great masses of the people . . . will more

Some facts are more important than others. In the exercises below you are to rank the facts according to what you think the importance is. Mark the most important piece of information with a '1,' the second most important with a '2,' and so on. Tell why you ranked them the way you did.

Exercise 1

These are facts about Napoleon's rise to power. France, led by Napoleon, dominated Europe from 1800 to 1814.

1. _____ Nov. 9, 1799, the Directory (which is what the previous government was called) is dissolved and a new government is formed with Napoleon as First Consul.
2. _____ Law of Feb. 17, 1800, reorganized the structure of the French government into 96 administrative departments.
3. _____ Napoleon is born on Aug. 15, 1769.
4. _____ Napoleon signs the Treaty of Campo Formio, expanding the frontiers of France in October 1797.

Why? _____

Exercise 2

These are facts about the Bolshevik (communist) takeover of Russia.

1. _____ In March 1917 the ruler of Russia, Tsar Nicolas II, resigns his position.
2. _____ Rasputin, a Russian monk who had great influence over the wife of the Tsar and who was very conservative, is killed by a group of army officers in December, 1917.
3. _____ V. I. Lenin, the Bolshevik leader, dies in 1922.
4. _____ Bolsheviks seize the government on Nov. 6, 1917.

Why? _____

Exercise 3

These are facts about Hitler's rise to power in Germany.

1. _____ Hitler and the Nazis attempt to overthrow the government in 1923.
 2. _____ Hitler opposes Hindenburg in election for president in April 1932. Hitler loses but Nazis gain 14 million votes.
 3. _____ Hindenburg appoints Hitler as Chancellor of Germany in January 1933.
 4. _____ Hitler, an Austrian by birth, becomes a German citizen in 1932.
-

The Invention of Writing

The foundation for our way of life today developed about 5,000 years before the birth of Christ, or about 7,000 years ago. It was during this **millenia** that there was a basic shift from small groups of humans who hunted and gathered food for a living to a more advanced stage. In this more advanced stage, people began to live in settlements. At first they were small villages. Gradually, they grew into larger cities and the people formed governments to provide for their needs. Several inventions were made that allowed this to happen.

The most important invention was the development of writing. Writing allowed for records to be kept and enabled people to communicate over long distances. Writing developed over a long period of time. The first step in the development of writing took place in the **Tigris-Euphrates Valley** in ancient Iraq. In the **Temple of Inanna** at **Erech** clay tablets have been found with **hieroglyphics**. These tablets are about 7,000 years old.

Hieroglyphics represent the names of objects by using simplified pictures. This method of expressing ideas was developed from **pictographs** or drawn pictures which showed an event. The earliest known pictographs are about 20,000 years old. Chinese writing is made up of **ideographs** which are also simplified pictures. Unlike Chinese writing, hieroglyphics took a different form of development.

When pictures began to represent the sounds of speech, this was the beginning of modern writing. Chinese writing never took this step. Each picture represents something. In hieroglyphics, symbols are pictures combined in different patterns to show meaning. The difficulty with hieroglyphic writing is that only simple ideas could be represented and when more than one symbol was shown it was unclear as to the meaning. If the symbol for king was shown next to the symbol for cart, it was unclear whether the cart was leaving or

arriving. In short, the relationship between the king and the cart was fuzzy. Egyptians and other people in the Middle East began to add symbols to provide more meaning. Finally, symbols were added to represent certain vowel and consonant sounds. Thus, we had the beginning of the modern alphabet.

The modern alphabet began in **Palestine** in 2000 B.C. It was fully developed by the **Phoenicians** about 1700 B.C. It had 22 symbols but had no symbols for vowels. The Phoenician alphabet spread both westward to Greece and Italy and southward to Arabia. In Arabia the letters took a different form. In the west, the Greeks added four letters and the alphabet began to resemble the letters with which we are familiar today.

Writing developed out of economic necessity. Already, 5,000 years before the birth of Christ, small city-states had developed in the Tigris-Euphrates Valley. The city was dominated by a temple and the land was owned by the god of the city. The people had to pay taxes to the temple. The priests who ran the temple had to have a way of keeping records of the amounts paid.

The uses of writing have expanded over the last 7,000 years to where it is part of our everyday life. It would be impossible for our society to survive without the use of writing.

The Invention of the Wheel

Also of great importance was the development of the wheel. Again, the earliest reported existence of the wheel comes from the **Temple of Inanna**. Like the development of writing, the development of the wheel took place over a long period of time with gradual improvements.

The first wheels were attached to sledges which were used to transport heavy, bulky objects. The sledges were dragged over the ground by oxen. The sledge was not an efficient means of transport because of the friction between the sledge and the ground. Attachment of the wheel to the sledge reduced the amount of friction and allowed the oxen to carry loads much more easily. Most early forms of the wheel were made from three boards attached together.

The most obvious use for carts and wagons was to carry foodstuffs from the fields to the settlements and to carry manure for the farmyards in the opposite direction. This allowed a larger population to be supported in a settlement and contributed to the growth of cities. However, the earliest known use of the wheeled vehicle was to transport the dead and for military purposes. The earliest actual vehicles that survived are hearses buried with the dead.

The earliest reports of the use of the wheel are found in drawings in clay tablets dated about 3500 B.C. A thousand years later, actual carts and hearses are found buried in royal tombs.

The use of the wheel gradually spread from ancient **Sumer** in the **Tigris-Euphrates Valley**. Wheeled vehicles are found in use in Assyria in 3000 B.C. and in the Indus Valley by 2500 B.C. They are found in south Russia and Crete by the year 2000. The wheel appears in Egypt and Palestine about 1600 and in Greece by 1500; in China by 1300 and in Italy before 1000 B.C. Its use did not reach Europe and Britain until about 500

B.C. The wheel was not introduced to the Americans until the arrival of the Spanish conquerors in the 1400's A.D. Thus, the use of the wheel gradually spread throughout the world from ancient Sumer.

The use of the wheel as a military vehicle, the chariot, gave an advantage to the rich civilized states. Only these states could afford to produce wheeled vehicles. The early chariots, with solid wheels, were heavy and clumsy. The invention of the spoked wheel was a big improvement in war chariots.

Chariots with the spoked wheel were lighter and more maneuverable. By now the horse had been trained to draw wagons and carts and this improved the speed of the chariot. With this new war machine empires could be conquered by those who possessed the new chariots and larger empires could be better controlled.

With the spoked wheel chariot, the Hittites conquered Egypt and the Shang established the first Chinese empire in the valley of the Yellow River. The chariot enabled the Hittites and the Assyrians to administer larger empires.

Though we accept writing and the wheel without giving them much thought, they are indispensable to our lives and were key factors in shaping the world into what it is today.

The Invention of Farming

The **cultivation** of food was a gigantic change in the living habits of people. The cultivation of food made possible larger and more permanent settlements. No longer did people have to move to hunt and gather food. It also provided security that allowed people to engage in other activities such as art and the production of more material goods. No longer did people have to spend all of their time searching for food. Both cultivation of food and the **domestication** of animals took place over a long period of time.

When the first animals were domesticated people were already living in large groups. The domestication of animals took place in stages. The first animals to be domesticated were probably **scavengers** who lived and hunted around settlements. The first known animal to be domesticated was the dog. The second stage was probably the use of **nomadic** animals such as reindeer, goats and sheep. People followed these animals and slaughtered them for the meat and for their skins and wool. Evidence indicates that sheep were domesticated about 6000 B.C. and goats before that. The third group to be domesticated was probably the pig and the cow. The reason was for food. The last stage was to tame animals for use in transport. This would include the horse, oxen, ass and onager, the wild ass of central Asia.

The cultivation of food also followed a gradual pattern of development. The idea of cultivation probably began when wild grasses were gathered and parts were thrown away near settlements. New plants grew from the seeds, and ancient people, noticing this, began the systematic cultivation of food.

The first foods to be grown by man were most likely fast growers such as cereals and vegetables. The cultivation of trees and shrubs took place at a later time since these take more than one season to grow and bear fruit.

Without the cultivation of food and the domestication of animals, mankind could not have progressed to a high stage of civilization.

The Discovery of Foods

The earliest foods eaten and cultivated by humans were found growing wild in nature. The earliest human beings must have imitated other animals in selecting the foods they could eat without getting sick.

The cultivation of cereals marks the beginning of the **neolithic** period. Today, cereals form the most important part of the diet of Europeans and Americans. Everything from bread and spaghetti to breakfast cereals are made from grains. There are several cereals that are cultivated. The most important of the cereals is wheat. There are three basic types of wheat according to how many **chromosomes** they have. They are **einkorn**, **emmer** and **bread wheat**. These are found in a wild state in the Balkans, Middle East and southern Russia.

The first to be cultivated was emmer and another cereal, two row barley. The rows refer to the seeds which are arranged in rows on the stalk of the plant. These cereals have been found at **Jarmo** in northeastern Iraq and have been dated at about 5000 B.C. From the Middle East, the use of wheat spread up the Danube River to Europe.

Vegetables are another important part of our diet today and were among the first foods to be cultivated. Vegetables such as cabbage, lettuce, and spinach were cultivated early in man's history. These plants are found in a wild state in various parts of the world. Cabbage was probably first cultivated in the area of the Mediterranean Sea. Lettuce is also found wild in Europe, North Africa, and central Asia. Spinach was introduced to Europe by the Arabs who in turn got it from central Asia. Radishes, cress and carrots were also adapted for cultivation from a wild state at an early period.

Beans were also an important ancient food. They have a high protein content and were important in areas where animal food was scarce. They were vital in Asia where even today there are few animals to use as food.

Peas were cultivated throughout Europe at the beginning of the Neolithic period. Wild peas are found in Egypt, central Asia and throughout the Mediterranean area. The lentil, which is similar to the pea, is found in Asian countries.

Food was probably the major reason why people began to farm, but they also found other uses for plants. Wood could be used for buildings, and leaves, bark and fibre for clothing. Flax, which is used for clothing, was cultivated in Egypt as early 4000 B.C.

The foods we eat today were the foods that ancient man discovered in a wild state and adapted to cultivation.

Lecture A

I. Foundation for our way of life was laid 7,000 years ago.

A. _____

B. _____

II. Important invention-development of writing.

A. Importance

1. _____

2. _____

B. Steps in development.

1. Hieroglyphics found at Temple of Inanna

a. _____

b. _____

2. Hieroglyphics developed from pictographs

a. _____

b. _____

c. _____

3. The change to modern writing took place when

a. _____

b. _____

C. Modern alphabet began in Palestine-2000 B.C.

1. _____

2. _____

3. Phoenician alphabet

a. _____

b. _____

Lecture B

I. _____

A. First reported existence-Temple of Inanna

B. Development gradually

1. _____

a. Sledges not efficient because of friction

b. Used to transport heavy, bulky objects

c. First wheels made of three boards attached together.

2. _____

a. Allowed for larger cities

b. Carried foodstuffs to city and manure to fields

c. First use was as hearse for dead kings

3. _____

a. Drawings on clay tablets-3500 B.C.

b. Used in Assyria-3000 B.C.

c. Indus Valley-2500

d. Russia and Crete-2000 B.C.

e. Egypt and Palestine-1500 B.C.

f. China-1300 B.C.

g. Italy-1000 B.C.

h. England-500 B.C.

i. America-1400 A.D.

4. _____

a. Only advanced states could afford to build them

b. Use of spoked wheels big improvement-lighter and faster

c. Larger empires could be created and controlled

Lecture C

I. Cultivation big change in living habits of people – effects

A. _____

B. _____

C. _____

II. Domestication of animals also important

A. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

D. _____

1. _____

2. _____

3. _____

III. _____

Lecture D

I. _____

A. _____

B. _____

1. _____

2. _____

3. _____

4. _____

a. _____

b. _____

C. _____

1. _____

2. _____

a. _____

b. _____

c. _____

D. _____

E. _____

1. _____

2. _____

F. _____

1. _____

2. _____

Lecture A

- I. Foundation for our way of life was laid 7,000 years ago.
 - A. Shift from hunting-gathering to living in permanent settlements
 - B. Villages grew and governments developed
- II. Important invention-development of writing
 - A. Importance
 1. Record keeping
 2. Communication over long distances
 - B. Steps in development
 1. Hieroglyphics found at Temple of Inanna
 - a. Civilization of Sumer
 - b. 7,000 years old
 2. Hieroglyphics developed from pictographs
 - a. Pictographs 20,000 years old
 - b. Pictographs are drawn pictures of an event
 - c. Hieroglyphics are pictures combined to represent ideas
 3. The change to modern writing took place when
 - a. Hieroglyphic characters came to represent sounds
 - b. This change was the beginning of the modern alphabet
 - C. Modern alphabet began in Palestine-2000 B.C.
 1. Phoenicians fully developed it-1700 B.C.
 2. 22 symbols but no vowels
 3. Phoenician alphabet spread
 - a. In Arabia letters took different form
 - b. In Greece and Italy 4 letters were added and modern alphabet founded

Lecture B

- I. Development of wheel important
 - A. First reported existence-Temple of Inanna
 - B. Development gradual
 1. First wheels attached to sledges
 - a. Sledges not efficient because of friction
 - b. Used to transport heavy, bulky objects
 - c. First wheels made of three boards attached together
 2. Effects of wheel
 - a. Allowed for larger cities
 - b. Carried foodstuffs to city and manure to fields
 - c. First use was as hearse for dead kings
 3. Use of wheel spread from Sumer
 - a. Drawings on clay tablets-3500 B.C.
 - b. Used in Assyria-3000 B.C.
 - c. Indus Valley-2500
 - d. Russia and Crete-2000 B.C.
 - e. Egypt and Palestine-1500 B.C.
 - f. China-1300 B.C.
 - g. Italy-1000 B.C.
 - h. England-500 B.C.
 - i. America-1400 A.D.
 4. Use of wheel as a military vehicle gave advantage to rich, civilized states
 - a. Only advanced states could afford to build them
 - b. Use of spoked wheels big improvement-lighter and faster
 - c. Larger empires could be created and controlled

Lecture C

- I. Cultivation big change in living habits of people—effects
 - A. Made possible larger and more permanent settlements
 - B. Provided sense of security
 - C. Allowed people to engage in other activities such as art—did not have to spend all their time obtaining food.
- II. Domestication of animals also important
 - A. First animals to be domesticated were scavengers—dogs—which lived around settlements.
 - B. Second group of animals were nomadic animals which were used for meat, skins and wool—6000 B.C.
 - 1. Reindeer
 - 2. Goat
 - 3. Sheep
 - C. Third group was probably used for meat and hides
 - 1. Pig
 - 2. Cow
 - D. Last stage was to tame animals for transport
 - 1. Oxen
 - 2. Horse
 - 3. Onager—wild ass
- III. First foods fast growers; trees and shrubs took longer to cultivate

Lecture D

- I. Earliest foods cultivated were found growing in nature
 - A. Man probably imitated animals
 - B. Cultivation of cereals marks beginning of neolithic period
 - 1. Cereals form most important part of European—American diet
 - 2. Most important—wheat
 - 3. Three types—einkorn, emmer and bread wheat
 - 4. First cultivated—emmer and barley
 - a. First found in Jarmo—5000 B.C.
 - b. Spread up Danube River into Europe
 - C. Vegetables are another important part of diet
 - 1. Cabbage, lettuce and spinach first
 - 2. Found in wild state
 - a. Cabbage—Mediterranean
 - b. Lettuce—North Africa, Europe, Central Asia
 - c. Spinach—Arabia
 - D. Beans also an important ancient food because of high protein content
 - E. Peas also cultivated
 - 1. Wild in Egypt, Central Asia and Mediterranean
 - 2. Lentil similar to pea—found in Asia
 - F. Plants also used for building and clothing
 - 1. Flax first used for clothing
 - 2. Used in Egypt—4000 B.C.

The Ancient Greeks & Their Government

Much of the way we think comes from the classical Greek civilization that existed 2500 years ago. It is called classical because the ideas that were developed during this time have lasted for so long and continue to be important to us. Greek culture was borrowed from a variety of cultures in the Middle East. But in borrowing from other cultures and blending them together, the Greeks developed a culture that was unique and far different from any other culture of the time. In many ways it was so far advanced that their ideas still influence us.

The Greeks were descendants of Indo-European tribes that moved south to the Greek peninsula about 2,000 years before the birth of Christ. Between 1300 B.C. and 1000 B.C. the Greeks settled throughout the area surrounding the Aegean Sea. The land of the Greek peninsula is mountainous and the Greeks divided into many tribes, each developing their own type of government. Since the peninsula is surrounded by water and there are many islands in the Aegean Sea, the Greeks became excellent sailors. After awhile the Greeks began to produce commodities which they could use in trading with other Mediterranean people. Their olive oil, wine, and pottery were particularly famous. Gradually, they developed small governments which were called city-states.

The Greeks were the first people to take a serious interest in how they governed themselves. In the past when people became dissatisfied with their leaders, the people revolted and overthrew officials. The type of government, usually led by priests and kings, however, did not change. The Greeks were the first to experiment with different types of government. The names they invented for the different types of government are still used today. The Greeks were the first to use the democratic form of government that we have today.

Greeks divided governments into several types. Each was used by the various city-states in Greece. It is useful to know each of the terms and the meaning of each.

Monarchy is government by a king or queen who usually obtains the office by inheriting it. Today, there are few monarchies left in the world. England has the most famous and enduring monarchy.

Oligarchy is government by a small group of people. Usually they are the rich people who own most of the property or military leaders who control the army. Many countries today in Latin America are ruled by oligarchies.

Aristocracy is government by a small elite. In many ways it is similar to oligarchy, but the difference is that aristocrats, like kings, inherit their position. They are born to it.

Tyranny is a form of government that is quite common in the modern world. It is rule by a dictator. The dictator may come to power by overthrowing the existing government or may be elected by the people. Once in office they have absolute power and the people have none. Adolf Hitler is a good example of a modern tyrant elected by the people.

The Greeks' original contribution to government is democracy. No other people before the Greeks had tried to rule by allowing the people to make their laws. The Greeks practiced **direct democracy**. All of the people gathered together to debate and make their laws. Our country uses **representative democracy**. We elect people to make the laws and if they do not do what the people want, we vote them out of office.

Greek Science and Philosophy

The Greeks made many other contributions to our way of thinking in addition to the belief that the citizens should rule the government. The Greeks viewed the world as being rational and understandable. Though, like most ancient people, they had a variety of gods that they worshipped, they did not believe that the gods decided human events. The Greeks believed that nature and human events could be controlled by people. It was this attitude that led to modern science.

Believing that nature and events could be understood and controlled, the Greeks developed a great concern for thinking and argument. The Greek term for argument is **dialectics**. In our society we accept argument and debate as a way of life. However, in many societies, people do not argue. They simply accept whatever life gives them. They do not control their own lives, and quite often, believe they cannot control their lives. The Greeks developed the art of argument to a high level. Even today, the famous Greek philosophers, **Plato** and **Aristotle** are studied.

Plato was a **philosopher** concerned with guiding men to a better life. Plato tried to establish the principles by which the perfect state could be created. Plato described these principles in two books, *The Republic* and *The Laws*.

Aristotle was less concerned with the perfect state than describing how nature worked. He developed a system for explaining nature and human life. As part of this system he used classification. He and his students studied a wide range of things and grouped them according to their differences and similarities. This was the beginnings of modern science. **Science** is the Greek word for knowledge.

Aristotle also developed a system of logic that we still use today. It is called **deductive logic** and is based on a type of reasoning called a **syllogism**.

Plato and Aristotle, to support their philosophies, started two institutions that are common in our society. Plato began the **Academy** to prepare young men to be leaders. This was the forerunner of the modern university. Aristotle started the **Lyceum** in which his students investigated all manner of things. This became the first research institute.

The Greeks also made significant contributions to modern mathematics. The Greek philosopher, **Pythagoras**, thought that numbers could be used to explain the entire universe. The ideas of Pythagoras and his followers laid the foundation for modern math.

The Greeks' great concern for proportion and geometry also led to a style of **architecture** that is still found today in many public buildings. The Romans borrowed this style which emphasizes the use of columns and geometric proportions.

As an extension of their interest in science, the Greeks made important contributions to medicine. The oath that doctors take today is called the **Hippocratic Oath** and was devised by the Greek doctor, **Hippocrates**. The oath states that each case of illness should be treated on its own merits and any magical or religious cause of the disease should be rejected.

There were many other Greek writers, philosophers and mathematicians, but Plato, Aristotle, Pythagoras and Hippocrates are the most famous and their work has influenced our attitudes and thoughts.

Greek Science

Athens and **Sparta** were the most famous city states but they and the other Greek cities were conquered by the Macedonians from the north. **Alexander** then expanded the Greek empire by his conquest of Persia. **Aristotle** was Alexander's teacher, and, according to some, was involved in the plot to kill him because he was adopting the customs of the Persians and began thinking of himself as a god. With Alexander's death, the Greek empire was divided among several rulers. However, Greek philosophy, math and science continued its development. This period was called the **Hellenistic** period.

During the **Hellenistic** period **Euclid** combined Greek mathematical ideas into a system which became the foundation of modern geometry. **Archimedes**, the most famous Greek of this period, made many contributions such as determining the value of pi which helps us find the area of a circle and the formula for the volume and surfaces of spheres, cylinders and other geometric shapes. Other mathematicians began work on math problems that laid the foundation for modern calculus.

Archimedes was also famous for his inventions. It is claimed that among other things he developed a screw-like apparatus for raising water.

Astronomy and geography greatly expanded during the Hellenistic period. Math was applied to the study of the stars and scientific instruments were developed to investigate the heavens. **Hipparchus**, who lived from 190 to 120 B.C., invented most of the instruments used in astronomy for the next 2,000 years, and he made the first star chart. **Eratosthenes of Cyrene** measured the circumference of the earth and was only 250 miles in error.

Even though the commonly accepted view of the earth was that the sun revolved around the earth, the alternative idea also existed, that the earth and other planets revolved around the sun. It

should also be noted that the ancients did not believe the earth was flat.

Medicine also made great strides during the Hellenistic period. About 300 B.C. **Herophilus of Chalcedon** understood the working of the nerves in the human body, and he was the first to make use of the pulse in diagnosing illness. **Erasistratus** in 280 B.C. noted the importance of the convolutions, the little valleys over the surface of the brain. The most famous doctor was **Galen** who summarized the medical thought of the time. Galen's work was used for hundreds of years by doctors.

The Romans adopted the ideas of the Greeks but did little to improve upon them. The Greeks, when it came to science and math, were not interested in practical things. Aside from their fine temples and public buildings, little was done to improve the everyday life of people. The Greeks were concerned mostly with theory.

Both the Greeks and Romans did little to improve the life of common people because of their social institutions. Both societies had slaves and it was easy to have hard, dirty work done by the slaves. There was no need to invent machines to replace human labor as long as slaves could do the work. Thus, in spite of brilliant advances in thought, the industrial revolution which has provided us with the abundance we know today was delayed by hundreds of years.

The Fall of Rome

The central Roman government declined for a variety of reasons. The fall of Rome is usually marked by the Germanic invasions. The Germanic people probably came originally from Scandinavia. They moved into eastern Europe. There were several different groups. The **Franks**, **Angles** and **Saxons** were farming people who moved from place to place very slowly. The **Visigoths**, **Ostrogoths** and **Vandals** were more warlike and mobile. By the fourth century, these groups had already absorbed some of Roman and Christian civilization.

When the **Huns**, a warlike group from Asia, invaded eastern Europe, the Visigoths, to protect themselves from the Huns, asked for protection from the Roman Empire. They sought refuge inside the Roman Empire but were unhappy with Roman rule. They attacked and plundered Rome. Other tribes began to carve out kingdoms of their own. The Vandals conquered North Africa; the Visigoths, Spain; the Ostrogoths took over Italy and the Franks created a kingdom in what is now France. The Saxons and the Angles invaded England.

This early period of the **Middle Ages**, from 500 to 700 A.D. is known as the **Dark Ages**. The former Roman Empire was divided into many different kingdoms. However, there was a flicker of light provided by the Christian church.

The Christian church kept alive learning and a respect for human life and law. The barbarians on the whole were a bloodthirsty lot. If a member of a tribe was killed, it was usually the custom to take revenge by murdering a member of the family or tribe that committed the deed. This led to a lot of killings.

The influence of the Christian church and of Roman law eventually changed these barbaric practices.

Christianity, in spite of attempts by the Roman emperors to wipe it out, spread throughout the Roman Empire. The organization of the Catholic Church imitated that of the Empire. Just as the Roman Empire was headed by an emperor, the Christian Church was headed by a pope. Just as the Roman Empire had officials to run the government, the church had officials, called cardinals and bishops, to run its affairs. As the Romans had a basic law to follow, so did the church. Church laws were called **canon laws**. When the Roman Empire was destroyed, the traditions and organization of the empire were carried on in the laws and organization of the Catholic Church.

Lecture A

I. Our thinking is highly influenced by the Greeks of 2,500 years ago.

A. _____

B. _____

II. Greeks descended from Indo-European tribes that moved to the Greek peninsula 2,000 years before Christ.

A. _____

B. _____

C. _____

D. _____

E. _____

III. Greeks were first to take a serious interest in how they were governed.

A. In the past, governments did not change

1. _____

2. _____

B. Greeks invented different types of government

1. _____

2. _____

3. _____

4. _____

5. Democracy – rule by the people

a. _____

b. _____

c. _____

Lecture B

I. Greeks made other contributions to our way of thinking

A. _____

1. Believed in a variety of gods

2. Did not believe that gods decided human events

3. Believed that nature could be controlled by people

B. _____

1. In many societies people do not argue

2. Common in our society

3. Greek term for argument dialectics

4. Greeks produced many famous philosophers

C. Greek philosophers are studied today.

1. _____

a. Wanted men to lead a better life

b. Sought perfect society

c. Wrote Republic and Laws

2. _____

a. Classified nature

b. Began modern science

c. Developed type of reasoning – syllogism

3. _____

a. Plato – Academy – forerunner of university

b. Aristotle – Lyceum – first research institute

D. Greeks concerned with geometry and proportion

E. _____

1. Disease should be treated on merits

2. Doctor's oath

Lecture C

I. Greek city-states were conquered by the Macedonians

A. _____

B. _____

C. _____

II. Greek advances made during Hellenistic period

A. Math and inventions

1. _____

2. _____

a. _____

b. _____

c. _____

3. Astronomy and geography expanded

a. _____

1.) _____

2.) _____

b. _____

c. _____

4. _____

a. _____

b. _____

c. _____

Lecture D

I. _____

A. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

a. _____

b. _____

c. _____

d. _____

e. _____

II.

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

4. _____

Lecture A

- I. Our thinking is highly influenced by the Greeks of 2,500 years ago
 - A. Called classical because ideas have lasted so long
 - B. Greeks borrowed from other cultures but created something new
- II. Greeks descended from Indo-European tribes that moved to the Greek peninsula 2,000 years before Christ
 - A. Settled near Aegean Sea 1300–1000 B.C.
 - B. Land mountainous, groups developed separately
 - C. Greeks became sailors
 - D. Greeks produced commodities for trade—pottery, olive oil and wine
 - E. They developed a city-state type of government
- III. Greeks were first to take a serious interest in how they were governed
 - A. In the past, governments did change
 - 1. Usually ruled by priests and kings
 - 2. People sometimes revolted but did not change type of government
 - B. Greeks invented different types of government
 - 1. Monarch—rule by king
 - 2. Oligarchy—rule by small group
 - 3. Aristocracy—rule by an hereditary elite
 - 4. Tyranny—rule by an elected dictator
 - 5. Democracy—rule by the people
 - a. Greeks original contribution
 - b. Practiced direct democracy
 - c. We practice representative democracy

Lecture B

- I. Greeks made other contributions to our way of thinking
 - A. Greeks viewed the world as rational and understandable
 - 1. Believed in a variety of gods
 - 2. Did not believe that gods decided human events
 - 3. Believed that nature could be controlled by people
 - B. Greeks developed concern for thinking and arguing
 - 1. In many societies people do not argue
 - 2. Common in our society
 - 3. Greek term for argument—dialectics
 - 4. Greeks produced many famous philosophers
 - C. Greek philosophers are studied today
 - 1. Plato
 - a. Wanted men to lead a better life
 - b. Sought perfect society
 - c. Wrote Republic and Laws
 - 2. Aristotle
 - a. Classified nature
 - b. Began modern science
 - c. Developed type of reasoning – syllogism
 - 3. Started institutes of learning
 - a. Plato—Academy—forerunner of university
 - b. Aristotle—Lyceum—first research institute
 - D. Greeks concerned with geometry and proportion
 - E. Greeks—especially Hippocrates—made contributions to medicine
 - 1. Disease should be treated on merits
 - 2. Doctor's oath

Lecture C

- I. Greek city-states were conquered by the Macedonians
 - A. Alexander expanded the Greek Empire
 - B. After Alexander's death, the Greek Empire was divided among several rulers
 - C. Greek culture continued on; period called Hellenistic period
- II. Great advances made during Hellenistic period
 - A. Math and inventions
 1. Euclid founded modern geometry
 2. Archimedes
 - a. Determined value of pi
 - b. Found formulae for volume and surfaces of spheres, cylinders and other geometric shapes
 - c. Famous for inventions
 3. Astronomy and geography expanded
 - a. Math applied to study of stars
 - 1.) Hipparchus invented astronomy instruments
 - 2.) Eratosthenes measured circumference of earth
 - b. Did not accept earth as flat
 - c. Disagreed about earth as center of the solar system
 4. Medicine made strides
 - a. Herophilus understood nerves and pulse
 - b. Erasistratus noted importance of convolutions of brain
 - c. Galen summarized medical work
- III. Romans adopted ideas of Greeks
 - A. Did not improve upon them
 - B. Both Greeks and Romans did little to improve the life of the common man
 - C. Both cultures relied on slavery to do dirty work—no need for useful inventions

Lecture D

- I. Roman Empire declined for a variety of reasons but it is marked by Germanic invasions
 - A. Came from Scandinavia
 - B. Several groups
 1. Franks, Angles, Saxons farming people
 2. Visigoths, Ostrogoths, Vandals war like
 - C. Huns drove Visigoths into Roman Empire
 1. Plundered Rome
 2. Groups divided Roman Empire
 - a. Vandals—N. Africa
 - b. Visigoths—Spain
 - c. Ostrogoths—Italy
 - d. Franks—France
 - e. Angles—Saxons-England
- II. 500-700 A.D. called Dark Ages
 - A. Christian Church kept alive learning and respect for life and law
 1. Barbarians practiced revenge
 2. Church and Roman law changed this practice
 - B. Christian Church imitated Roman Empire
 1. Pope similar to emperor
 2. Church officials like government officials
 3. Church law like Roman law
 4. Traditions and organization of Roman Empire carried on by Catholic Church

Buddhism

In ancient times people needed a way of explaining the events that surrounded their lives. People lived close to nature and depended on the forces of nature for their existence. Sometimes nature did not provide for their needs. There were storms and droughts. The people starved. People explained these events with religion. Gods were associated with nature and harvests.

Religions were usually local. Gods and religious practices varied from place to place. The first popular religion was founded by the Indian prince, **Gautama Buddha**.

Gautama searched for answers to why there was so much suffering and unhappiness in the world. After many years of thought, the answer came to him.

Gautama discovered that the best path to follow in life was not the pursuit of pleasure and material comfort. He also realized that the opposite extreme, denying everything and living as simply as possible would not bring happiness either. The best path, he thought, was the “**Middle Path**.”

Having too much or too little put man out of harmony with himself and nature. This he thought was the cause of suffering and unhappiness. He felt that if people searched thoughtfully they could find the “Middle Path.”

Gautama believed that it was not the world that made people unhappy but our attitude toward the world. People try to find happiness in things that do not meet their real needs. They have desires for things such as money, power, and success that only bring them unhappiness. As a **Buddha**, or enlightened person, Gautama developed an eight step path whereby people could seek real happiness.

Buddha believed that the first step was to develop the right viewpoint about what the problem in a person's life really is. Once a person sees the true facts about his life and accepts responsibility for them, then he can begin to change his life. Buddha believed that people must get rid of false, selfish values and obtain true values of love and kindness.

Having the right attitude would lead to a change in behavior, he thought. He taught that people should not gossip or slander other people. Instead, they should speak with consideration and thoughtfulness about others. And of course, they should respect the rights of others and not engage in stealing or killing. His respect for life extended to all living animals and his followers were discouraged from engaging in any job that involved the killing of animals.

Buddha believed that it was the mind that created unhappiness and he cautioned that people should be careful of any physical desires. A person should not want too many physical things or be jealous of others who have more. It is impossible to describe in detail all eight steps, but it must be mentioned that meditation – or concentrated thought – was an important part of the process whereby a person could become aware of his or her real needs.

Buddhism spread quickly throughout Asia. Today, one-fifth of the world's population follows its teachings. The Buddhist emphasis on simple clean living with respect for the lives of others can be seen in many Asian communities.

Judaism

In the middle East, where the first civilizations developed, religion followed a different path from the religions of Asia.

Of the variety of religions that developed in ancient days, the one that still exists today is the **Hebrew** religion. **Judaism** emphasized the importance of one all-powerful God. Previous religions worshipped a variety of gods. It was **Moses** who was the first **prophet** of the religion and he introduced the **Ten Commandments** which later became part of the Christian religion.

The most important idea in the Jewish religion is that of righteousness. In the Jewish religion no one can love God without loving his neighbor. Jews are more concerned about helping people in the present than in the life after death.

Jews believe that governments are not as good as they could be so they believe that in a future time there will be a kingdom of god. In this kingdom God's righteousness will prevail.

Jews disagree with one another about how this kingdom of God will be achieved. Traditional or **Orthodox Jews** believe that it will come with the coming of the **Messiah**. Many Christians also share this belief. The difference is that Christians believe that **Jesus Christ** is the first Messiah and the son of God. Jews do not believe that Christ was a Messiah or was the son of God.

Other Jews, called **Reformed Jews**, believe that the kingdom of God will come when every person acts in a righteous manner. They believe that every person can become the messiah and should do whatever he can to advance to the kingdom of God.

Orthodox and Reformed Jews also disagree on a life after death. Reformed Jews place an emphasis on people doing good deeds in this life rather

than worrying about going to heaven or hell. Orthodox Jews, on the other hand, believe in a life after death with a heaven and a hell. This same split is found in the Christian Church with more liberal Christians rejecting the idea of heaven and hell and the more traditional Christians accepting the idea.

Judaism, which is another term for the Hebrew religion, has been subject to prejudice over the last 2,000 years. There have been attempts to kill all of the Jews. The most recent attempt was that of Adolf Hitler in Nazi Germany. He had six million Jews killed.

Today, the Jews have their own homeland again. The state of **Israel** was founded in 1947. Many Jews from throughout the world have gone there to live.

Christianity

Christianity began when **Jesus Christ** was baptized by **John the Baptist** and began to believe that God had a special mission for him. Jesus went from town to town preaching a message of love. The Jews at this time were a conquered people living under Roman rule.

Jesus taught that each person could achieve the kingdom of God not sometime in the future but in the present. Each person had a soul and possessed goodness. A person could let his goodness grow by showing love and acts of kindness. In this way each person could become part of the kingdom of God.

Jesus was killed by the Romans but his work was continued by **Peter** and **Paul**, two of his disciples. Christianity gradually spread throughout the Roman Empire. Finally, the Roman Emperor became converted to Christianity.

With the fall of the Roman Empire missionaries went among the various groups that took over the splintered parts of the Empire. Many were converted to Christianity. **Clovis**, the king of the Franks who ruled a large part of the former empire, became converted to Christianity.

By this time the Christian Church began to split. With the survival of the Roman Empire in the eastern Mediterranean, the Christian Church was split into east and west branches. The eastern church did not have a single leader, a pope, as did the west. The priests of the eastern church could marry and those of the west could not.

At the end of the Middle Ages the Church began to undergo another split in the west. The new groups that split off from the Catholic Church were called **Protestants**. They protested what they thought were poor practices by Church officials.

Many different Protestant groups developed. Each was Christian in that it believed that Jesus Christ was the son of God, but they rejected the idea that the pope should be the head of the Church. These new versions of Christianity developed for several reasons, economic and political as well as religious.

King Henry VIII of England wanted to divorce his wife and the Pope would not grant permission. It was a rule of the Church not to allow divorce. Henry VIII settled the problem by creating his own Church of England and forcing Catholics to become members of the new church. Behind many of the disputes were political and economic reasons. The Catholic Church was in effect a separate government. It had its own courts and tax system. Princes and kings who were increasing their power at this time wanted to control the Church and its wealth. They wanted to collect taxes that went to the Church and they wanted the power to appoint Church officials.

The most important revolt against the Church was led by **Martin Luther**. Luther was a priest who thought many of the Church's practices were corrupt and dishonest. His revolt was supported by many German princes who did not like the way they were governed.

Eventually, many of the German states became Protestant, while other countries such as France and Spain remained Catholic. Protestants generally believed that any person could interpret the Bible and Christian teaching. This led to even more splits, as Protestant groups fragmented into smaller groups, each interpreting Christianity in its own way.

Christianity today is divided into two great branches, the Catholic Church and the Protestant churches.

Islam, Hinduism, Tao, Confucianism

While the Catholic Church was dominating Europe, a new religion developed in the Middle East. The founder of the religion was **Mohammed**. Mohammed gained a following in Mecca, Arabia when he blended Arabian religion with some basic principles of Judaism. He believed in one God. He and his followers were driven from Mecca and he went to Medina. There he gathered his forces and conquered Mecca. Soon, most Arabs became converted to **Islam**.

Islam accepted the idea of one god, which they called **Allah**, but rejected the notion that Jesus Christ was the son of God. Allah, to the Moslems, is an all-knowing gGod who created the world and judges all people. Mohammed believed that a person came to know Allah through prayer. Moslems pray five times a day while turning toward Mecca. During his lifetime Mohammed never claimed to be more than just another human being. After he died he was viewed as a prophet.

After Mohammed's death, the Moslem religion split into two groups, both claiming to carry on the true religion. One group, the **Sunnis**, prevailed in Arabia. This group tended to be more conservative. The other group, the **Shia**, prevailed in Persia, which is now Iran. The Shi'ites believed that Mohammed left the guidance of the faith in his son-in-law, Ali. The Sunna rejected this idea.

In India, religion took another path. Over many hundreds of years it developed **Brahmanic Hinduism**. Hindus believe in three basic gods: **Shiva**, the creator and destroyer, **Vishnu**, the savior, and **Kali**, the mother goddess of India.

Hindus believe that life never stops. When a person dies he is reborn or reincarnated in the next life. Indian society was divided into different levels called **castes**.

The highest level was the priestly caste or the **Brahmans**. Hindus believe that if one does good deeds, performs his duty and searches for the real self and thinks about the goals of life, his position in the next life will improve. The goal is to become a Brahman and at that point a person has reached perfection and the wheel of continuous lives stops.

In China, a more complicated pattern of religion, or religions, developed. During 600 B.C., a philosopher, **Lao Tse**, developed a philosophy to explain life. The philosophy, or **Tao**, which means the way or the way to go, views life as a balance between life and death and between light and darkness. Lao Tse believed that man should live according to nature and accept things as they are. People should not strive to be good but to live in harmony with nature.

Confucius lived at the same time as Lao Tse and he taught man should seek virtue. While Lao Tse believed that man should reject the civilization at that time to live in harmony with nature, Confucius taught that man should accept it. People should learn to do their duty and live in harmony with others according to Confucius.

The Chinese blended the teachings of Lao Tse and **Confucius** with ancestor worship to develop a religious outlook that is much different from western religions.

These religions have had a great impact upon events and the way people think. Hinduism and Confucianism have remained restricted to the cultures that produced them. Buddhism, Islam and Christianity have spread to many parts of the world. Religions have been a source of conflict such as we see today in the Middle East with the battle between Jewish Israel and the Moslem Arab states. However, they have provided meaning and direction to the lives of people.

Lecture A

I. Religion was a way men used to explain the events in their lives

A. People lived close to nature

1. _____

2. _____

3. _____

B. First popular religion was Buddhism

1. _____

2. Sought answers to why there was suffering in the world

a. _____

b. _____

c. Middle Path best

1.)

2.)

3. Developed eight step path

a. _____

b. _____

c. Right attitude leads to right behavior

1.)

2.)

3.)

d. _____

e. _____

4. Buddhism spread in Asia and effects can be seen today

Lecture B

I. _____

A. The Hebrew religion lasted longer than other ancient religions

B. _____

1. Previous religions had many gods

2. Its prophet was Moses who introduced the Ten Commandments

C. _____

1. Cannot love God without loving neighbors

2. More concerned about helping people in this life

3. Jews believe that governments are not as good as they should be and at some future time there will be a Kingdom of God

D. _____

1. Traditional or Orthodox Jews believe that it will come with the Messiah

2. Reformed Jews believe it will come when people act in a righteous manner

E. _____

1. Traditional Jews believe in heaven and hell

2. Reformed Jews say people should do good deeds in this life

F. Judaism is the mother religion of Christianity

G. _____

1. Hitler killed 6 million Jews

2. Jews' own country, Israel, founded in 1947

Lecture C

I. Christianity began when Jesus Christ began to believe that God had a special mission for him

- A. Baptized by John the Baptist
- B. Christ went from town to town preaching a message of love
- C. Jesus Christ's beliefs

1. _____
2. _____
3. _____

D. Christ was killed by the Romans

1. _____
2. _____

E. With fall of Roman Empire Christian missionary work continued

1. _____
2. _____

F. Christian Church began to split

1. _____
 - a. _____
 - b. _____
2. _____
 - a. _____
 - b. _____
3. _____
 - a. _____
 - b. _____
4. _____

Lecture D

I. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

4. _____

C. _____

1. _____

2. _____

II. _____

A. _____

1. _____

a. _____

b. _____

c. _____

2. _____

3. _____

a. _____

b. _____

III. _____

A. _____

1. _____

2. _____

B. _____

Lecture A

- I. Religion was a way men used to explain the events in their lives
 - A. People lived close to nature
 1. Nature sometimes fickle
 2. Gods were associated with nature and harvest
 3. Religions were local
 - B. First popular religion was Buddhism
 1. Founded by Indian prince Gautama Buddha
 2. Sought answers to why there was suffering in the world
 - a. Happiness not in pursuit of pleasure
 - b. Not in denying pleasure
 - c. Middle Path best
 - 1.) Must live in harmony with nature
 - 2.) Must find out what real needs are
 3. Developed eight step path
 - a. Right viewpoint to find out real problem
 - b. Take responsibility for life
 - c. Right attitude leads to right behavior
 - 1.) Do not slander or gossip
 - 2.) Respect rights of others
 - 3.) Right to life extended to all living things
 - d. Avoid physical desires
 - e. Meditation an important part of worship
 4. Buddhism spread in Asia and effects can be seen today

Lecture B

- I. Middle East developed a different religion from Buddhism
 - A. The Hebrew religion lasted longer than other ancient religions
 - B. Judaism (Hebrew) stressed one God
 1. Previous religions had many gods
 2. Its prophet was Moses who introduced the Ten Commandments
 - C. Most important idea of Judaism is righteousness
 1. Cannot love God without loving neighbors
 2. More concerned about helping people in this life
 3. Jews believe that governments are not as good as they should be and at some future time there will be a Kingdom of God
 - D. Jews disagree about how this will come about
 1. Traditional or orthodox Jews believe that it will come with the Messiah
 2. Reformed Jews believe it will come when people act in a righteous manner
 - E. Jews also disagree on life after death
 1. Traditional Jews believe in heaven and hell
 2. Reformed Jews say people should do good deeds in this life
 - F. Judaism is the mother religion of Christianity
 - G. Jews have suffered from prejudice
 1. Hitler killed 6 million Jews
 2. Jews' own country, Israel, founded in 1947

Lecture C

- I. Christianity began when Jesus Christ began to believe that God had a special mission for him
 - A. Baptized by John the Baptist
 - B. Christ went from town to town preaching a message of hope
 - C. Jesus Christ's beliefs
 1. Each person could achieve Kingdom of God in present
 2. Each person had a soul and possessed goodness
 3. A person's goodness could grow by showing love and kindness
 - D. Christ was killed by the Romans
 1. Disciples Peter and Paul carried on work
 2. Roman emperor became converted to Christianity
 - E. With fall of Roman Empire Christian missionary work continued
 1. Clovis, King of Franks, converted
 2. Most of old Roman Empire converted
 - F. Christian Church began to split
 1. Catholic Church split into east and west branches
 - a. East had no Pope
 - b. Eastern priests could marry
 2. At end of Middle Ages split again
 - a. Protestant churches formed
 - b. Rejected idea of Pope as leader
 3. Various kings and princes did not like Church practices
 - a. Princes and kings wanted to increase their power
 - b. Some did not like religious practices of Church
 4. Protestant groups form

Lecture D

- I. A new religion developed in the Middle East during the Middle Ages
 - A. Founder – Mohammed
 1. Blended Arabian religion with some basic principles of Judaism
 2. Started in Mecca and soon converted most Arabs
 - B. Beliefs of Islam
 1. One God called Allah
 2. Rejected notion that Jesus Christ was son of God
 3. A person came to know Allah through prayer
 4. Mohammed was viewed as a prophet
 - C. After Mohammed's death Islam split
 1. Sunnis prevailed in Arabia; more conservative
 2. Shia prevailed in Persia
- II. In India, religion took another path
 - A. Beliefs of Brahmanic Hinduism
 1. Believed in three basic gods
 - a. Shiva – creator and destroyer
 - b. Vishnu – savior
 - c. Kali – mother goddess
 2. Life never stops – reborn in next life
 3. Indian society was divided into castes or different levels
 - a. Brahmins, highest class, priests
 - b. Do good deeds and move up in caste in next life
- III. Chinese religion complicated
 - A. Lao Tse, 600 B.C.
 1. Man should live life according to nature
 2. Life a balance between life and death
 - B. Confucius – do your duty

The Middle Ages

The Middle Ages refers to a period of time that lasted from 500 A.D. to 1400 A.D. The early part of this period is called the Dark Ages. To many people, the whole period is obscure and doesn't seem very important because it was so long ago and things were so very different then. It was a time when there were kings and knights. It was a time of King Arthur and the Knights of the Round Table. It was a time of Robinhood, of Crusades and of magicians and superstition. The Middle Ages was more than a series of quaint tales. It was a time that helped shape our lives today.

The Middle Ages' chief contribution to the present is that it carried over the traditions of the Greeks and Romans that form many of our modern institutions and provide the basis of modern thought. It was also a period of time in which the Christian Church came to prevail in Europe, changing the attitudes of the barbarian tribes who are the ancestors of many Americans. Thirdly, the Middle Ages is important because it was a time of large migrations throughout Europe as the barbarian tribes carved up the Roman Empire. This led to the mingling of people and the mixing of languages that produced the English we speak today.

The Roman Empire at its height stretched from northern England across Europe and the Mediterranean Sea to the Persian Gulf. The Roman Empire provided a uniform government and laws throughout the area. Most of all it provided peace which allowed trade to flourish. Over a period of time the peasants or farmworkers who supported the empire by producing food to feed the large cities fell under the control of the owners of large farms. This pattern eventually developed into the **feudalism** that characterized the Middle Ages. As the power of the Roman government declined, the power of local landowners increased.

What developed was a **feudal system** in which a peasant worked for a lord. The lord, in turn, was to protect the peasant. Feudalism was destroyed

by the French Revolution which made peasants citizens of the state rather than vassals of the lord.

The pattern of feudalism still exists in South America. When Spain conquered South America the pattern of feudalism was imposed. A few large landowners dominated the area and the poor peasants worked on the land for the owner. Today, these peasants want to change things and the landowners, who are very powerful in a number of South American countries, are trying to resist that change. It is this pattern that makes many South American countries subject to explosive change.

This carry-over of ancient feudal patterns creates problems for the United States in trying to cope with the changes in South America. The United States wants governments in South America that are sympathetic with democracy, but does not like the influence communist countries have in the changes that peasants are trying to make.

The Byzantine Empire

Another significant development during the **Middle Ages** was the creation of the **Byzantine Empire**. The Roman Empire faded only in the west. The Empire continued in the eastern part of the Mediterranean region. The Roman Empire once unified the entire Mediterranean region, but with the collapse of the Empire in the west, the Empire shifted its capital to the east and continued.

In 330 A.D. the Roman emperor **Constantine** founded **Constantinople**, which is now known as Istanbul and is part of Turkey. Constantinople became another Rome and became the capital of the new Byzantine Empire which began to flourish in the 400's.

Byzantium was extremely wealthy, dominating trade in the Black Sea and the eastern Mediterranean. The Byzantine Empire became the custodian of classical Greek and Roman culture. It maintained the tradition of Roman law and classical art. Painters of Renaissance Europe were strongly influenced by Byzantine painters. Christian missionaries, as they had done in Europe, converted the Slavs to the Christian religion and introduced them to Greek and Roman civilization.

As time passed, the Christian Church in the east developed along different lines from the Catholic Church of the west. The churches of the **Eastern Orthodox** religion as it came to be known followed different practices. The priests could not shave their beards but were allowed to marry. The priests in the west could not marry. The eastern church split into national groups. There are **Russian Orthodox** and **Greek Orthodox** churches for example. This development created the pattern of religions we see in southeastern European countries today.

While Byzantium did not have a direct effect on the development of the west, it did serve the

development of our institutions indirectly. In the 700's the Moslem religion quickly spread throughout the Middle East and North Africa. The Byzantine Empire served as a barrier to the spreading Moslem influence. This allowed for the development of the Christian church in eastern Europe. It was not until 1453 that the Moslem **Ottoman Turks** finally conquered Constantinople and the Byzantine Empire fell under Moslem control. When this happened the center of the Eastern Orthodox Church was moved to Moscow in Russia.

Russia was also influenced by the Byzantine Empire. Russian rulers adopted the title of Caesar that was used in the Roman Empire, except in Russian it was C-Z-A-R, or **csar**. The Byzantine Empire was controlled with absolute authority by the Emperor. There are some who argue that the modern rulers of Russia, the Communist Party, control Russia in much the same way as the Byzantine emperors controlled their empire.

Though little can be traced from the Byzantine Empire to modern America, it did indirectly influence our development by keeping alive the Greek-Roman heritage and protecting the development of Christianity in Europe.

Religion and the Middle Ages

The Middle Ages was a dismal period for learning and the improvement of the lives of people. There was one bright spot, however. During the Middle Ages **monastic orders** formed. These groups devoted their lives to learning and to their Christian faith. The Monastic orders built **monasteries** which became centers for learning. They carried on the thought of the Greeks and Romans. Later, in the **Renaissance**, the ideas of the Greeks and Romans, which were kept alive by Catholic monks, enjoyed a revival. These ideas became important to the development of modern ideas about government and society. Greek and Roman ideas about democracy and law were later used by the new republics of France and the United States.

The German barbarians also contributed to our governmental institutions. The Germanic barbarians were composed of clans which joined together in tribes. The tribe was bound together by allegiance to a king and to **customary law**. Their laws were crude compared to the Roman legal system. Guilt or innocence was determined by the ordeal, in which the accused had to grasp a red hot iron or plunge his hand into boiling water. Roman law eventually replaced the law of the Germanic tribes in the 12th Century. However, one important idea was retained from Germanic customary law.

During the later stages of the Roman Empire, the Empire was turned into a police state with the emperor ruling with absolute authority. However, in German tradition the king had no right to overturn customary law. The law was more important than the king. Out of this tradition came the constitutional principle so important in America; that the government is a government of laws, not of men. This principle was reaffirmed when President Nixon was forced to resign in 1974 for his part in trying to cover up violations of the law.

This tradition was most strongly developed in England. Henry II attempted to assert his authority as king by imposing new taxes on the lords. They revolted and forced the king to sign the **Magna Carta** in 1215. The Magna Carta established the principle that the king was accountable to those he ruled, and the idea of a jury trial where the accused would be judged by a jury of his peers rather than by the king.

The struggle for power between the king and the feudal lords in England is an age-old battle. At the beginning of the Middle Ages the lords had most of the power. As the Middle Ages progressed, the king took over more and more of the power. The feudal lords, such as those in England, resisted this trend. Just as important as the Magna Carta was the revolt of **Simon de Montfort** in 1264. De Montfort, to gain support for his rebellion against the king, called a great council or parliament. The parliament not only included lords, but knights from each county and merchants from each city. It was a broadly based council and was an important step in establishing representative government.

The struggle between the lords and the king, between local authority and central authority, was an important struggle in shaping our modern government. Today, the struggle of how much power the central government shall have over people is still an issue in America.

Middle Ages and the Reformation

Meanwhile, the Catholic Church in the West was undergoing a great change. This change is called the **Reformation**. An increasing number of people became unhappy with the Church during the late Middle Ages. This unhappiness stemmed from two sources. To many people, the conduct of Church officials was sometimes less than holy. Secondly, the kings and princes were jealous of the power of the pope and the bishops.

The Church owned many lands and officials of the church grew wealthy from the income from these lands. Church officials were closely tied to the politics and finances of the time. Some of the kings did not like this. The English saw little reason to pay the pope money in taxes which they thought might be used to help France, which was their enemy. The French king also did not like the idea of paying taxes to the pope. He thought he could use the money to enhance his power.

While kings were reluctant to pay taxes to the pope, many others were unhappy with the sale of **indulgences**. An indulgence allowed the Church faithful to be free of punishment for their sins. One energetic Church official even sold indulgences to cover future sins that hadn't been committed yet. These acts offended many people.

Martin Luther, a German priest, sought to correct the abuses in selling indulgences. Church authorities tried to silence his protests and Luther denied their right to silence him. He claimed that only his conscience and the Bible could tell him what to do. Taking this position made the officials of the Church unnecessary. Their role was to interpret the Bible for the people. Luther claimed he could do it for himself. This set off a revolution that even Luther didn't expect.

Many people supported Luther when he called upon them to protest and to defy the authority of the pope over the German states. A revolt took place and many German princes adopted a new religion, **Lutheranism**. This led to a series of religious wars which pitted Catholics against **Protestant** Lutherans.

In Switzerland, independent of Luther and his movement, another reform movement began under the leadership of **Ulrich Zwingli**. It went further than Luther in rejecting the practices of the Church. Zwingli disapproved of the mass, statues, crucifixes, altars and pictures in the church as well as condemning the pope, the priesthood and monasticism, the practice of marrying God symbolically and devoting one's life to Christianity.

Zwingli was killed, but his work was carried on by **John Calvin**. Calvin's ideas about religion spread throughout Europe, reaching Scotland, England, the Netherlands, Germany, Bohemia, and Hungary. Again, his ideas created a religious conflict, and they became the foundation of several modern Protestant religions.

In England, the king led his own protest against the Catholic Church. When the pope refused to allow the king to get a divorce, the king created his own church, the **Anglican** or **Episcopal** Church.

These revolts against the authority and practices of the Catholic Church led to the formation of many different Christian churches that are called Protestant churches.

Lecture A

I. Middle Ages lasted from 500 to 1400 A.D.

A. _____

B. _____

II. The Middle Ages carried over the Greek & Roman traditions to modern times

A. _____

B. _____

C. Period saw large migrations of groups throughout Europe

1. _____

2. _____

III. Feudalism developed out of Roman times

A. At its height, Rome provided peace throughout Mediterranean area

1. _____

2. Peasants gradually fell under control of large landowners

a. _____

b. _____

B. Feudal system

1. _____

2. _____

3. _____

4. Feudalism also exported to South America where it still exists

a. _____

b. _____

Lecture B

I. _____

A. Roman Empire continued in eastern part of Mediterranean

B. 330 A.D. Roman Emperor Constantine founded Constantinople (Istanbul).

1. Constantinople became another Rome

2. Byzantium began to flourish in 400's

C. _____

1. Dominated trade in Black Sea and eastern Mediterranean

2. Custodian of classical Greek and Roman culture

a. Art copied by Europeans

b. Christian missionaries converted Slavs

D. _____

a. Priests could marry and could not shave

b. Broke into national groups – Russian and Greek

E. _____

1. Allowed development of Christian Church in Eastern Europe

2. Influenced Russia

a. Russian rulers adopted name CZAR from Caesar

b. Russia adopted style of rule – absolute authority

Lecture C

I. Middle Ages a dismal period for learning

- A. _____
- _____
- 1. _____
- 2. _____
- B. _____
- _____

II. German barbarians also contributed to our government

- A. _____
- _____
- B. _____
- _____
- C. _____
- _____
- D. _____
- _____
- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____
- 4. _____
- _____
- a. _____
- _____
- b. _____
- _____
- c. _____
- _____

III. Struggle between king and lords an age-old battle

- A. _____
- _____
- B. _____
- _____
- C. _____
- _____
- D. _____
- _____

Lecture D

I. _____

- A. _____
- _____
- 1. _____
- _____
- 2. _____
- _____

B. _____

- a. _____
- _____
- b. _____
- _____

C. _____

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____
- a. _____
- _____
- b. _____
- _____
- c. _____
- _____
- d. _____
- _____

D. _____

- 1. _____
- _____
- 2. _____
- _____
- 3. _____
- _____
- 4. _____
- _____

Lecture A

- I. Middle Ages lasted from 500 to 1400 A.D.
 - A. The early part is called the dark ages
 - B. The Middle Ages helped shape modern society
- II. The Middle Ages carried over the Greek-Roman traditions to modern times
 - A. Greek and Roman institutions contributed to modern times
 - B. Christian Church changed the attitudes of the barbarian tribes
 - C. Period saw large migrations of groups throughout Europe
 - 1. People mingled and cultures intermixed
 - 2. Languages mixed and produced modern English
- III. Feudalism developed out of Roman times
 - A. At its height, Rome provided peace throughout Mediterranean area
 - 1. Peace allowed trade to flourish
 - 2. Peasants gradually fell under control of large landowners
 - a. As Roman power decreased power of landowners increased
 - b. Established feudalism
 - B. Feudal system
 - 1. Peasants worked for lord
 - 2. Lord protected peasants
 - 3. This system prevailed in Europe to French Revolution
 - 4. Feudalism also exported to South America where it still exists
 - a. This pattern creates problems for U.S.
 - b. Communists attempt to help peasants

Lecture B

- I. The Byzantine Empire was created in the Middle Ages
 - A. Roman Empire continued in eastern part of Mediterranean
 - B. 330 A.D. Roman Emperor Constantine founded Constantinople (Istanbul).
 - 1. Constantinople became another Rome
 - 2. Byzantium began to flourish in 400's.
 - C. Byzantium was wealthy
 - 1. Dominated trade in Black Sea and eastern Mediterranean
 - 2. Custodian of classical Greek and Roman culture
 - a. Art copied by Europeans
 - b. Christian missionaries converted Slavs
 - D. Christian Church in east—Eastern Orthodox—was different from Roman Catholic Church
 - a. Priests could marry and could not shave
 - b. Broke into national groups—Russian and Greek
 - E. Byzantium protected Europe from Moslem invasions
 - 1. Allowed development of Christian Church in Eastern Europe
 - 2. Influenced Russia
 - a. Russian rulers adopted name CZAR from Caesar
 - b. Russia adopted style of rule – absolute authority

Lecture C

- I. Middle Ages a dismal period for learning
 - A. Monastic orders a bright spot
 - 1. Kept learning alive
 - 2. Carried on the thought of the Romans and Greeks
 - B. Greek and Roman ideas of democracy and law were used by France and United States
- II. German barbarians also contributed to our government
 - A. German clans were bound to tribes by a king and customary law
 - B. Legal system was crude—guilt determined by use of ordeal
 - C. Roman law replaced Germanic law in 12th Century
 - D. In German tradition, king had no right to overturn customary law
 - 1. Law more important than a ruler
 - 2. Becomes part of American tradition
 - 3. President Nixon forced to resign because of illegal activity
 - 4. Tradition strongly developed in England
 - a. Lords revolted when king tried to impose taxes
 - b. King forced to sign Magna Carta in 1215
 - c. Established jury system
- III. Struggle between king and lords an age-old battle
 - A. Lords had most power during Middle Ages
 - B. As time passed, kings took more power
 - C. Revolt of Simon de Montfort led to the establishment of Parliament
 - D. Struggle between central and local authority important in shaping modern government

Lecture D

- I. Catholic Church underwent great change during Reformation
 - A. Changes for two reasons
 - 1. Behavior of Church officials less than holy
 - 2. Kings and princes jealous of power of Church
 - B. Church officials owned many lands and were wealthy – closely tied to finance and politics
 - a. English kings saw no reason to pay taxes to Pope fearing money would be used against them
 - b. French king also did not want to pay taxes
 - C. People unhappy over sale of indulgences
 - 1. An indulgence "bought time off" Purgatory time
 - 2. Some Church officials sold indulgences for sins that had not yet been committed
 - 3. Martin Luther sought to correct abuses
 - a. German priest
 - b. Claimed that only Bible and conscience could tell him what to do
 - c. Church tried to silence him
 - d. People supported Luther; started revolt
 - D. A variety of reform movements
 - 1. Lutheran movement starts
 - 2. In Switzerland, Ulrich Zwingli rejected practices of the Church
 - 3. Swingli killed; work carried on by John Calvin
 - 4. In England, King created own church, Episcopal, in protest over pope's denial of divorce

The Renaissance

The **Renaissance** of the 1500's led to the **Age of Enlightenment**. In the 1600's and 1700's men began to think about what was the most desirable way for people to lead their lives and conduct their affairs. No longer were people simply willing to accept the way things were. No longer did people believe that just because a person was born to a noble family, he was fit to rule over other people. People began to question more than ever the existing order of things.

The **Reformation** challenged the authority of the Church and led to the creation of other religions. The new science that began in the Renaissance challenged the old way of looking at the world. The earth was no longer considered the center of the solar system. The explorations of Europeans throughout the world led to the discovery that many different types of people and cultures lived on earth, and some of their civilizations were, in many ways, more advanced than that of Europe. All of these events led to new ways of thinking.

In addition, the social order began to change. Society was no longer divided into peasants, nobles and priests. The increase in commerce and manufacture led to the creation of a new class, the merchants and manufacturers. These people were often wealthier than the top of the social order, the noble aristocrats. They wanted to share the power that the aristocrats held.

The 1600's and 1700's saw a general strengthening of the power of kings and queens. In Russia and France, the increased power of the kings and the failure to provide for reforms that helped the peasants eventually led to revolution. In England, a different path was struck, and this later became the example that Americans followed.

It was in England that the industrial and agricultural revolutions first took place. These events had an impact upon how the English government de-

veloped. The two revolutions must be taken together. One probably would not have happened without the other. Both revolutions combined led to improved living conditions and formed the base for our modern world of abundance.

Prior to the agricultural revolution, food was sparse and most people had to work at farming to support themselves. Not many nonfarm, or industrial workers, could be supported. The agricultural revolution changed this. More food could be produced by fewer people, and fewer farms could support more people working in industry.

Science & The Renaissance

The **Renaissance** was a period of important changes in the world of science. The Greek tradition of science had been kept alive during the Middle Ages by the Catholic Church and by the Arabs who absorbed Greek culture through the **Byzantine Empire**. However, the changes in scientific thought, that began in the period after the Middle Ages, laid the foundation for modern science. Modern science gave man the ability to manipulate nature in order to provide the many useful things that have both improved the life of the average person and destroyed life as well.

It was during the Renaissance that people began to change their concept of the world and how it worked. **Ptolemy**, the Hellenic astronomer, charted the heavens and proclaimed the earth as the center of the solar system. Beginning with the Renaissance, astronomers and mathematicians began to challenge this idea. **Copernicus**, a Polish scientist, discovered that the center of the solar system was the sun rather than the earth. His idea was confirmed by the mathematical calculations of **Tycho Brahe**, a Dane, and the German mathematician, **Johan Kepler**.

Galileo Galilei, an Italian, made additional contributions. He built a telescope, the first of practical value, which was used to confirm the ideas of Copernicus. Galileo also described how bodies moved through the air. He was among the first to conduct actual experiments to test his ideas and provide mathematical descriptions of the laws governing the motion of bodies in air.

The achievements of Kepler and Galileo encouraged the use of math to describe how nature works. This brought about a new scientific outlook.

Roger Bacon, an Englishman, described the new scientific method in his book, **Novuum Organum**. He thought that science had many practical uses if materials were collected and experi-

ments conducted. In this way, he believed that everything that could be known rationally could be discovered.

Rene Descartes, a Frenchman, believed that the world could be explained using the language of mathematics. He emphasized the use of geometry and algebra to explain how the laws of nature worked.

The increased interest in science also led to a new interest in the investigation of the human body and how it worked. The Italian scientist, **Vesalius**, was the first to show how the organs and muscle structure functioned. **William Harvey**, an Englishman, discovered how the blood circulated through the body.

These advances in science and medical biology laid the foundation of modern science which requires the collection of information, the use of experiments and relies greatly on the use of mathematics to describe reality.

Exploration & The Renaissance

The **15th Century** which followed the **Middle Ages** is called the **Renaissance**. The Renaissance was a period of revival of classical ideas in art and particularly in science. It was also a period of exploration and great increase in trade.

The most important event for us today is the sudden eruption of worldwide exploration. Europe had been carrying on trade with the Far East for several centuries before the Renaissance. This trade was carried on primarily by the Italians. Venice, located in Italy, would trade silks and spices obtained in the Far East for goods made in northern Europe. Others were jealous of their successful trade.

Portugal, under the leadership of **Prince Henry the Navigator**, who lived from 1394 to 1460, began to seek routes to the Far East. It tried to reach the Far East by sailing around Africa. By Prince Henry's death, the Azore and Medeira islands had been discovered and 2,000 miles of African coastline explored, but the Portuguese had not reached the Far East.

There were several important reasons that led Europeans to explore new routes to the Far East. In the early 1400's the **Ottoman Turks** began to expand and took control of the eastern Mediterranean. The overland route to the Far East was through the land controlled by the Ottoman Turks and they charged a high tax for using it. Europeans had become accustomed to the spices the Far East produced. They used them to preserve food and to cover up the bad taste of spoiled food. You should remember that they had no way of preserving food except by salting and drying it, and food easily spoiled. They did not like the additional expense of the tax imposed by the Turks.

The Spanish and Portuguese also had been fighting the Moslems. They had a keen desire to

convert the Moslems to the Christian faith. So these two motives, the desire to convert people to Christianity and to find a less expensive route to the Far East propelled them to explore new routes.

Christopher Columbus offered the Portuguese another path to the Far East, sailing westward across the Atlantic Ocean. Columbus calculated that they could safely reach Japan by sailing in that direction. He miscalculated the distance by misunderstanding a document of an Arab geographer. The Arab measurement for a mile was different from the Italian measure. The Portuguese rejected Columbus's offer but, to be on the safe side, sent out an expedition in the direction that Columbus suggested. They didn't find anything. Columbus persuaded the new Spanish monarchs, Ferdinand and Isabella, to sponsor the expedition.

He, of course, discovered America rather than Japan and, in the course of the 1500's the Spanish took control of most of Latin America and the southwest part of North America. Spanish became the language of the people and Spanish customs, including feudalism and the Catholic religion, were imposed upon the area.

The Portuguese, meanwhile, were successful in finding a route around Africa. **Vasco da Gama** reached India in 1498. Both Africa and India were now open to European trade by sea. The Spanish went further, however. **Magellan** sailed around the world in 1522. On the trip he claimed the Philippines for Spain.

These explorations had two consequences, one an immediate one, the other long range. The world began to take its modern form.

The Effects of Exploration & Discovery

The explorations opened the world to European conquest and later, colonization. European customs and languages were imposed on many different parts of the world. The English and French, in order to keep up with the Spanish and Portuguese, began to explore and claim parts of North America. Later, the English and French competed for control of India with the English winning in the late 1700's. The Portuguese claimed parts of Africa and later, in the 1800's, a variety of European countries divided Africa into colonies.

The more immediate effect of discovering new lands was to shift the power in Europe from city-states in Italy to the countries along the Atlantic. A large amount of the world's trade was carried on by Spain, France and England. There were other important changes as well.

While spices were not found in the Americas, another valuable commodity was: gold. Spain found valuable deposits of gold and silver. Suddenly Spain became quite wealthy. Spain, however, did not use this gold for its own development. Instead, manufacturing greatly increased in France and England as they supplied the needs of Spain and Portugal.

France and England, particularly England, now began to develop their industry. In the long run that provided more national power than America's gold did for Spain. In fact, the easy availability of gold was the ruin of Spain. It never developed an industrial system. It never made anything that it could sell to other countries. When Spain lost her colonies she returned to her poverty-ridden state and never again was an important power. Europe, and the world, became dominated by England and France, both of which had developed manufacturing and carried on trade with a large number of colonies throughout the world.

Spain used its newly found wealth to carry on wars with England. It sent a large fleet, the **Armada**, to invade England. England defeated the Armada and eventually was triumphant in its struggle with Spain.

France also prospered and under **Louis XIV** began to expand. England, France and other countries carried on an endless struggle to see which country would be the most powerful in Europe. This struggle continued through the **French Revolution** and **Napoleonic periods** when France controlled most of Europe. In the end, France was defeated, and the power of England – its industry, its trade, its colonies and its ability to control the seas – prevailed.

The increase in trade and manufacturing caused a shift in the social structure of Europe. Merchants and manufacturers gained more power. Even though they were not nobles by birth, their wealth increased their influence. Feudalism began to die in England where new industry needed workers. Peasants who were tied to the land by feudal laws now began to move to cities to sell their labor. The stage was gradually being prepared for a new age, the **Industrial Era**.

Lecture A

I. Renaissance paved way for big changes in the Age of Enlightenment that followed

A. People began to look for improvement in their lives

1. _____

2. _____

B. _____

C. _____

D. _____

E. Social order changed and a new class – merchants and manufacturers – was created

1. _____

2. _____

II. 1600's and 1700's saw kings and queens obtain more power

A. _____

B. England followed a different path

1. _____

2. _____

Lecture B

I. _____

A. Greek tradition of science was kept alive in Middle Ages by Church and Arabs

B. Changes began to take place in science

C. The new science gave man the power to manipulate the world and nature

II. _____

A. Ptolemy, Hellenic astronomer, said that earth was center of solar system

B. _____

1. Copernicus said sun was center of solar system

2. Ideas confirmed by

a. Tycho Brahe, a Dane

b. Johan Kepler, a German

3. Galileo Galilei made contributions

a. Built telescope which could confirm Copernicus' ideas

b. Studied how bodies moved through air

1.) Conducted experiments

2.) Provided math descriptions

C. _____

1. An Englishman

2. Wrote Novuum Organum

3. Thought science had practical uses

4. Emphasized collecting data and experiments

D. Rene Descartes showed how math could be used to explain world

E. _____

1. Vesalius examined internal body

2. Harvey studied circulation of blood

Lecture C

I. Most important event in Renaissance was world wide exploration

A. _____

B. _____

1. _____

2. _____

a. _____

b. _____

C. Reasons for exploration

1. _____

2. _____

3. _____

D. _____

1. _____

2. _____

3. He discovered

a. _____

b. _____

E. _____

1. _____

2. _____

F. Magellan sailed around world in 1522

1. _____

Lecture D

I. _____

A. _____

B. _____

C. _____

D. _____

E. _____

1. _____

2. _____

II. _____

A. _____

1. _____

2. _____

B. _____

C. _____

D. _____

1. _____

2. _____

E. _____

1. _____

2. _____

Lecture A

- I. Renaissance paved way for big changes in the Age of Enlightenment that followed
 - A. People began to look for improvement in their lives
 1. Not willing to accept the way things were
 2. Questioned nobles' power
 - B. Reformation challenged the power of the Church
 - C. Science challenged the idea that the earth was the center of the universe
 - D. Explorations brought Europeans into contact with different customs
 - E. Social order changed and a new class—merchants and manufacturers—was created
 1. Often wealthier than nobles
 2. Merchants wanted share of power that nobles had
- II. 1600's and 1700's saw kings and queens obtain more power
 - A. Increased power of kings in France and Russia without helping the people led to revolution
 - B. England followed a different path
 1. Industrial and agricultural revolutions improved life for people
 2. America followed pattern of England in politics and economics

Lecture B

- I. The Renaissance was a period of important changes in science
 - A. Greek tradition of science was kept alive in Middle Ages by Church and Arabs
 - B. Changes began to take place in science
 - C. The new science gave man the power to manipulate the world and nature
- II. Concept of the world changed during Renaissance
 - A. Ptolemy, Hellenic astronomer, said that earth was center of solar system
 - B. Renaissance astronomers challenged this theory
 1. Copernicus said sun was center of solar system
 2. Ideas confirmed by
 - a. Tycho Brahe, a Dane
 - b. Johan Kepler, a German
 3. Galileo Galilei made contributions
 - a. Built telescope which could confirm Copernicus' ideas
 - b. Studied how bodies moved through air
 - 1.) Conducted experiments
 - 2.) Provided math descriptions
 - C. Roger Bacon described the new scientific method
 1. An Englishman
 2. Wrote Novuum Organum
 3. Thought science had practical uses
 4. Emphasized collecting data and experiments
 - D. Rene Descartes showed how math could be used to explain world
 - E. New interest in medicine
 1. Vesalius examined internal body
 2. Harvey studied circulation of blood

Lecture C

- I. Most important event in Renaissance was world wide exploration
 - A. Italian city-states carried on trade with east several centuries prior to Renaissance
 - B. Portugal sought new trade routes to Far East
 1. Prince Henry the Navigator (1394-1460)
 2. Tried sailing around Africa
 - a. Discovered Azores and Madeiras
 - b. Explored 2,000 miles of African coast
 - C. Reasons for exploration
 1. Ottoman Turks taxed the overland route
 2. Needed spices to cover bad taste of food
 3. Christians wanted to convert others to faith
 - D. Columbus wanted to sail west to reach east
 1. Portuguese not convinced
 2. Supported by Spanish monarchs
 3. He discovered
 - a. Spanish took control of South America
 - b. Spanish language and customs imposed
 - E. Portuguese found a route around Africa
 1. Vasco da Gama reached India—1498
 2. Both Africa and India now open to trade
 - F. Magellan sailed around world in 1522
 1. Philippines claimed by Spain

Lecture D

- I. Effects of exploration
 - A. European customs and languages imposed on other countries
 - B. England competed with other countries and claimed North America
 - C. England won India
 - D. Africa later divided up among several European countries
 - E. Immediate effects
 1. Shifted power from states in Italy to countries along Atlantic coast
 2. Spain, France, and England carried on a large amount of world's trade
- II. Other effects
 - A. Spain grew wealthy with discovery of gold
 1. Spain's gold stimulated manufacturing in England and France
 2. Spain never developed industrially and became poverty ridden when it lost its colonies
 - B. England and France began to dominate world trade
 - C. Spain tried to conquer England but failed
 - D. France under Louis XIV began to expand
 1. France carried on an endless struggle with other countries for power
 2. Struggles continued under Napoleon
 - E. Social structure in Europe began to change
 1. Merchants and manufacturers became more powerful
 2. Peasants began to move to cities to sell their labor

The Age of Revolution

Up until the late 18th Century the accepted form of government was monarchy, rule by a king. The Americans were the first to challenge this notion. Disliking the rule of England, the Americans established a **republic** in which the people chose the leaders.

In Europe, the **French Revolution** swept away the idea that the king was almighty. The French king and queen were beheaded in 1793 and a republic established. Other countries headed by kings were threatened by the revolution and a series of wars began that lasted for 25 years.

The French Revolution declared that all men had rights and were equal before the law. The old feudal system was destroyed. The **special privileges** of the **aristocrats** and the unfair taxes upon the poor were eliminated. The state government became all powerful.

The **metric system** was developed and imposed upon France. **Public education** was started and a **military draft** to recruit men for the army imposed. In government and in the army, people were promoted because of their ability rather than because of their birth.

The Revolution brought disorder and confusion to France. The French leaders appointed a strong man as a ruler. **Napoleon** became a dictator. Later, in 1804, he declared himself emperor, but he was unlike previous kings. He sought to eliminate **feudalism** and to impose **constitutions** like that of France upon all countries in Europe.

Napoleon became the scourge of Europe. The French army composed of draftees and led by able generals conquered large parts of Europe. Wherever the French conquered, Napoleon imposed the ideas of the French Revolution. Feudalism, the privileges of the aristocrats, and the power of the **Catholic Church** were destroyed and freedom given to the peasants. Constitutions and a new set of laws, the **Code Napoleon**, were imposed. Na-

poleon was finally defeated, but western Europe would never be the same again because of the effect that Napoleon's **reforms** had upon the continent.

Revolutions also swept the Spanish **colonies** of Latin America. When Napoleon's armies invaded Spain to topple the Spanish king, the colonies revolted. Spain was too weak to stop the revolts. Mexico began its struggle for independence in 1810 but did not win its independence until 1821. Further to the south, **Simon Bolivar** liberated Venezuela, Colombia and Ecuador. **San Martin** and **Bernardo O'Higgins** fought to liberate Argentina and Chile.

Though Bolivar had visions of a United States of South America, the various countries went their own separate ways. Most adopted constitutions like that of the United States, but for the poor peasants, little changed.

The French Revolution and the other revolutions in the late 1700's served as a dramatic break with the past. A new order began, one which emphasized the rights of people and the power of the nation over special privileges held by a few aristocrats.

The Agricultural & Industrial Revolutions

The **agricultural revolution** took place over a long period of time and many people contributed to its development. The first step in improving farm production was the **enclosure movement**. The enclosure movement changed the ownership of **common lands** from the village to private owners. In the Middle Ages each village had a large amount of land that the villagers shared where they fed their cattle and grew their crops. Private owners taking over the common lands forced many of the peasants off the land and allowed new farm owners to introduce new methods of farming. Farms also became larger.

Under the old farm system part of the land was allowed to lay **fallow**, which means that nothing was grown on it for a season. A new system of **crop rotation** was introduced when it was discovered that certain crops would add **nutrients** to the soil. Turnips, grasses and clover were introduced as crops on the fallow land. This had two effects. More land could now be kept in production and cows could be fed all year around. In previous times cattle were killed off in the Fall because there was nothing for them to eat.

New farm **implements** were also developed. **Jethro Tull** developed a hoe which allowed for more efficient turning of the soil and a seed drill for efficient planting of seed.

The first industry to develop in England was closely tied to farming, specifically sheep raising. The wool from the sheep was woven into cloth. People were employed spinning the wool into thread and weaving and dyeing the cloth. In the earliest days this was done by hand, but during the industrial revolution machines were invented to increase production.

John Kay, in 1733, invented a device for a weaving loom called the “**flying shuttle**” which could double the amount of cloth produced by a weaver. In 1738, **Lewis Paul** devised a new method of spinning thread which increased the

production of thread. However, early efforts to improve spinning and weaving were limited by the power supply which was provided by hand or by moving water. The industrial revolution didn't take off until a new source of power was developed.

The development of the **steam engine** provided the needed power to run machinery anywhere. The first practical steam engine was invented by **Thomas Newcomen** in 1708. However, it used so much coal it could only be used to provide power at coal mines which provided fuel. **James Watt** is credited with developing a steam engine that could be used to power looms and spinning jennies, machines that spun thread. Watt's inspiration for a new type of steam engine came in 1765.

New machinery powered by the steam engine required a stronger metal. Cast iron, which had been used for centuries, was hard and brittle. A stronger iron was needed. Iron is made by heating iron ore. The heat was provided by charcoal, burned wood. **Abraham Darby** in 1709 developed a method of producing iron with coke, which is burned coal. This led to an increase in the production of iron. Later, **Henry Bessemer** devised an efficient method of producing steel which requires a much higher heating temperature.

The steam engine and improvements in iron production, plus better machines for spinning and weaving led to the creation of large factories. In turn, cities grew in size because of the large number of workers needed for the factories. England, because it was the first to have an industrial revolution, became the most powerful country in the world.

The Philosophy of the Age of Revolution

The industrial revolution brought about changes in how England was governed. In the 1600's, **King Charles I** tried to assert his authority over Parliament. This led to a revolt and the king was beheaded. Later in the century, **King James II** also tried to impose his will upon the country and was forced off the throne. A new king was imported from Holland. The people of England thought the law was more important than the king, and **philosophers**, people who spend their time thinking about important ideas, began to set down ideas about how a country should be governed. These ideas have been used by others, including those who founded our government, ever since.

John Locke was one of the most important philosophers. Locke said that the purpose of government was to provide for the liberty of the people. When government failed to do this, the people had the right to change the government. This idea was later used by the Americans to throw off English rule.

The Americans also borrowed from a French philosopher, **Montesquieu**, who believed that the power of the government should be divided among several branches to prevent any single person or group from telling everyone else what to do. This idea is incorporated in the United States' constitution by dividing government into three branches.

Many other writers also began writing about how to improve society and government. The period of the 1700's was called the **period of enlightenment**. Many of the writers were sponsored by kings who were interested in making their governments and economies stronger. Many of these writers thought the best form of government was something called "**enlightened despotism**," or rule by a strong king who had the best interests of all the people at heart.

Most of the writers wanted to see feudalism and the power of the nobles ended. They thought that the feudal aristocracy stood in the way of progress. What the philosophers did was to encourage the idea of change. Up until the 1700's, people had no idea that their lives could be better. They did not think that progress was possible.

The philosophers spread the idea that people acting in accord with the laws of nature could improve their lives. Two of the most famous philosophers of the enlightenment were **Voltaire** and **Rousseau**.

Voltaire did not believe that people had the capacity to rule themselves, but he did not like the unfairness of feudal laws and the prejudices of the Catholic Church.

Rousseau did not like the privileges of the aristocrats and believed that people were happier when they lived close to nature and their true feelings. The writings of Voltaire and Rousseau encouraged people to think about how to end poverty and injustice. The spread of these ideas encouraged people to be unhappy with their government and led to the French Revolution.

Effects of the Age of Revolution

The agricultural, industrial and political revolutions of 200 years ago continue to have an impact upon our lives today. They not only have benefited people throughout the world – they have also created serious problems.

The higher levels of food production that resulted from the **Agricultural Revolution** enabled people to not just eat better but also to move away from the farm. The use of machinery and new techniques produced more food with fewer workers. This trend continues today in America as the number of people involved in food production steadily decreases. This enabled increasing numbers of people to live in large cities. This is another trend that continues. Our cities are growing larger and larger. This in turn has created problems with **pollution** and **congestion**.

The **Industrial Revolution** provided jobs for workers who were driven off the farm. It also produced a large number of **consumer goods** that allow us to enjoy the high standard of living that we have today. **Mass production** has also created **standardization** of products. No longer is each product unique; the goods produced by machine are all the same. Workers who produce these items are often bored with their work and take little responsibility for the final product. The great quantity of goods that we produce also places tremendous strain on our resources and our ability to find places to put the waste.

The American and French revolutions also set in motion ideas that dominate today's thinking. The ideals of every person having equal rights and participating in their government are still important in the world. Groups trying to achieve these ideals are a source of conflict in America and throughout the world. Many still find the responsibility of democracy difficult to accept. Many are willing to turn all decisions over to one person – a **tyrant** – to

make for them. **Democracy** has produced the most complete, thorough – going **dictatorships** in the 20th Century that the history of mankind has seen. Hitler, for example, was appointed to be the leader of Germany by a democratically elected government. He then declared himself dictator of Germany.

One of the most important results of the **Age of Revolution** has been a rapid increase in the world's population. The population of the world stayed at the same level until about 200 years ago. When the population grew too large, people starved to death and died of disease because of man's ability to produce only a limited amount of food. With the Agricultural and Industrial Revolutions food production increased and standards of living improved. The political revolutions provided a fairer **distribution of the wealth**. These factors enabled more people to stay alive longer and the result was a **population explosion**.

Today, the world's population has reached 4 billion and feeding them all is a serious problem. It is now debated whether or not all people in the world will be able to improve their standard of living as those in North America and Europe have. The population explosion will continue to be a serious problem for the foreseeable future.

Lecture A

I. The accepted form of rule was monarchy until the 18th Century

A. _____

B. _____

II. French Revolution made serious changes

A. _____

B. _____

C. Changes made

1. _____

2. _____

3. _____

4. _____

5. State became all powerful

a. _____

b. _____

c. _____

D. Revolution brought disorder

1. Strong man appointed ruler

a. _____

b. _____

E. Ideas of revolution imposed where Napoleon's armies marched

1. _____

2. _____

3. _____

III. Revolution swept Latin America

A. _____

B. _____

C. _____

D. _____

F. _____

Lecture B

I. _____

A. _____

1. Changed ownership of common lands of village to private ownership

2. Private owners introduced new methods

B. _____

1. Increased food production

2. Cows could be fed all year around

C. _____

1. Jethro Tull's hoe

2. Tull's seed drill

D. _____

1. Sheep raising

2. Created jobs weaving and dying cloth

II. _____

A. John Kay invented flying shuttle –1733; doubled amount of weaving done by one person

B. Lewis Paul devised new thread spinning method – 1738

C. Efforts to improve production limited by power supply

1. _____

a. Thomas Newcomen invented first practical engine – 1708

b. Used too much fuel – used in coal mines

c. James Watt devised more efficient engine

D. _____

1. Abraham Darby – 1709 produced iron from coke – improved production

2. Bessemer devised efficient method of producing steel

E. Cities grew in size

Lecture C

I. Industrial Revolution brought about changes in how England was ruled

A. _____

B. _____

C. _____

II. Philosophers developed ideas about government and justice

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

3. _____

D. _____

1. _____

2. _____

E. _____

Lecture D

I. _____

II. _____

A. _____

B. _____

1. _____

2. _____

C. _____

D. _____

1. _____

2. _____

III. _____

A. _____

B. _____

C. _____

D. _____

1. _____

2. _____

3. _____

IV. _____

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

V. _____

A. _____

1. _____

2. _____

B. _____

Lecture A

- I. The accepted form of rule was monarchy until the the 18th Century
 - A. Americans first to challenge rule by a king
 - B. French Revoltuion swept away government headed by a king
- II. French Revolution made serious changes
 - A. King and queen beheaded in 1791
 - B. Other countries threatened beginning 25 years of war
 - C. Changes made
 1. All men had rights and were equal before the law
 2. Feudal system destroyed
 3. Privileges of aristocrats destroyed
 4. Metric system started
 5. State became all powerful
 - a. Public education started
 - b. Military draft
 - c. People promoted on basis of ability
 - D. Revolution brought disorder
 1. Strong man appointed ruler
 - a. Napoleon declared Emperor – 1804
 - b. Became scourge of Europe
 - E. Ideas of revolution imposed where Napoleon's armies marched
 1. Feudalism abolished
 2. Code Napoleon imposed
 3. Power of Church reduced
- III. Revolution swept Latin America
 - A. Revolution started when Napoleon toppled Spanish king
 - B. Mexico revolted in 1810
 - C. Bolivar freed Venezuela, Colombia, and Ecuador
 - D. San Martin and O'Higgins freed Argentina and Chile
 - F. Bolivar failed to realize dream of united Latin America

Lecture B

- I. Agricultural revolution took place over long period of time
 - A. First step – enclosure movement
 1. Changed ownership of common lands of village to private ownership
 2. Private owners introduced new methods
 - B. New method of production – growing grasses, etc., on fallow land
 1. Increased food production
 2. Cows could be fed all year around
 - C. New implements
 1. Jethro Tull's hoe
 2. Tull's seed drill
 - D. First industry to develop was tied to farming
 1. Sheep raising
 2. Created jobs weaving and dying cloth
- II. Machine developed to make wool manufacturing more efficient
 - A. John Kay invented flying shuttle –1733; doubled amount of weaving done by one
 - B. Lewis Paul devised new thread spinning method –1 738
 - C. Efforts to improve production limited by power supply
 1. New steam engine provided power
 - a. Thomas Newcomen invented first practical engine – 1708
 - b. Used too much fuel–used in coal mines
 - c. James Watt devised more efficient engine
 - D. New machinery needed stronger metal
 1. Abraham Darby – 1709 produced iron from coke – improved production
 2. Bessemer devised efficient method of producing steel
 - E. Cities grew in size

Lecture C

- I. Industrial Revolution brought about changes in how England was ruled
 - A. King Charles I tried to impose his authority over Parliament and he was beheaded
 - B. James II also tried to impose his authority and was driven from the country
 - C. The people of England thought rule of law more important than rule of king
- II. Philosophers developed ideas about government and justice
 - A. John Locke
 1. Purpose of government to provide for the liberty of people
 2. When government failed to do this, the people had the right to revolt
 3. Americans borrowed Locke's ideas
 - B. Montesquieu
 1. Government power should be divided among several branches
 2. U.S. government followed this pattern
 - C. Voltaire
 1. Wanted feudalism and power of Church ended
 2. Believed in "enlightened despotism"
 3. Encouraged idea of change
 - D. Rousseau
 1. Live closer to nature and true feelings
 2. Did not like privileges of aristocrats
 - E. Voltaire and Rousseau encouraged people to think about how to end poverty and injustice

Lecture D

- I. Agricultural, industrial and political revolutions of 200 years ago still have impact
- II. Effects of Agricultural Revolution
 - A. People eat better
 - B. People can move away from farm
 1. Fewer workers produce more food
 2. Enables people to move to cities
 - C. People continue to move to cities
 - D. Problems
 1. Pollution
 2. Congestion
- III. Effects of Industrial Revolution
 - A. Provided jobs
 - B. Provided goods for higher standard of living
 - C. Created standardization
 - D. Problems
 1. Workers bored
 2. Strains resources
 3. Creates garbage
- IV. Effects of political revolutions
 - A. Ideals still a factor
 1. Equal rights
 2. Democratic participation
 - B. Democracy difficult
 1. People cannot handle responsibility – turn to tyrants
 2. 20th Century has seen powerful dictators
- V. Population explosion a product of revolutions
 - A. 200 years ago population began to rapidly expand
 1. Industrial and Agricultural Revolutions improved standards of living
 2. Political revolutions distributed wealth more fairly
 - B. Population continues as a problem

The Idea of Capitalism

The world we know today is shaped by the great ideas of the last century. When the Soviet Union and the United States square off it is a struggle between **communism** and **democratic capitalism**. When **Christian fundamentalists** attack the teaching of evolution in the schools it is a struggle between the belief in science and fundamental Christians' interpretation of the Bible. When Adolf Hitler attempted to expand German borders in World War II it was German **nationalism** and **fascism** that was its driving force. These ideas or ideologies developed out of the economic and scientific changes of the last 200 years.

By 1800, the industrial revolution was already underway. Manufacturing and trade were beginning to replace farming as the major way that people made a living. The old laws of feudalism had disappeared in the French Revolution. People began to search for an explanation for the changes taking place.

An economist, **Adam Smith**, thought that life for people was improving. More people could now own more things and generally live better than in previous generations. Smith thought that the restrictions that kings had put on manufacture and commerce in the past was not very good. He said that if people were allowed to pursue their own interests and the government did not interfere with them, this it would produce a more satisfactory world for everybody. This belief came to be known as capitalism and was widely accepted by businessmen. People thought that the law of supply and demand was a natural law and should not be tampered with. Supply and demand simply means that if the supply of something increases and the demand for it stays the same that the price will go down. The reverse is also true. Early in the 19th Century people began to take exception with this point of view.

As workers moved from the farm to the city either by being forced out of farming or by being attracted to the city by what was hoped to be better wages, workers encountered terrible conditions. The conditions they faced were in many ways far worse than the poverty they endured as peasants. They were forced to live in crowded, dirty slums and work long hours at low pay. In order to support itself, the whole family, including children, had to work. Working conditions were often unsafe and unsanitary. On top of this, there was the constant threat of unemployment.

Following the natural law of supply and demand, the factory owners would simply close the doors to their factories and lay off workers if there was not enough demand for their product.

Under the old feudal system the farm laborer or peasant worked for the lord and received little for his efforts. However, the lord was obliged to take care of the peasant in time of need. Under the new system, no one was obliged to take care of the out-of-work factory workers. The bad effects of capitalism created new ideas about how the world should be.

The Idea of Socialism

People who were critical of capitalism were called socialists. There were many different types of **socialism**. One type was **utopian socialism**. Utopians such as the Frenchmen **Fourier** and **St. Simon** and the Englishman **Robert Owen** argued that cooperative ownership was better than ownership by individuals. They believed that all of the people should own an equal share of the property and share equally in the profits of business. A number of experiments were tried along these lines. One of the most famous was **New Harmony** in America which was founded by Robert Owen. Most utopian experiments failed. Those that succeeded were usually religious in nature. One example is the **Amana Colony** in the United States.

Though utopian communities were failures, the spirit of cooperation and sharing ownership survived in the **cooperative movement** in America and Scandinavia. Cooperatives were particularly popular among American farmers. Today, many American farmers sell their produce through cooperatives such as Sunkist, Ocean Spray and Diamond-Sunsweet.

Another socialist, writing in the middle of the 19th Century, did not believe that the utopians would make any real headway in solving the problems of the industrial revolution. Carefully studying history and economics, **Karl Marx** concluded that eventually workers would be so exploited that they would revolt and overthrow the property owners and the governments they controlled.

Marx believed that each new economic period contained the seeds of its own destruction. Under capitalism, property owners seeking to make as much as possible would make their workers so miserable that the workers would revolt and set up a new government and a new economic order.

The new government would operate on the principle "from each according to his ability and to each according to his need." An artist would contribute his talent and a worker his muscle, but each would be paid according to his needs. This idea became the basis of modern **communism**. Marx thought the workers would revolt when they became educated. Other socialists had a much shorter route to follow and a different goal in mind.

Anarchists, such as **Bakunin**, believed that workers should use violence and terror to achieve a new order that treated them more justly. Anarchists did not believe in a highly central, strong government that Marx saw, but instead they believed in as little government as possible. They thought a strong, central government would be dictatorial. They thought workers should own and control the factories in which they worked.

Marx spent much of his time arguing with anarchists and utopian socialists. His theory never seemed to work out in reality. Not until a small group of communists seized power in Russia in 1917 did communists obtain control of a government. Even at that it was an unlikely place for a revolution by workers. Russia was the least industrialized country in Europe, but the communist leader, **V.I. Lenin**, blended the ideas of Marx and of Russian anarchists to overthrow the government.

The Ideas of Unionism, Fascism, Nationalism and Romanticism

Communism succeeded only in Russia. In western Europe and America workers took a different path. The workers formed labor unions to oppose employers and to aide them in negotiating better wages. At first, labor unions had rough going. The right to strike had not been clearly established in law and workers were often fired and jailed for attempting to organize unions. Eventually, these rights were won and the living conditions of the average working man improved.

There is a difference between the labor movements of America and Europe. American labor unions accepted the idea of capitalism and private ownership of business. European labor unions were more socialist and believed in government ownership of industry. Today, in Europe, heavy industry, such as coal and steel, utility companies, radio and TV, telephones and transportation are usually owned by the government.

During the economic crises of the 20th Century a new development began to take place in capitalist countries. After World War I, a great depression affected industrialized countries. People became distrustful of democracy and private business. A new movement arose which emphasized leadership by a strong person, a dictator. This movement was called **fascism**.

Fascism developed and was successful in taking over the governments of several European countries. In Germany, **Adolf Hitler** and the Nazis came to power. Fascism also succeeded in Italy under **Benito Mussolini** and in Spain, Hungary, Poland and Romania. Fascism emphasized nationalism and the idea that a particular group of people is superior to all others. Fascism is one of the important causes of World War II.

Nationalism is another product of the 19th Century. Before the 19th Century, people did not

view themselves as part of a nation. They thought of themselves as part of a locality, a small community. As the power of the nation-state grew, local differences inside a country disappeared. National governments now required public education and the learning of a standard language. These efforts made people feel that they were part of a nation. Common cultural characteristics were emphasized along with a common language.

To provide strength to nationalism countries started military drafts. This enabled countries to build large armies. The first country to show this kind of nationalism was France during the Revolution and Napoleonic Empire. The new national armies were supported by new national tax systems. Rather than having a variety of local taxes, the new strong central governments imposed taxes throughout the country. This provided more money to finance armies and school systems.

Nationalism led to the unification of Germany. Germany up to the 19th Century had been a collection of small states. A united Germany was strong enough to threaten all of Europe. German nationalism was a key reason behind the two World Wars of the 20th Century. Nationalism also caused the breakup of large empires such as the Austro-Hungarian and Ottoman empires.

One of the driving forces behind nationalism was **romanticism**. Romantics, who included poets, authors and playwrights of the 19th Century, put more emphasis on feeling and emotion than reason. They encouraged people to believe in the myths, heroes and folklore of a particular culture.

The Ideas of Nationalism, Romanticism and Science

In the last 200 years, **nationalism** has become a strong force in shaping the destiny of countries and the people who live in them. Nationalism during the 19th Century led to a unified and tremendously strong Germany. Prior to the period of nationalism, Germany was divided into many small kingdoms. A unified Germany was strong enough to threaten all of Europe, and German nationalism was one of the key reasons behind the two destructive world wars in this century. Nationalism also caused the break-up of the **Austro-Hungarian Empire** and the **Ottoman Empire** into many smaller countries, each with its own language and customs. Nationalism is still a factor in the world.

In the Middle East, Arab nationalism and Israeli nationalism have come into conflict. Each with different customs and language wanting to possess the same territory to which both can lay historical claim. Many of the newly independent Third World countries which have been under the domination of European powers are fiercely nationalistic, rejecting any attempts by Europe or America to control their destinies.

To provide strength to nationalism, European countries instituted several measures to unite the people and mold them into one nation. The military draft enabled countries to build large armies for defense and aggression. School systems enabled countries to indoctrinate youth in a common language and culture and, most importantly, the belief that they were different from other people. To finance these operations, a national tax system was imposed.

One of the moving forces behind nationalism was romanticism. Romantics, who included poets, authors, and playwrights, put more emphasis on feeling than reason. They encouraged people to believe in the myths and folklore of a given culture.

In contrast to the emphasis that the romantics placed upon feeling and emotion, science, which developed in the 19th Century, placed an emphasis upon reason as the way to understand the world.

In the last 150 years, scientists have modified our way of looking at and understanding the world. **Charles Darwin** developed his theory of evolution which challenged people to view the world of nature differently. People began to see how nature changed by living things adapting to their circumstances. **Neils Bohr** developed the idea of atomic structure which allowed people to understand what things were made of, and **Albert Einstein** devised the theory of relativity which explained how energy and mass worked in nature. These developments gave man a new power over nature.

Nationalism and science have been blended together to give nations a power over human life and nature that had not been known in history before. Nations began to develop new methods of destruction which scientific developments had provided, and for the first time, in the 20th Century, man had the ability to destroy entire nations and, indeed, the entire world.

Lecture A

I. Today's world shaped by great ideas of the last century

A. _____

B. _____

C. _____

II. Modern ideas produced by Industrial Revolution and French Revolution

III. Adam Smith explained changes taking place

A. _____

B. _____

C. _____

D. _____

E. People believed that the law of supply and demand was a natural law

1. _____

2. _____

IV. In 19th Century people began to criticize capitalism

A. Workers encountered poor conditions

1. _____

2. _____

3. _____

4. _____

5. _____

Lecture B

I. Socialists were critical of capitalism. Many different types—

A. _____

1. Cooperative ownership better than individual ownership

2. People should own an equal share and share equally in profits

3. _____

a. Fourier

b. St. Simon

c. Robert Owen

4. Most utopian experiments failed

a. Successes were usually religious—Amana colony

b. _____

1.) Cooperatives in Scandinavia

2.) American farmers use coops to sell products

B. _____

1. Wrote middle 19th Century

2. Believed that workers would revolt and overthrow governments

3. Believed that each new economic period contained seeds of own destruction

4. New government of workers would operate on principle – from each according to his ability, to each according to need

5. Believed workers would revolt when they became educated

C. _____

1. Violence needed

2. Little government

3. Leader—Bakunin

D. Communists successful—1917

Lecture C

I. In western Europe and America workers did not choose communism

A. _____

B. _____

C. _____

1. _____

2. _____

a. _____

b. _____

II. Economic crises of 20th Century led people to distrust democracy

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

4. _____

III. Nationalism another 19th Century force

A. _____

1. _____

2. _____

B. _____

1. _____

Lecture D

I. _____

A. _____

1. _____

B. _____

1. _____

2. _____

C. _____

1. _____

2. _____

D. _____

1. _____

2. _____

3. _____

II. _____

A. _____

B. _____

C. _____

D. _____

1. _____

a. _____

b. _____

c. _____

E. Nationalism and science blend

Lecture A

- I. Today's world shaped by great ideas of the last century
 - A. Communism vs. capitalism
 - B. Fundamental religion against science
 - C. Nationalism and fascism upset peace
- II. Modern ideas produced by Industrial Revolution and French Revolution
- III. Adam Smith explained changes taking place
 - A. Believed improvement taking place in standard of living
 - B. Believed that restrictions on business were bad
 - C. Believed that people should pursue their own interests
 - D. System called capitalism
 - E. People believed that the law of supply and demand was a natural law
 - 1. If supply of something increases and the demand stays the same, the price will go down
 - 2. If supply stays same and demand increases, price will go up
- IV. In 19th Century people began to criticize capitalism
 - A. Workers encountered poor conditions
 - 1. Worked long hours
 - 2. Poor pay
 - 3. Lived in slums
 - 4. Faced unemployment
 - 5. No system to take care of poor workers

Lecture B

- I. Socialists were critical of capitalism. Many different types
 - A. Utopian Socialists believed
 - 1. Cooperative ownership better than individual ownership
 - 2. People should own an equal share and share equally in profits
 - 3. Leading utopians
 - a. Fourier
 - b. St. Simon
 - c. Robert Owen
 - 4. Most utopian experiments failed
 - a. Successes were usually religious—Amana colony
 - b. Spirit of cooperation survived
 - 1.) Cooperatives in Scandinavia
 - 2.) American farmers use coops to sell products
 - B. Karl Marx did not believe in utopians
 - 1. Wrote middle 19th Century
 - 2. Believed that workers would revolt and overthrow governments
 - 3. Believed that each new economic period contained seeds of own destruction
 - 4. New government of workers would operate on principle—from each according to his ability, to each according to need
 - 5. Believed workers would revolt when they became educated
 - C. Anarchist offered another view—beliefs
 - 1. Violence needed
 - 2. Little government
 - 3. Leader—Bakunin
 - D. Communists successful—1917

Lecture C

- I. In western Europe and America workers did not choose communism
 - A. The workers formed labor unions to negotiate for better wages
 - B. It took labor some time to win right to negotiate
 - C. Difference in labor in America and Europe
 - 1. American labor accepted idea of private ownership
 - 2. European labor favored socialism
 - a. In Europe, heavy industry often owned by government
 - b. Utilities and communication industries owned by government
- II. Economic crises of 20th Century led people to distrust democracy
 - A. Movement emphasized strong leader, a dictator
 - B. Called fascism
 - C. Successful in several European countries
 - 1. Adolf Hitler elected in Germany
 - 2. Benito Mussolini leader in Italy
 - 3. Also in power in Spain, Poland, Hungary and Romania
 - 4. One of the causes of World War II
- III. Nationalism another 19th Century force
 - A. As the nation grew in power local differences disappeared
 - 1. Nations required public education and a standard language
 - 2. Common cultural characteristics were stressed
 - B. Nationalism led to unification of Germany
 - 1. Key reason behind two world wars

Lecture D

- I. Nationalism has been a strong force in shaping lives of people in last 200 years
 - A. Nationalism unified Germany
 - 1. A strong Germany was a cause of two world wars
 - B. Nationalism caused break-up of empires
 - 1. Austro-Hungarian Empire
 - 2. Ottoman Empire
 - C. Nationalism a current source of conflict
 - 1. In Middle East, Jews and Arabs fight over the same territory
 - 2. Third World countries are nationalistic as a reaction to European and American control
 - D. To strengthen nationalism European countries used measures to unite their people
 - 1. Military draft enabled countries to build large armies
 - 2. School system indoctrinated people in common culture and language
 - 3. National taxes imposed to finance these efforts
- II. Romanticism and science
 - A. Romantics emphasized feeling over reason
 - B. Included poets, authors, and playwrights
 - C. Encouraged belief in national cultures
 - D. Science emphasized reason
 - 1. In last 150 years has shaped our way of looking at the world
 - a. Charles Darwin developed theory of evolution
 - b. Neils Bohr developed idea of atomic structure
 - c. Albert Einstein explained how energy and mass worked
 - E. Nationalism and science blend

The Cold War & Nuclear War

Today, people live in nations which are often in conflict with one another. Over every person's head hangs the threat of **nuclear war** which could destroy all life on earth. It is more important than ever for a person to understand the world in which we live so that we can make intelligent decisions which will help avoid a nuclear war.

During the 19th and 20th Centuries, the power of countries over their populations increased many times. Governments became so well organized that they could regulate their economies, provide public education and draft young people into armies. In short, they can organize people to fight for the national interest of the country.

Countries often have a particular philosophy or ideology that puts them in conflict with others. The major conflict since World War II has been the clash between communism and democratic capitalism. The leading powers on each side are the Soviet Union and the United States. The struggle between these two powers is known as the **Cold War**. However, the Cold War has turned into a hot war upon occasion with the United States fighting on one side and the Russians supplying the other. These hot wars took place in **Korea** in 1950 to 1953 and **Vietnam** in 1965 to 1974.

The struggle between the Soviets and the United States is tied to the emerging **Third World countries**. The Third World countries are the nations of Africa, parts of Asia and Latin America. Most of these countries were under European rule during the 19th and 20th centuries. After World War II, most gained their independence. However, they have many problems.

One problem that Third World countries have is what kind of government they will have. Another serious problem is how the countries will develop. Most of these countries are poor with growing populations. Their economies are tied to those of

Europe and America. They often produce export crops such as sugar and coffee or produce raw materials such as oil and copper.

Many of these countries have seen much fighting as groups have fought for control. The communist Soviet Union and the United States have supported various factions by supplying them with arms and other types of foreign aid.

Both the Soviet Union and the United States want to influence the development of these countries. Communism has been successful in both China and Vietnam and in Cuba in Latin America. All of these countries have had communist-led revolutions.

The most startling recent event has been the rapid end of communist control in Eastern Europe. In late 1989 most Eastern European countries which have been under communist control since the end of World War II have held democratic elections to choose new governments. The Soviet Union itself under the leadership of Mikhail Gorbachev had held its first elections.

Gorbachev took great strides in the late 1980's to improve relations with the United States and both sides agreed to a number of arms reduction proposals.

The Soviet Union itself also is splitting apart as many of the diverse groups of people who make up the Soviet population want to become independent of the Soviet government.

Most experts believe the Cold War has ended and look for increased cooperation between the Soviet Union, the United States and Europe.

Modern Times & Technology

One hundred years ago **Nellie Bly**, a woman reporter, circled the earth in 72 days. Today, a commercial jet airplane can fly around the world in less than two days. The improvement in communication and transportation has brought the world much closer together. Developments in electronic and space technology make communication around the world instantaneous.

Television and radio communication has been speeded up by the use of space satellites. If one country invades another the war can appear on TV screens around the world as it takes place. In 1957, the Soviet Union launched the first space capsule. The United States quickly followed suit and in 1968 put a man on the moon. Today, satellites are common and the United States has developed a space shuttle which can fly into space, orbit the earth and return.

The technology that has improved communications can also be used to destroy entire countries. The same rocket that can carry satellites into space can also carry nuclear warheads from one country to another in a matter of minutes. The nuclear age began in 1945 when the United States dropped the first atom bomb on Japan to end World War II. By 1948, the Soviets developed their own atom bomb and by 1954, the United States exploded the first hydrogen bomb, many times more powerful than the atom bomb.

Other countries also joined the nuclear club in the 1950's and 60's. France, Great Britain and China exploded nuclear weapons. Today, India, Israel and possibly South Africa have nuclear devices and many other countries are working on them.

The Soviet Union and the United States began to discuss how to prevent nuclear war. Neither side wants to give up its weapons. Each side has the ability to destroy the other even if there is a surprise

attack. This is called the **nuclear deterrent** to war. But both sides understand that nuclear war is still possible and have had a long series of talks to reduce the threat of nuclear war.

In 1963, the Soviets and the United States agreed to a ban on the above-ground testing of nuclear weapons. This was necessary to reduce the amount of dangerous **radioactivity** in the air. In the early 1970's they embarked upon a series of discussions called the **Strategic Arms Limitation Talks** or **SALT** talks. In these talks they agreed to limit the number of missiles but failed to limit the number of warheads a missile could carry. During the late 1980's more arms reduction agreements were reached between the two countries and talks are continuing.

Meanwhile, Middle Eastern countries such as Iraq and Libya have built powerful military machines which they can use to threaten nearby countries for control much of the world's oil supply. Equipped with long range rockets and nuclear warheads they can threaten countries hundreds and thousands of miles away.

While the U.S. and the Soviet Union have ended their arms race, belligerent Third World countries with advanced military technology represent a new threat to world peace.

Peace in Modern Times

The 20th Century has seen two of the most destructive wars in the history of mankind. About 10 million soldiers were killed in **World War I** which lasted from 1914 to 1918. **World War II** cost the lives of 35 to 40 million. It lasted from 1939 to 1945, and many of the lives lost were civilians who were killed to destroy a country's ability to wage war. As a consequence of these terrible wars, nations, led by the United States, pursued ways of settling conflicts without war.

The first effort was the **League of Nations** formed after World War I. The League proved ineffective in stopping the aggression of fascist dictatorships in Italy, Germany, and Japan during the 1930's. After World War II, the **United Nations** was formed. The United Nations was established so that the most powerful countries of the world could deal with the problem of aggression. Today, 157 countries are members. The U.N. is run by a **Security Council** which is made up of the most powerful countries including the United States and Russia. The Security Council can take action only if all the members agree to it. Because of this, the U.N. is often ineffective in dealing with conflicts.

Another way countries try to maintain peace is through alliances. After World War II, the United States entered into a series of alliances to contain Russia. The most important of these is **NATO**, which stands for **North Atlantic Treaty Organization**. These alliances are military agreements with the intention of deterring Russian aggression.

Countries also engage in trade agreements which tie them together more closely. European countries have created a **Common Market** in which goods can flow freely without taxes. In this way countries become dependent upon one another. During the 1990's European countries made plans to unify even more closely, including considering a common currency.

In another step towards European unity East and West Germany have reunited. Germany was split in two at the end of World War II. East Germany was controlled by the communists until late 1989 when it successfully revolted against them, and reunified with West Germany in 1990.

Trade ties also have been developed between communist and capitalist countries. Russia buys wheat from the United States. European countries buy natural gas from Russia. The United States is also developing strong ties with communist China and is opening businesses in the Soviet Union.

After World War II the United States decided that the best way to treat its former enemies – Japan and Germany – was to help them economically. The United States provided large amounts of aid to help these countries rebuild. Today, both are friendly to the United States and are important countries in world trade.

Many corporations that once were located only in a single country are now located in many countries. These corporations are called **multinationals**, and they have an interest in keeping trade flowing freely from one country to another.

While many countries compete with one another for trade, they are still so dependent upon one another that they have little reason to go to war. The United States, for example, imports many cars and TV's from Japan while Japan imports food and raw materials from the United States. The conflicts among countries over trade are regulated by an international agreement called the **General Agreement on Trade and Tariffs** or **GATT**.

It is unlikely that the industrialized countries of Europe, Asia, North American and the Soviet Union will ever have a war with one another in the foreseeable future. However, developments in the Third World do represent a threat to world peace.

Problems of the Third World

While **Third World** countries are facing serious economic problems, the industrialized countries of Europe and North America also have problems. These countries suffer from inflation and the constant problem of unemployment. These countries are highly dependent on trade and efficient production methods for maintaining a high standard of living for their people. Some of the countries, England, for example, have old factories that are not as efficient as the industrial plants of the more recently developed countries such as Japan and Germany who had to rebuild their entire economy after World War II. Some of these countries have difficulty competing on world markets.

Many of the industrialized countries also have highly developed social welfare systems that they must support. They provide free medical care, low cost housing and other benefits. If they do not maintain a thriving economy, they cannot keep a **high standard of living**.

Most industrialized countries also have the problem of being dependent upon Third World countries for their energy. The Third World countries have formed a cartel, **OPEC** or the **Organization of Petroleum Exporting Countries**, which is designed to control the price of oil. During the 1970's, the price of oil increased sharply, causing inflation and increases in prices in many countries.

There is also a struggle in the Middle East where most of the world's oil supplies are located. Iraq, which has a powerful military, is attempting to increase its influence over the supply and price of oil. There is also a religious motive to Middle Eastern hostility to the West. Middle Eastern countries are Islamic and generally do not like the United States' support of Jewish Israel.

While industrial countries have managed to control their population growth, they still use up a large portion of the world's resources. Many of

these resources, such as oil, coal, and iron are **non-renewable**. They cannot be replaced. This fact not only causes an increase in the price of the material, it makes a search for new sources or alternative sources all the more vital.

The ever-increasing demand for raw materials also puts many poor countries which are trying to improve the standard of living for their people in serious difficulty. They cannot afford to pay increasing prices. Many of these countries are on the verge of **bankruptcy**.

Many of the poor countries of the world have the additional problem of rapidly increasing populations and the difficulty of feeding their people. African countries, for example, have been plagued with **droughts** and the gradual expansion of the Sahara Desert. This, along with wars, has forced many people to move, creating **refugee problems**.

Other parts of the world have also seen people uprooted by war. In the Middle East there are the Palestinian refugees and in Asia there are refugees from Vietnam, Cambodia and Laos. The problems of who is going to feed them and where they are going to live have not been solved.

The Palestinian refugee problem is particularly important. The Palestinians have been forced off their land because of a series of wars between Jewish Israel and neighboring Arab countries. The Palestinians want a separate country and Israel is reluctant to surrender any territory.

The struggle to feed the world's rapidly increasing population and to maintain a high standard of living in those countries that already have developed and to improve the standard in those countries that have not, will be a continuing problem in the future.

Lecture A

- I. Many modern nations are in conflict
 - A. _____
 - B. _____
- II. During 19th Century power of nations over their populations increased
 - A. Governments became well organized
 1. _____
 2. _____
 3. _____
 4. _____
- III. Countries often have an ideology that puts them into conflict with other countries
 - A. Major conflict between communism and capitalism
 1. _____
 2. _____
 3. Sometimes turned into hot war
 - a. _____
 - b. _____
 - B. Conflict between capitalism and communism tied to Third World countries
 1. _____
 2. _____
 3. Most have recently gained independence
 - a. _____
 - b. _____
 - C. Communism and capitalism influence areas
- IV. Democracy comes to communist countries.
 - A. Eastern European countries hold elections.
 - B. _____
 - C. _____
 - D. Groups in Soviet Union want independence from the Soviet government.

Lecture B

- I. Developments in electronics and space technology make communications around the world instantaneous
 - A. _____
 1. 1957 Russians launched first space capsule
 2. 1968 U.S. put first men on moon
 3. Today satellites are common
 4. U.S. has developed space shuttle which can return to earth
 - B. _____
 1. First nuclear bomb dropped in 1945
 2. Russians developed A-Bomb in 1948
 3. Hydrogen bomb developed 1954
 4. _____
 - a. France
 - b. Great Britain
 - c. China
 - d. Also, India, Israel, and South Africa
- II. Russia and U.S. discuss how to prevent nuclear war
 - A. Each side has ability to destroy each other
 - B. _____
 1. 1963 Russia and U.S. agree to ban above ground testing of nuclear weapons
 2. 1970's SALT talks to limit the number of missiles
 3. More arms agreements in the 1980's
 4. Talks currently going on
- III. Third World countries are a new nuclear threat.
 - A. _____
 1. Iraq
 2. Libya
 - B. Can threaten other countries thousands of miles away

Lecture C

I. 20th Century has had the two most destructive wars mankind has seen

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

II. Peace efforts directed at preventing war

A. _____

1. _____

2. _____

B. _____

1. _____

2. _____

3. _____

a. _____

b. _____

C. _____

D. Trade agreements tie countries together

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Lecture D

I. _____

A. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

D. _____

1. _____

2. _____

3. _____

E. _____

1. _____

2. _____

II. _____

A. _____

B. _____

C. _____

1. _____

2. _____

3. _____

a. _____

b. _____

Lecture A

- I. Many modern nations are in conflict
 - A. The threat of nuclear war affects everyone
 - B. Important to understand the world we live in to avoid nuclear war
- II. During 19th Century power of nations over their populations increased
 - A. Governments became well organized
 1. Could regulate economy
 2. Provide public education
 3. Draft people into national armies
 4. Countries could now organize entire populations to fight wars
- III. Countries often have an ideology that puts them into conflict with other countries
 - A. Major conflict between communism and capitalism
 1. Conflict emerged after World War II
 2. Called Cold War
 3. Sometimes turned into hot war
 - a. Korea-1950-53
 - b. Vietnam-1965-1974
 - B. Conflict between capitalism and communism tied to Third World countries
 1. Third World includes Asia, Africa, and Latin America
 2. Many of these countries were under European rule in 19th and 20th Centuries
 3. Most have recently gained independence
 - a. Have problems with what kind of government they will have
 - b. How they will develop
 - C. Communism and capitalism try to influence these areas
- IV. Democracy comes to communist countries.
 - A. Eastern European countries hold elections.
 - B. Soviet Union holds elections.
 - C. Soviets improve relations with U.S.
 - D. Groups in Soviet Union want independence from the Soviet government.

Lecture B

- I. Developments in electronic and space technology make communications around the world instantaneous
 - A. TV and radio communications have been speeded by satellites
 1. 1957 Russians launched first space capsule
 2. 1968 U.S. put first men on moon
 3. Today satellites are common
 4. U.S. has developed space shuttle which can return to earth
 - B. Technology can also be used to destroy countries
 1. First nuclear bomb dropped in 1945
 2. Russians developed A-Bomb in 1948
 3. Hydrogen bomb developed 1954
 4. Other countries joined nuclear club
 - a. France
 - b. Great Britain
 - c. China
 - d. Also, India, Israel, and South Africa
- II. Russia and U.S. discuss how to prevent nuclear war
 - A. Each side has ability to destroy each other
 - B. Disarmament talks
 1. 1963 Russia and U.S. agree to ban above ground testing of nuclear weapons
 2. 1970's SALT talks to limit the number of missiles
 3. More arms agreements in 1980's
 4. Talks currently going on
- III. Third World countries are a new nuclear threat.
 - A. Middle Eastern countries have powerful military
 1. Iraq
 2. Libya
 - B. Can threaten other countries thousands of miles away

Lecture C

- I. 20th Century has had two most destructive wars mankind has seen
 - A. World War I
 1. Lasted 1914 to 1918
 2. 10 million killed
 - B. World War II
 1. Lasted 1939 to 1945
 2. 35 to 40 million killed including civilians
- II. Peace efforts directed at preventing war
 - A. League of Nations
 1. After World War I
 2. Ineffective in stopping aggression
 - B. United Nations
 1. After World War II
 2. 157 countries are members
 3. Most powerful countries are members of Security Council
 - a. Each country has veto power on Council
 - b. Ineffective in stopping war
 - C. Alliances are formed by U.S. to contain Russian aggression
 - D. Trade agreements tie countries together
 1. European countries have created Common Market
 2. Countries become dependent upon one another
 3. Even Communist and capitalist countries have close trade ties
 4. East and West Germany has united
 5. U.S. gave economic aid to former enemies to help them
 6. Many corporations are multi-national and have an interest in keeping peace
 7. GATT regulates trade conflicts

Lecture D

- I. Industrialized countries have problems
 - A. Inflation and unemployment
 - B. Dependent on trade for keeping a high standard of living
 1. Some countries have old factories
 2. Germany and Japan have modern factories
 3. Older industrial countries have trouble competing in trade
 - C. Many industrial countries have social welfare systems they must support
 1. Free medical care
 2. Low cost housing
 3. If they do not have a good economy they cannot afford these
 - D. Industrialized countries depend on Third World countries for resources
 1. OPEC formed to control energy prices
 2. During 1970's price of oil increased causing inflation
 3. Iraq trying to control oil supply
 - E. Industrialized countries use a large portion of world's resources
 1. Some resources cannot be replaced-oil, iron, and coal
 2. They must search for alternatives
- II. Poor countries have trouble developing a better standard of living
 - A. Industrial countries use up many resources
 - B. Have rapidly growing populations
 - C. Have refugee problem created by drought and war
 1. Africa has drought
 2. Wars in Asia and Middle East create refugees
 3. Palestinian refugees a serious problem
 - a. Want their own country
 - b. Israel refuses to give them land