

1. Early Greek Civilization

October-05-11

11:59 AM

- Greeks were not the original civilization
- Civilization requires agriculture, writing, urbanization
- First Civilizations developed in Africa/Mesopotamia(along the Nile river, Egypt) followed by China and India
- Writing=Cuneiform, Hieroglyphics
- 2000 BCE first European Civilizations start to develop at Crete(Minoans)
- Crucial moment was when philosophers looked for explanations to natural phenomena, not attributed to Gods

- Classical Period- Begins with the Persian Wars(490-479 BCE)
- Mycenaens-First Greeks to come to Greece, first truly Greek culture
- Can be tied back to a group living in Asia(Indo-Europeans)
- Recognizable by similar grammar and words, all based off of the language of the Indo-Europeans
- Mycenaens formed city-states, most ruled by individual monarchs, no overall emperor
- Later power ceded to Aristocracy, Athens eventually develops democracy
- Most famous state known as Troy(as known through the Iliad, by Homer)

- Greeks were very competitive, loved to compete with one another, source of the Olympics
- Theatre contests, drinking contests, indicative of excellence and beating others through excellence

Polis:

- Relations between city-states, forms modern word politics

Sparta

- Very warlike, “come back with your shield or on it”
- Spartans conquered others around Sparta, were far outnumbered by the conquered.
- Helots-Slaves, those not of Spartan descent
- Spartans instituted martial law, all Spartan men taken at the age of 7 and trained as soldiers, only state with professional army
- Women indoctrinated with the values of Sparta, considered essential to support the men, very high place in society, trained in athletics, helped to run the state when men were at war,
- Spartans had two Kings, elements of the aristocracy(group of 30 aristocrats ran day to day affairs of government), small element of democracy as soldiers could shape decisions.
- Spartans developed innovative form of warfare, very strategic warfare, hedgehog formations, Phalanx formation

Athens:

- Athenians ruled by the people, direct democracy
- Ultimate power held by all Athenian citizens
- Only able to vote if a man, born citizen of Athens, held property
- Women and Children couldn't vote, slaves couldn't vote

Persia

- Persians decide to invade Greece due to interference by Greeks
- Persia was a massive Empire
- Greeks destroyed Persian Armies with phalanx armies

Overall Greece

- At the end of the Persian wars in 490 causes Greek Golden Age, formation of great Greek philosophers

2. Classical Greece

October-05-11
12:00 PM

The classical period of Greece is considered the height of Greek culture, and cultivated the emergence of great philosophers and ideals.

Classical period begins around 510 BCE, after the defeat of the Persian armies.

Military and Political History:

Delian League formed by Athens and its allies in order to protect from a potential invasion from Persia. It became an alliance of Greek city states.

The Peloponnesian War(431-404 BCE) begins to bring about the beginning of the end for Greek dominance. Creates division between city states, and draws two sides; Athens vs. Sparta .

Both Athens and Sparta had allied city states who could be loosely controlled by the leader states. The Athenians and Spartans began to act as Empires, controlling all city states. Individual city states expected to join one of the alliances. No neutral city states(i.e. no Switzerland).

Spartans hold the advantage against Athens due to their professional army, but Athens have heavily fortified cities with access to their immense navy. Athenians are able to hole up in their cities, and wait out the Spartan armies. This drags out the Peloponnesian War for 27 years.

While Spartans held the land advantage, Athens was the undisputed power of the seas. The war was basically a stalemate between the two powers, but in the end Sparta won the war. Sparta forces Athens to give up, by calling in the Persian navy. Sparta restores the Tyrants in Athens, and bring back the aristocracy.

Sparta won the war, but quickly lost allies and power. Sparta struggled to retain their power, and eventually was overthrown by the other city-states. The other states freed Sparta's helots, and because of this Sparta is destroyed. The following decades are a period of instability politically and bring about the end of the Golden Age of Greece.

Cultural History:

Culture of Greece is still valued today. Many Greek cultural values are present, i.e. theatres, chorus, poetry, etc. Theatre was based on either happy or sad stories, nothing different. All endings of theatre were known.

Greeks were great architects, with the Parthenon seen as their greatest accomplishment. Many projects were funded by money taken from the Delian League. Architecture affects current architecture, i.e. Washington.

Herodotus(d. 425 BCE): Father of Greek history and traditions. Recorded the history of the Persian War.
Thucydides(c. 460-400 BCE): Wrote about the Peloponnesian War, and was considered to be one of the greatest historians of the Ancient World. Emphasized the need to think critically, and never take anything for granted. Also known as a great philosopher, and attempts to logically explain motivations. Dabbles in psychology, and tries to explain human nature and psychology. Describes the psychological effect of the Phalanx on the soldiers in the Phalanx. Explains why Phalanx shifts to the right.

Philosophy:

Socrates(469-399 BCE): Never wrote anything down. Was eventually executed for questioning things

around him.

Plato(429-347 BCE): A great student of Socrates. Searched for the meaning of truth, and how we know things can be certain. Realism, meaning ideas that are actually real. The physical world doesn't change, the idea is always there.

3. Beginning of Macedonian Dominance(322-30 BCE), Invasion of Greece/Persia, and Alexander

September-12-11

4:55 PM

Macedonia was originally considered to be a backward semi-barbaric state by the standards of Greeks. Macedonia had no Poleis and was ruled by a King, who was forced to deal with the clans headed by Aristocrats. Macedonia was not a great threat to Greece until the 4th century BCE, mainly due to its weak economy and internal strife.

Philip II, was held hostage in Thebes and studied Greek politics and hoplite warfare. Philip consolidated his power, disposed of the other clans, and challenged Athenian power in the Northern Aegean. Philip conquered Amphipolis, and took control of gold and silver mines. This put Philip in a better position and elevated Macedonian culture.

Philip was able to field an army of approximately 40 000 soldiers and were better equipped than Hoplites, with 13 foot long pikes compared to Hoplite's 9 foot long pikes. With these pikes, Philip's army was able to spread out and form more flexible positions than the Greek's phalanx. This gave the Macedonians a strategic advantage over the Greeks. Philip had an elite cavalry unit made up of Aristocrats called the "Companions" who were extremely loyal to the King. Philip hired siege engineers and specialists in order to create a formidable army.

The invasion of Greece began when Thessaly asked Philip to assist them in a war against the Phocians. Philip went on to occupy Thessaly, and took over Thrace as well. This gave Philip strategic control over the Northern Coast and the Hellespoint. By doing this, Athens was threatened but did not have the manpower to outright resist Macedonia's advances. Athens, under Demosthenes resisted Macedonia for a few years but was defeated in a cavalry charge led by future King, Alexander, in 338 BCE.

After his victory, Philip called all defeated Greek State's representatives to a meeting to discuss the formation of the league of Corinth. The league of Corinth allowed the Greek States to submit to Macedonian rule while still retaining their autonomy and dignity.

Philip also invited the Greek States to regain their prowess through the invasion of Persia, but was killed on the eve of the invasion(336 BCE). Alexander III took the crown of his father and continued his father's plans to invade Persia.

Alexander was a military genius of his time, and is considered to be the greatest General in history. Alexander cemented his rule over the Greeks by encouraging the Greeks to join his army in invading Persia. By doing this, Alexander united Greeks and Macedonians against a common enemy.

Persia, while an immense country filled with resources, struggled with dissension and internal struggles. Persia also had an inexperienced King, Darius III. To control and defend the country, Persia had a massive army, a huge navy, and large reserves of wealth.

Although Alexander was an experienced commander, his army was smaller than the armies of Persia, with only 30 000 infantry and 5000 cavalry, and very few ships. Alexander could not head inland until neutralizing the Persian navy, but needed to gain a quick victory. In 334 BCE Alexander invaded Persia. The Persians foolishly chose to stand and fight against the Macedonians, instead of using scorched earth tactics which would have demoralized the Macedonian army and starved them out of the land. The Persians were defeated in a battle at the Granicus River, giving the Macedonian army their first quick victory.

Alexander led his men to Syria and defeated Persia's main lines. He chose not to pursue the fleeing

Persian King, Darius III. Instead, he and his men went to Egypt where he was proclaimed Pharaoh and treated as a liberator of Egypt. In 330 BCE Alexander conquered Persepolis. Alexander gained innumerable wealth, and showered his troops with money. For the next few centuries, the gold Alexander gave to his troops would have serious economic effects on the region.

Alexander was a notorious drunk, and was rumored to have killed one of his best friends in a drunken rage. Alexander was also known to be an egotistical ruler, and in no way humble. Many cities he named after himself during his conquests.

Alexander was taught by Aristotle, and he was taught that men were superior to women. He was also taught that Greeks were the only civilized nation, and that everyone else were barbarians. Alexander was taught logic, biology, and many other things by Aristotle. Alexander was in all actuality very tolerant of other cultures and attitudes, but was merciful and allowed small elements of democracy, and created some of the first vassal states. Alexander encouraged intermarriage between his soldiers and local women where ever they were. He also allowed many Persian Governors to remain in place, but assured that they would understand that they were ruled by the Macedonians.

Plato: Opposed to democracy; those least fit to rule would have voice in governance. Envisioned a fascist dictatorship, ruled by Philosophers, whom he considered the most intelligent.

Aristotle: Was also opposed to democracy; and supported the concept of a wise King in charge of city states. Aristotle never believed that people were equal, and it was natural for some to rule over others.

At the age of 33, Alexander died from fever, and had no immediate heir to his throne. His Queen, Roxanne, bore him a son after his death, but he was too young to rule. The Macedonian Generals divided responsibility for managing the Empire until Alexander's son was old enough to rule. This situation quickly deteriorated, and both the Queen and Alexander's son were killed. After their death three Macedonian dynasties emerged, the Ptolemaic dynasty(Egypt), the Seleucid dynasty(Mesopotamia and Syria), and the Antigonid Dynasty(Macedonian homeland).

After Alexander's death, Greek becomes the language of trade and business. Because of his conquests, greater linkage of trade existed between these states, and the world became more interconnected.

The economic impact caused by Alexander's defeat of Persepolis caused an imbalance between the wealthy and the poor, and caused great internal strife within Macedonia. Workers went on strike and called for the abolition of debt. As a result of the internal strife in Mesopotamia, the entirety of Macedonia, excluding Egypt, was conquered by the city of Rome.

Culture of the Hellenistic Period

September-14-11
12:34 PM

Philosophy was abundant during the Hellenistic Period with many schools of thought created to debate philosophical matters.

School of Skepticism:

Skeptics believed that everything could be questioned, and that human knowledge may not be entirely correct. Skeptics believed that people should just live their lives, and not question human lives and what occurred in it.

School of Cynics:

Since no one knows anything for certain, they believed that no one should worry about what others thought. He believed that human conventions shouldn't be followed, since there was no way to prove any single line of thought was right or wrong.

School of Epicurians:

Epicurians believed that knowledge was problematic, and that nothing could be known for certain. They believed that since nothing was certain, humans should live their lives filled with pleasure and minimal amounts of pain. Epicurians didn't worry about death, and lived a simple life. They revelled in moderation in all things, and cultivated deep friendships with trustworthy friends.

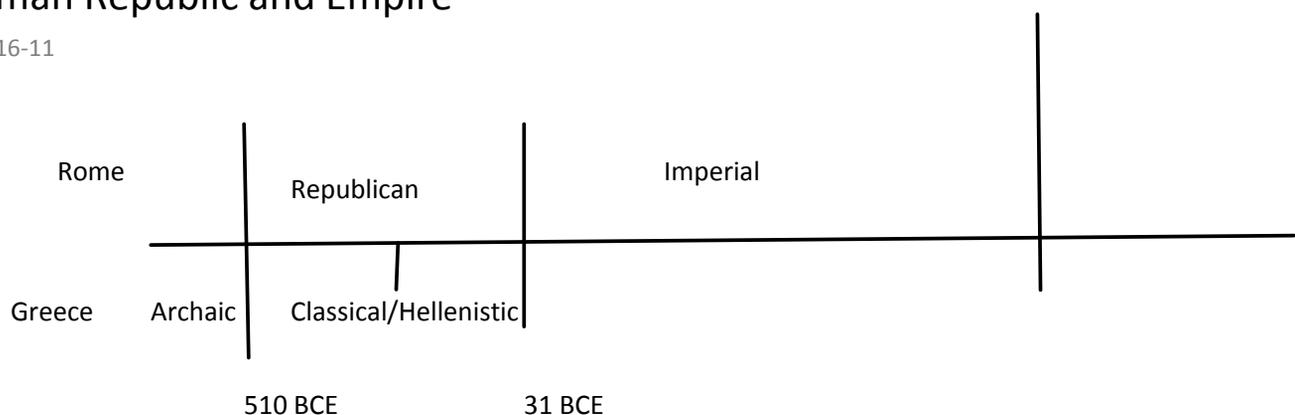
School of Stoicism:

Stoics believed that emotions disturbed people, and pushed them out of their natural balance. They believed that the point of life was to fit into the rational plan for the Universe. They believed that emotions wouldn't allow the individual to fit into this plan.

During this period, scientific knowledge was being expanded. Many Greeks furthered the cause of scientific pursuits and knowledge, and developed many theories about their earth and the solar system. It was during this period that Ptolemy developed the solar system where all planets revolve around the Earth.

The Roman Republic and Empire

September-16-11
11:53 AM



Rome originally began as a kingdom, but by 509 BCE, Rome became a Republic. Rome was named after Romulus, the brother of Remus. Remus was killed by Romulus and took over the city of Rome, naming it after himself. At first, Rome was just the city of Roma itself, and the small area around it.

In 509 BCE, the Romans cast off their Etruscan dictators, and declared themselves to be a Republic. Republic an Rome had a senate, and two Consuls. Consuls could best be described as Presidents or Prime Ministers, and had only one year terms. These one year terms allowed for a system of checks and balances, and limited their powers(preventing dictators or tyrannies).

The Roman Senate was comprised of the aristocrats, and ultimately held the reins of government. They voted on proposed laws. There was also a popular assembly, and an assembly of soldiers. There were also tribunes, who acted as the voices of the average person.

Gradually, the Roman City-state began to expand. Conflicts began to occur with neighbouring states, and Rome began to spread and conquer their neighbours. Rome's armies were expanded, and by the 3rd century BCE, Rome managed to control the majority of the Mediterranean. Rome began major construction projects, including the Via Appia.

By the mid 3rd century BCE, Rome was about to engage in the Punic Wars against Carthage, the only other major Empire in the area. Some of Rome's major defeats came at the hands of Hannibal, the General in charge of Carthaginian wars during the second Punic War. Hannibal marched his army through the Alps, and emerged in Roman territory. Hannibal was responsible for the deaths of tens of thousands of Roman soldiers. Rome chose to hole up in their fortified cities, and fielded soldiers who attacked the Carthaginian city of Zama, and forced Hannibal to leave Rome. This brought about the end of the Carthaginian Wars, and gave Rome provinces.

The beginning of the end of the Roman Republic began with the creation of Pro-Consuls/Governors who were given the power to control Provinces. This limited the power of democracy, and forced a change to the Roman system of democracy and checks and balances.

After the conquering of Greece, Romans adopted the educational system of the Greeks. Educated Romans spoke Greek, and to speak Greek was to be upper-class. Romans also adopted Greek literature and theatrical methods(plays). Romans studied Greek philosophy, literature, and theatre. Romans also built upon Greek architectural methods, and made great advancements in the fields of construction. Romans also heavily embraced Stoicism, and believed that emotion would hinder the growth of their Empire and daily lives. Romans also embraced Greek styles of art and statues. Much of the Roman art and sculptures embraced Stoicism and showed no emotion(i.e. "badass").

Roman culture was intensely Patriarchal, and was male dominated. Women were not allowed to become senators or consuls, and were supposed to be in the home. Women were not highly educated,

and were not taught philosophy but home management and practical skills. This created a society based on tension.

In the 70s BCE, the slaves revolted and killed their Roman masters. Spartacus led the slaves, and terrified the Roman elite for years. Eventually Spartacus was captured and crucified.

The tensions in the Roman Society really begin to break the society during the period of the Gracchi. There were tensions between the free people and slaves, and between the Provinces and Rome. The Provinces had no political rights and citizenship, and the gap between the rich and poor was continuing to grow. The rich held an advantageous position, and became wealthier. The Gracchi brothers try to improve the life of the poor people. The first brother is executed for proposing a redistribution of land. The second brother is arrested and executed for proposing citizenship for all of the poor.

In the following decades, crises arise which gave the consuls more dictatorial powers to deal with issues like the slave revolt of Spartacus. Problems keep arising, and more Romans start to believe that one man should hold all power to deal with these issues and crises.

Julius Caesar(100-44 BCE), Pompeii, and Crassus form a triumvirate to hold and control the consulships. Crassus is killed, leaving only Caesar and Pompeii. Both of these men fight a war against one another, and Caesar emerges victorious. The senate realizes that they have elected a dictator for life, and the Senators murder Caesar in order to preserve the Republic. Caesar's supporters fight the Senators and a civil war occurs. Caesar Augustus emerges victorious and is declared emperor.

Beginning of the Roman Empire:

After the civil war, Caesar Augustus(63 BCE-14 CE) becomes Emperor in 31 BCE. Caesar was originally a family name, but becomes synonymous with leadership. While Augustus takes control, he doesn't call himself King and doesn't dissolve the Senate. So, in all actuality, the Republic doesn't end. Instead, he calls himself Princeps (First citizen) or Imperator(Commander). This allows him to portray himself as just a citizen, when really he is the ruler.

In order to reinvigorate the economy and gain public support, Augustus started a massive public works program building Aqueducts, forums, temples, and roads. He also weeded out corrupt officials, and developed a professional bureaucracy, which was better suited to administrative tasks. Augustus restores civil order, and the civil wars come to an end. He founded fire departments and police departments, and started grain distribution for the poor. If you were poor, you were guaranteed one loaf of bread a day. All of the new construction still followed Greek models and architecture, and anything Greek was considered to be refined and elegant.

The Romans were also master builders, and perfected the Roman Arch and the use of cement. These arches were used in the colosseum, aqueducts, and many other buildings. Augustus also tried to restore Rome's moral values, as he believed that the Romans had been corrupted morally and this was destroying the Empire. Augustus punished adultery and debauchery heavily, and the penalty was often death. However, these laws were not effective and were evaded often. These punishments were still enacted, and the Emperor's own daughter, Julia, was exiled for adultery. Augustus also created a professional army .

Vergil(70-19 BCE): Arguably the greatest Roman poet. He wrote the Aeneid, and followed the Greek model of literature. Unlike Greek heroes, Aeneid wrote about heroes possessing Roman values.

Ovid(43 BCE- 18 CE): Wrote the Art of Love/Seduction. Exiled by Augustus for his writing of erotic acts and adultery, which Augustus was trying to stop from occurring in the Roman Empire.

The End of The Roman Empire:

Rome's borders were huge, and could no longer be expanded and still be retained. Rome relied on plunder from military conquests, and Rome stopped expanding. Without expansion, Rome lost a major source of funding and slaves. Rome also suffered from succession disputes, and recurring civil wars over succession. People would proclaim themselves Emperors, and would march on Rome. Hordes of Barbarians were camped along the borders of Rome, and began to catch up to the Romans in terms of numbers and technology. Rome also began to reduce free farmers to a semi-indentured state as coloni. These Coloni were legally obliged to remain on their land, and could never leave that land. They would forever farm the land, and pay taxes in food to the state.

Early Christianity

September-21-11

11:59 AM

First 4 books of the New Testament: The Gospels; Matthew, Marc, Luke, and John

Jesus becomes a preacher and prophet. The Jews believed that a Messiah would literally descend from heaven, sent by God, and free the Jewish people.

Jesus talked about the end of the world, and that everyone would be judged according to their following the Ten Commandments. Unlike Judaism, Jesus began to convert others to the Christian Religion. This branched off from traditional Judaism, which was only for Jews. Jesus believed in a universal religion, and that it would be open to everyone. Jesus' followers chose not to follow Jewish strictures (dietary restrictions, circumcision) in order to grow the religion.

Jesus himself was considered subversive by Roman authorities, and the Jewish authorities turned him into the Romans. The Romans crucified Jesus.

By 600 CE, Christianity had spread throughout the entire former Roman Empire, and many port cities were the first to convert to Christianity. Missionaries spread the word throughout Europe, and Christianity begins as largely a Roman phenomenon. At the beginning, Christianity spreads slowly due to persecution. Much of the persecution was due to the secrecy of Christianity, and this secrecy seemed odd to the Romans. Romans feared that Christians were subversive and elitist, and persecuted them for their secrecy. Romans believed that Christians were arrogant for their belief that their God was the only real God, and the Christians dismissal of Polytheism angered many followers of the other religions.

Christians also conflicted with the Roman Emperors attempts to be deified, and this went against the wishes of the Emperors, who attempted to be deified. Some Roman authors even went so far as to accuse Christians of being Atheists.

Christians began to make their own customs, including the ritual cleansing of sin- baptism, and the Eucharist. Many of the ideas that Christianity used and adopted began from many other mystery cults, and very few Christian practices were original.

Ultimately, the persecution of Christians last off and on for several centuries. The worst and last instance of persecution was under the rule of Diocletian(284-305 CE), when Diocletian was trying to restore Roman society after being heavily attacked by Barbarians. Diocletian tried to create unity, but the Christians resisted and Diocletian had them executed for refusing to worship Emperors as deities. Diocletian was successful in his revitalization of the Roman Empire, and his division of the Roman Empire as Western Rome and Eastern Rome. While Western Rome does fall, Eastern Rome continues to survive.

The persecution ends under the Rule of Roman Emperor Constantine(306-337), as his mother was Christian and at the end of his reign converts to Christianity. He and his fellow ruler of Eastern Rome agree to legalize Christianity, and the Edict of Milan is created. This is the moment where people can openly be Christian without fear of retribution and persecution. By the end of the 4th century, after Constantine`s death, Christianity becomes the official religion of Rome and all other religions are outlawed.

As Christianity spread, questions began to arise that hadn`t been an issue before. The question of heresy, when someone contradicts the Church`s doctrine or stances. Christians disagreed over the position of who Jesus was, whether he was truly God, or whether he was the Son of God. In order to combat heresy, a gradual hierarchy is formed. At first only priests existed to rule over individual parishes

and churches, then Bishops were created to control religious activities in entire regions or cities, and finally a Church Council was formed, under the Reign of Constantine, in order to establish a doctrine and create a uniform religion (in Nicea, 325 CE). While Popes existed at the time, the Pope didn't hold supreme administrative power over the entire Church. They shared leadership with others in the Church.

In the Bible, Jesus gave to Peter the keys to the Kingdom of Heaven, and declared him his successor as the head of the Church. By declaring Peter head of the Church, this was called Papal Primacy and paved the way for the dominance of the Pope. While Papal Primacy exists in the Catholic Church, the Eastern Orthodox Church and modern Protestant Church denominations do not agree with this concept, and refute Papal Primacy. Papal Primacy was the cause of much of the reformation of the Catholic Church.

Jesus himself was not educated in the Classical Tradition, and did not learn from the Greeks. Early Christians were uneducated, and the early accounts were written in plain and simple language. Very little philosophy existed in Early Christianity. Gradually Christians were challenged to explain Christian Doctrine, and a group of "Church Fathers", including a man named St. Augustine, did this. St. Augustine was a late converter to Christianity and was highly educated. He helped to reconcile Classical Greek Philosophy with Christianity.

The Early Middle Ages

September-23-11

11:54 AM

- Emperor Constantine reigns from 306-337 CE.
- He has a vital role in stabilizing the empire, and beating back Rome's enemies.
- Even with all of this, Western Rome eventually falls(476 CE)
- In 476 CE Romulus Augustus is deposed by barbarians.
- Rome overrun by Visigoths,
- Barbarians seen as inferior by Romans, not seen as inferior in modern times
- Great craftsmanship in weapons, belt buckles, very distinctive style of Germanic art.
- They had their own culture, own art, just hadn't yet developed a form of writing.

- While the barbarians are seen as bloodthirsty, really they were just fleeing from the Huns. The Visigoths asked for the protection of the Romans, and were allowed in and served as soldiers for Rome.
- In 378 CE the Visigoths rise up, due to over-taxation and trickery, and defeat the armies of Rome and kill the Emperor. By this point, the Roman Empire starts to collapse. (The battle of Adrianople)
- Other tribes, Franks, Angles and Saxons, Burgundians, Lombards.
- The Eastern half of Rome survives, and is able to repel the barbarians. At this point, Eastern Rome differs so greatly from the traditional view of Rome that it is called the Byzantine Empire.
- The Byzantines survive, and maintain high levels of literacy and a rich culture.
- The Eastern Emperor Justinian manages to retake all of Italy and starts to gobble up parts of the former Western Empire.

- Corpus Iuris Civilis- Body of Civil Law
- Roman Emperor makes all laws, according to divine right
- With the shift to Christianity, Emperors are no longer Gods, but are given their power to rule by God.

- Three successor civilizations to Rome; Byzantine Empire, Islamic republic, Frankish Empire.
- Muhammad was a prophet, with stark similarities to Jesus' message. He wrote the Koran, and believed in only monotheism.
- He chose to spread his own religion, but never claimed to have any divine powers or Godly powers.
- Muhammad accepted that Jesus was a prophet and shares many beliefs with Judaism and Christianity.
- He was a military leader, and led many conquests to conquer land in the name of Islam. After his death, the Islamic state spreads, eventually reaching the borders of France.
- During this time, literacy was high and Greek/Roman philosophy and sciences are explored, preserved, and expanded.

- The Frankish Kingdom emerges from the western half of Rome in the 8th century(768).
- This is formed from the combination of many Germanic tribes, with the Franks leading.
- In a smart move, the Franks convert to Christianity. This gains them the support of the remaining Romans.
- Charlemagne goes on a major conquest, and extends the rule of the Franks(768-805).
- Charlemagne also gains tributary states in Eastern Europe.
- Charlemagne's culture is a fusion of Greco-Roman, Germanic, and Christian cultures.
- Calls himself "King of the Franks"
- Forces the Anglo-Saxons to convert to Christianity and uses Christianity to bind his Kingdom together.

- The Frankish Kingdom still operates using Roman Law, Latin in government and literature.
- Christmas Day, Pope gives him crown and he becomes "Emperor of the Romans". This is seen as the Holy Roman Empire.
- Holy Roman Emperors will continue up to the rule of Napoleon.
- Charlemagne renowned for the Carolingian Renaissance, and his revitalization of literature and learning. Considered to be a rebirth of thought and learning.
- Ordered that schools be built and that the clergy will learn to read and write Latin.
- Created Carolingian Miniscule, which formed the basis of our modern lower case alphabet.

- Monks and Nuns- Devote their lives to God(No sex) and start copying out gospels and books. Catholic Church at this point controls learning, but also works to preserve it and all classical works.
- Also includes new styles of art.

- Charlemagne's empire doesn't last long. At the end of his son's reign, the Empire was falling apart. His empire breaks up, because his sons and grandsons cannot form an imposing figure of authority.
- Vikings and other tribes invade.
- By year 1000, European Society begins to expand again, after the collapse of Charlemagne's Empire.

War and Politics in the High Middle Ages(1000-1300 CE)

September-26-11
11:59 AM

*Test on Friday

By year 1000 literacy begins to spread again, and the economy and population rebound after the repeated invasions and turmoil of the fall of the Frankish Kingdom.

By the death of Louis the Pious(Charlemagne's son), the Frankish Kingdom begins to fall apart. Louis had three sons, and this created turmoil and conflict between the sons. Civil wars occur, and the empire is broken up.

Also, around the year 1000 feudalism starts to become more visible and apparent. Serfs serve under Counts, who in turn serve the King. Feudalism causes the Kings to begin to lose control, as Counts gain some of the King's power and authority. Eventually, the Counts make their positions hereditary and the King no longer appoints Counts. In some places of France, the Counts act as independent rulers, and have their own coins, armies, and pacts. At this point, France splits apart and is ruled by petty kingdoms. While a King still exists, the Counts are often wealthier and have larger armies. The Counts also begin to exert influence over the free peasants, and can even turn previously free peasants into serfs who can be taxed and controlled (This is called the Feudal Revolution).

The Holy Roman Emperors still have the most power in Western Europe, and the Germanic people hold the most unified land in Europe. At this point, there is a call for a reform of the Church. Cardinals called for the removal of the Church from the State, and a separation between them. This was done to prevent influence by rulers of states, over the Church. Before the separation of state, the Church was suffering from officials being appointed by Emperors, and corruption was rampant(the buying and selling of church offices). At one point, Popes were appointed by the Holy Roman Empire and the Emperor. The state would appoint bishops, and not the Church. This issue is referred to as the "Investiture Controversy". In 1059, the Pope declares a new system of electing the new Pope. The Cardinals vote on who the next Pope will be, and the person who gets the most votes becomes the next Pope. This is the Church separating itself from the State.

By 1077, open warfare breaks out between the Pope and the Holy Roman Emperor. This leads to a 45 year long civil war that tears apart Western Europe. Much of the fighting is present in Northern Italy and Germany. The Pope excommunicates the Emperor(kicks the Emperor out of the Church). If someone is excommunicated, anyone religious is no longer required to serve that person. They are no longer to pay taxes or fight for him. They can even choose not to talk to the person who is excommunicated.

In the primary source, the Pope says that the Emperor is just a regular person, and is still subjected to the same judgement by Gods. The Pope claims that only the Pope has a claim to people's souls, and only he can judge people for their actions. He basically says that he holds the keys to heaven and salvation(papal primacy). While Henry exiled the Pope, the war continued on. In the mid twelfth century, a compromise was made. The Papacy relinquished investiture, yet still retained control over all his bishops, and could deny power to Emperor appointed Bishops. The Pope's power is set, and the line between the Emperor and Pope is drawn(1077- 1122).

The Crusades were religious wars against heretics, and the Popes commanded massive armies. The ultimate goal was to recapture the Holy Land and the Church of the Holy Sepulchre in Jerusalem. The Crusades are both a military expedition and a pilgrimage. To do this, the Crusaders killed thousands of Muslims. The pilgrims succeed, the Crusader states are created. For about 200 years, western Christians ruled over the Holy Land. Ultimately, the Muslims manage to get their act together, and under Saladin they manage to regain the majority of the Holy Land. There would still be later crusades, but many of these would be sent to Spain, Northern Africa, and by 1297 the Holy Land was lost. The Crusades created an extensive network of trade links between Western and Eastern Europe. This is also referred to as a legacy of colonialism, as the Crusader states became the first European Colonies.

By 1200, the Papacy gains the height of its power. Popes come very close to deposing leaders, and they rule over the areas surrounding Rome. Pope Innocent III claims primacy over Western Europe, and treats rulers as his inferiors. He

was concerned over a new religious order founded by St. Francis. St. Francis was charitable and lived the life of a beggar, despite his wealth. The Pope had a vision of St. Francis as a pillar of the Church, and because of this he recognized the Franciscan Order. The Franciscans are totally under the order of the Pope, and are devoted to charity. They are used to root out heretics.

Courtly love refers to an Aristocratic type of relationship in the King or Queen's court. Courtly love began around the 11th century CE, and influences our ideals of romance today. Poets began to describe love differently, whereas in ancient times love was only used to describe love for country, father, or other heroic ideals. Very rarely was love discussed in Ancient Times, and love was really not recognized for what we see it as being today. Because of Courtly Love, we now view love as the perfect ideal, with our goals to attain love in life. In ancient times, marriages were not based off of love or kinship, but political or economic expediency.

Poets of France in the 12th century CE referred back to Ovid and his Art of Love, and they translated his works into the modern languages. Many of our stories of heroes, including King Arthur, were revived during this period. The new ideal of courtly love was seen as being very racy during this time. Instead of economic benefits, courtly love placed the emotional attachment between people as primary to all other motivations.

The Magna Carta (1215) was passed in the time of King John the 1st and it gave rights to all the people of England. The Magna Carta protected the people's rights to a) not have taxes raised, unless the King gets the consent of the realm(bit of a paradox, since the realm was considered to be the nobles) b)not be arrested or imprisoned without access to due process(judged by jury of their peers, King cannot just imprison you without a fair trial) c)

The reason that the Magna Carta was signed was because King John was under threat of a civil war and being deposed, if he did not sign the Magna Carta. The Magna Carta is the basis of our justice system, and created the system of parliament.

Tips for Survival:

1. Read the syllabus fully!
2. If you miss a class, don't bother the professor!

Textbook Reading:

1. Read the introduction
2. Have the list of terms out while reading
3. Summarize
4. Pay Attention to the body of the text
5. Know exact dates for important events, for people know eras(i.e. plato=classical era)
6. Compare and Contrast=Just about useless, unless applies to people we study in life
7. Timelines are not very important
8. Sub-headings are good
9. Overviews are useful
10. Ignore list of key terms in textbook

Taking Notes in Class:

1. Finding a good balance between too much and too little
2. Follow the lecture
3. If you have time, write the examples down, if not enough time don't worry about it too much. Generalize problems(i.e. Roman fall due to economic problems)
4. Review notes

Studying for Exams:

1. Study!
2. Read, Understand, Picture, Write, Mark

Taking Exams:

1. You have the right to know the basic vocabulary of the question
2. Know the technical terms
3. Compare and Contrast means: show significant similarities and significant differences
4. Get some sleep before the test- 7,8,9 hours of sleep before test

Life In The Middle Ages:

High Medieval Thought and Society:

September-30-11
12:27 PM

Medieval writers often liked to divide their society into three different classes/orders. The clergy had to choose to enter into the service of God, and this title was not inherited. The clergy would stay in Monasteries so they could not be corrupted, while Bishops were allowed to travel the world and tend their flock. The Clergy controlled learning and this class was fully literate. The knightly class was made up of knights and the aristocracy(milites), and their code of conduct was called chivalry. The knightly class could only be inherited, or bestowed upon a wealthy person by a King or powerful Duke. The serfs were the average people, who tilled the fields and did all of the manual labour.

While slaves did still exist in Europe, they are very rare to find. Slaves have no rights, while serfs had several rights. Slaves could not own any property, nor could they ever choose to just leave. Serfs were given land to work on, and could pass this land onto their children. These serfs were bound to the land, and were the descendants of the Roman Coloni. The proceeds of the land, after taxes, was theirs to deal with. They could sell the rest of their produce for material wealth, and could not be kicked off of their land. The serfs were also required to labour on their lord's land.

Free Peasants were not obliged to work on the Lord's land, and their taxes were far lower than the serfs. Free peasants could leave the land any time they chose to, and could sell the land for personal profit. The middle class was made up of merchants, bankers, doctors and lawyers, artisans and craftspeople. These people would live in towns and cities. These people would run small operations, comparable to mom and pop stores of today. These were often family businesses.

Guild: Organization of craftspeople in a particular trade(guild of swordmakers, blacksmiths). The guild looks out for their members(i.e. pays for funerals for members, helps with grieving families, aids with finding jobs) and holds a monopoly on trades. Guilds would usually own the means of production, and held power over production. Modern unions have almost no power compared to guilds. Guild members in Italy were able to throw off the rule of the Emperor, and become independent. They gained charters, and were allowed to do so since they controlled the trade in the region. In order to join a guild, you would have to apprentice with a master tradesman.

The University is a product of the middle ages, and arise as essentially academic guilds. The academics organize in order for protection, and in order to ensure that students would pay their educational fees. This allowed them to practice their trade in safety, and with consistency. It is in the University of Bologna that the foundation of western law, the corpus iurus civilis, is rediscovered and spread throughout the western world.

Gratians Decretum: Textbook for medieval students, compilation of church laws.

Dialectical/Scholastic Method: A dialogue between two opposing sides on an issue. The exploration of issues through dialogue, and comparison of author's views and beliefs(argues for and against).

How to become a scholar: If you're going to University, you are automatically entered into the clergy. You become a cleric. You cannot go to University if you are a woman, you must be a man. This marks a shift backward in women's rights.

Thomas Aquinas(1225-1274):

- Seen as the greatest philosopher of the middle ages
- Summa Theologiae
- Showed how all theologies and philosophies can agree together(i.e. Aristotle with the Bible)
- Answered philosophical questions(i.e. Who is God, how do we know he exists?)

- Still a major source of Catholic church doctrine and dogma

The Late Middle Ages

October-05-11

11:57 AM

1300-1500

The late middle ages are seen as a darker period of time, where many died from the Black Plague. However, the Late Middle Ages are not marked by a decline in civilization, unlike the collapse of the Roman World. By the end of the Late Middle Ages, Europe is back into a period of cultural growth called the Renaissance(1500).

Challenges facing Middle Ages Society:

- Massive population growth in the past, but in this period of time, the European population starts to level off and then begins to decline. Famines help to decrease the overpopulation, and then the Black death arrives in 1370. This plague wipes out 1/3 of the European population over five years.
 - o The Black plague was carried by rats throughout Europe, and it was incubated in the bloodstream of the rats. Fleas then bite the rats, suck out the blood, and the flea then bites the human, the blood of the rat is given to the human.
 - o Symptoms were bubones(swollen lymph nodes, tumours), and the disease evolved into a form which could be more easily spread.
 - o Between 1347-1351, the disease spreads out over Europe and affects 1/3 of the population.
 - o The Black Plague solved Europe's overpopulation problem, and the disease kept coming back. Each time it came back, it was less deadly. Each recurrence caused humans to develop immunities to the disease.
 - o Art during this time became very morbid, because of the omnipresence of death.
 - o The Flagellants believed that God sent the Plague as a punishment for their sins, and they whip themselves to atone for those sins.
 - o Many of the traditional authorities were undermined by the Plague, as their explanations all conflicted. No single traditional source had a valid explanation.
- 100 years war(1337-1453):
 - o Actually several wars and conflicts
 - o English Kings were actually vassals of the French Kings- Caused tension between the two countries
 - o In 1328, there was no obvious successor. No male heirs existed.
 - o The reign would usually go to the female heir but she would be giving the reign of France to the King of England, her husband.
 - o In the first 40 years, the English dominated the battlefield, due to the Longbow. This leads to the capture of the French King, and attempted revolutions in France.
 - o Over the next few decades, the French launch unsuccessful counter attacks.
 - o In 1429, under King Henry V, England invaded France again and England destroys the French army. This leads England to control nearly half of France. Paris itself was occupied by the English.
 - o Under Joan of Arc, a 17 year old girl who claimed God had declared her to be the saviour of France, the French attacked continuously and became victorious.
 - o Whether Joan controlled strategic directions is debatable.
 - o She boosted French Morale.
 - o Was captured by the Burgundians and burned at the stake in Rouen, by the English.
 - o By 1453, the French have driven out the English.
 - o After the 100 year war, France is reunited and becomes the strongest Kingdom in Europe.
 - o The Europeans also perfected the art of war using gunpowder, by using it in their own internal wars.

- The breakdown of the Papacy:
 - The papacy defeats the Emperors, and the Holy Roman Empire seems to break up.
 - It seemed then, by 1300, that the Pope's had won.
 - It's at this period in time that we begin to see the cracks start to occur in the Papacy.
 - Many believe that the Papacy is more concerned with politics, than with helping people get to heaven.
 - This is called anti-clericalism.
 - Philip wanted to tax the church, but the Pope says no. This becomes a heated debate, and Philip sends troops and arrest the Pope.
 - The Italians are infuriated, and they attack the French and set him free. However, the Pope's power was undermined by this and he died within a month. This causes a new dynamic to be formed between the Kings and the Papacy.
 - The Popes begin to lose their hold over the Kings of Europe, and their hold over Rome.
 - Eventually the Pope's are forced out of Rome, as Rome is full of conflict over who should succeed the current Pope. They go to Avignon for 70 years.
 - John Wycliffe(1324-1384) criticized the Pope's for their ostentatious lifestyle, and said that they should live more like Jesus. He also challenged Papal Primacy, and that the Bible should be translated into modern languages, which normal people can read. John has the New Testament translated into English, so that all can read the bible, not just the clergy. John lived a full life, and was protected by the English King. He died a natural death. The Pope's supporters threw his bones into the river, so he could not be made into a saint.
 - The schism(1378-1417): The pope returns to Rome, and then dies a year later. The Cardinals elect an Italian Pope, and a French Pope. This dispute grinds on and on for decades. It causes great hardship for the regular people. In the end, they do solve the dispute with a council in 1417(The council of Constance). By the end, the Pope's authority is greatly undermined and almost non-existent.

Renaissance and Discovery

October-05-11

12:00 PM

- Renaissance begins the modern world.
- The renaissance has no set time period, since the renaissance started at different times in different countries.
- Renaissance started in Italy in the 12th century and lasted up to 1527.
- In England, the renaissance lasted up until to 1650.
- The renaissance started in Italy first due to the booming trade routes that went through the country. Italy was the wealthiest area in Europe at the time, and had the largest cities.
- The renaissance was an urban phenomenon, and Italy was comprised of large cities. This made it the first nation to start the renaissance.
- Florence began the renaissance. Florence was an independent city-state, and began the renaissance.

- The renaissance was sped up by technological advances, and the printing press(made by Johannes Gutenberg) caused the Renaissance to grow stronger and advance faster.
 - o Other techniques include cheaper paper
- The first thing printed was the Bible, now called the Gutenberg Bibles.
- The Renaissance was a rebirth of the Greco-Roman Culture. The scholars of Florence and Italy went back to Greek and Roman learning, history, and culture and attempted to expand on these ideals.
- The scholars of the Italian Renaissance hated the middle ages, and the perception was of superstition and inferiority. They believed that the scholars of the middle ages had departed from the Roman ideals, and looked down on this.
- The scholars believed that the dialectical method was flawed, and they urged people to learn Greek, in order to better understand the ancient arguments the way they were meant to be argued.
- Educational reforms, including promoting physical training and the extension of education to middle classes.
- Vernacular languages were revived in literature, and normal day to day use languages were used in poetry.
- Scholars saw the teaching of history as the key to creating moral people.

- Francesco Petrarch(1304-1374): Italian scholar, poet, and humanist, a major force in the development of the renaissance. Seen as the father of humanism.
- Humanism: A focus on human beings, and an optimism on human being's abilities.
 - o Also associated to the new educational approach

- However, the renaissance was not an abandonment of the medieval traditions. All of the renaissance scholars were Christian, and the Church still held a great amount of power.
- Also, the scholars were not totally accurate in their views of Greco-Roman culture. They believed that the Frankish miniscule script was the script that the Romans used, and were utterly flawed in this belief.
- Art in the Renaissance was very different from any other art throughout history.
- Giotto: Father of renaissance painting, emphasized naturalism, bridged medieval symbolism and Renaissance naturalism.

Politics in the Renaissance:

- Scholars argue against democracy.
- Machiavelli argued for a dictatorship, and to have one strong leader in charge of everything.

- "Where the safety of the country depends on the resolution to be taken, no consideration of justice or injustice, of humanity or cruelty, nor of glory or of shame should be allowed to prevail"- Niccolo Machiavelli
- Renaissance trends toward absolutism, with the decline of democracy and parliaments.
- Niccolo's brand of philosophy was called realism- talking about things they really were. This was in contrast to the middle age's idealism.
- During the Renaissance, slavery is revived. New sources were being found and because they were not Christian, they would not upset the Church and could be enslaved.
- Also, the economy required cheap labour since there was a labour shortage(due to the black plague)

- When Columbus discovers the New World, he was trying to find a shorter route to India and China.
- Smallpox decimates the population of North America
- Cortes was aided by some of the enemies of the Aztecs
- Guns were decisive in their victories over the native cultures.

16. Age of Reformation

October-12-11
11:53 AM

The reformation ended any hope of religious unity in Western Europe. Before the reformation, Western Europe would still be considered to be a united religion in Catholicism. After the reformation, this would not be possible. Catholics would be forced to accept tolerance and religious pluralism. This took several hundred years to accept however, and Europe was thrown into a religious conflict for a hundred years.

While there had been heretics in the middle ages(i.e. John Wycliffe, to an extent the Franciscans as well), there was no all out conflict between different beliefs. People criticized Church doctrine, and questioned the Church's authority. They also questioned papal primacy. Critics in the middle ages, like the Cathars and the conciliarists, had challenged the Church and the Pope, but what was new in the reformation was the level of success achieved during the reformation.

Martin Luther: Was originally a German Monk, and started the reformation and a revolution led by himself.

- Luther posted his 95 theses on the church door at Wittenburg
 - Luther protested against the sale of indulgences(giving money to the church in order to gain absolution from sins and avoiding the penalty for the sins- committing an act of charity, and atoning for sins)
 - Indulgences were basically a scam, as the Church had no control over the penalty imposed by God. The Church was imposing penalties created by themselves.
 - Any person who is penitent and truly sorry for your sins, there is no need for indulgences, so long as you are truly repentant for them.
 - John Tetzel: The main preacher in Wittenburg advocating indulgences
 - Critiques the idea that the Pope is the supreme authority of the Church
 - Critiques the idea of Papal Primacy
 - Luther was declared a heretic, and was excommunicated.
-
- The reformation sets it's seeds in the places where the Holy Roman Emperor's authority is weak
 - Hapsburg Emperor Charles V gave up in his opposition to the Reformation, due to his wars against France, Vienna, and the Ottoman Turks
 - In 1555, Hapsburg passes the Peace of Augsburg which basically allows the ruler of a smaller state gets to determine the religion of the state. This gives the protestants enough breathing room to survive as their movement gathers steam.
 - Protestantism allows the King to go on top of the hierarchy, in contrast to the Catholic system.
 - Luther never claims authority over the Catholic Church
 - John Calvin, another reformer, disagreed with Luther, but this is allowed, as there is no central authority in the Protestant Church
 - Calvinism starts to replace Lutheranism, and Calvinists used laws of the state to legislate for the Church. Calvinist beliefs merged religion and state. The King passed laws to regulate the religion of morality of people.
 - The ancestors of the modern day Mennonites and Hutterites were called the Anabaptists. They opposed the act of Infant Baptism. They argued that the choice to come to Christianity should be a conscious choice, not one made as a baby or child.
 - Gradually the Protestant movement splinters but continues to gain power and followers. The Catholic Church is marginalized.
 - The Church fights back by founding the Jesuits, the society of Jesuits, founded by Ignatius Loyola. He tried to bring the discipline of a soldier to his sect, and tried to transform and renew himself through study, discipline, and loyalty to the Church and God.
 - The Jesuits tried to preach to Protestants, and converted many back to Catholicism. The Jesuits

are referred to as the Catholic Reformation.

- This movement culminates in the Council of Trent(1545-1563). This council was formed to combat the menace of the Protestant Reformation. The Council barely made any concessions, but it did recognize that some priests were not very well educated, that there should be less corruption in the Church. It reaffirmed the original teachings of the Church. There are still indulgences today! The Council of Trent was basically a declaration of war against Protestants.

- Effects of the Protestant Reformation:
 - The Protestant Reformation got rid of the career possibilities of women- no nuns
 - Leads to religious pluralism and tolerance

- Midterm:
 - First part will be exactly like the quiz, just ten questions
 - Second Part will be an essay- there are ten questions, of which 3 will be on the midterm exam. You have to choose one of these 3 questions to answer in proper essay form.
 - In opening sentence state clearly and succinctly your answer to the question.

17. Age of Religious Wars

October-14-11
11:54 AM

The Huguenots were a group of French Calvinists, a branch of Protestantism. The French Huguenots were always only a small portion of the population. In France we see a spill-over of the conflicts in Germany into France. Protestants critique the idea of the mass and undermining the idea of the Pope. From 1572-1598, open warfare began between the two religions. 3000 were massacred in the first initial attack, but this ultimately proved relatively futile. The St. Bartholomew's Day Massacre caused the Protestants throughout France all to rise up, for their own safety. In the end, the temporary solution in France was to be tolerant of other religions. Henry IV of France converted to Catholicism, and allowed tolerance toward Protestants. He protected the Protestants, and gave them freedom of religion. Rulers like Henry IV, who are willing to compromise and show tolerance were called "Politiques". Just as the Protestants attacked Catholics, Catholics also attacked Protestants. Protestants were burned at the stake as heretics. Overall, both sides committed their share of massacres.

In Spain, this is the golden age of Spain. This is the period when the Spanish Monarchs, the Hapsburgs Monarchs, dominated Europe. The Spanish Monarchy inherited the title of Holy Roman Emperor, and held extensive lands throughout Germany. They also ruled Southern Italy, Austria, Netherlands, and Switzerland. When Philip II of Spain married the daughter of England, he technically gained the reigns of England as well. They also had an endless source of wealth, due to their North and South American Conquests. The Hapsburgs dominated warfare, politics, finances, and economies. They led the fight against the expanding Ottoman Empire. The Ottoman Empire had been sending massive armies into Europe, and had been conquering lands throughout Europe. Philip II defeated the Ottomans, and helped to end the spread of the Ottoman Empire. The battle of Lepanto fought by the Hapsburgs halted the spread of the Ottomans and led to further prestige and power. However, by the end of the 16th century, cracks started to appear in their empire. A revolt against the Hapsburgs, centred in the Netherlands, began due to the Dutch's Protestant religion. This religion caused friction between the Spanish-Catholic rulers, and the Dutch- Protestant people. The revolt was also a nationalistic movement, and a call for independence. The Belgians also revolted at times. Ultimately though, the Dutch revolt was largely successful. By 1593, almost all Spanish Soldiers were driven out of the Netherlands. The Netherlands become more or less an independent state, under the rule of Protestants.

This is also the age of Elizabeth I, the "virgin queen". The English tried to find a medium between the two religions, and find a way to balance their needs. The English Monarchs opposed Protestantism until Henry VIII. After Henry died, his daughter Mary was Catholic and England converted back to Catholicism. Protestants were prosecuted, and Mary married Philip II of Spain. Mary rules for 5 years, and then dies. Elizabeth takes over and, although she is Protestant, she recognizes that most of her subjects are Catholic. She forges a middle path and founds the Anglican Church, and tries to solve the excesses of the wars by charging the middle path of both Catholicism and Protestantism. The Anglican Church had a hierarchy like the Catholic Church, and had the Arch-bishop of Canterbury as the head of the clergy, with the King or Queen as the head of the state and the Church. However, the Anglican Church did not recognize the primacy of the Pope. They also made many important concessions to the Protestants, including getting rid of indulgences. It also rejected the idea of monks and nuns, and gave Anglican priests the right to marry.

The Spanish was very opposed to the idea of the Anglican Church, and the Spanish Monarchs felt that they had a claim on the English Crown. The Spanish put together a massive armada, that was meant to conquer England, and bring it back into the fold of Catholicism. In May of 1588, the Spanish Armada of 180 ships and 125 000 soldiers set off for England. While the English did fight the Spanish in the English Channel, the real reason the English won was because of the hideous weather. Also, the English Navy heckled the Spanish Armada and forced them to abandon their plans. Ultimately, most of the fleet broke

up and very few returned to Spain. The Spanish Armada marks the beginning of the end of the Spanish Golden Age. Their defeat in England encourages the Dutch, and the Spanish are ended as the ruling monarchy of Europe. Queen Elizabeth was the most successful monarch in Europe at the time. While she did kill some Catholics, her reign was relatively bloodless. Elizabeth never married and was able to rule successfully for many decades.

The 30 years of war last from 1618-1648, and caused untold misery in Germany. Germany was deeply split by the religious disputes. Another problem at this time was that Germany itself was not united. The Holy Roman Emperor held no power over the smaller principalities and counties held by Dukes. The 30 years war breaks out with a defenestration(to throw out a window), when a Catholic Ruler indicated that once he got the throne, he would stomp out the Protestants. In anger, the Protestants threw out of windows several prominent Catholic people and Ministers. For the first few years, the Catholics were winning, and the next few years, the Protestants were winning. Entire cities were sacked, crops were stolen, millions were killed. Millions died from starvation, attacks, fire, disease, and being a refugee. A quarter of the German population was wiped out by this bloody warfare. Eventually a treat, called the Peace of Westphalia in 1648, caused the Dutch to be recognized, the Swiss to be recognized, the power of the Holy Roman Emperor to permanently diminish, and tolerance is finally rooted in Europe. The idea that a ruler could determine what religion would be in the country, was enshrined in European Monarchies. Unlike what our textbook says, RELIGIOUS TOLERANCE IS NOT ROOTED IN WESTERN CULTURE, THE ONLY CHOICE WAS TO EMBRACE TOLERANCE OR DIE IN BLOODY WARFARE.

Historical Essay

October-17-11

12:00 PM

1. Read the assignment
2. Read the sources
 - a. Do not quote introductory sections of the sources, only quote the body of the sources
3. A thesis statement is not...
 - a. A statement of the topic
 - b. A re-statement of the question or your intention
 - c. A statement of a blindingly obvious truth
4. A thesis statement seeks to summarize in one or two sentences the argument you will make in your paper and it is a direct answer to the question.
5. Before you start writing, draw an outline of your paper.
6. Introductory paragraph, body paragraphs, concluding paragraph, not limited to 5 body paragraphs
7. Sequence of body paragraphs- can be done chronologically, however this leads to summary rather than analysis, better organization is to follow the sequence of the question,
8. Start Writing: Write the body first, conclusion second, introductory last!
9. As you write, reference your sources(footnotes, endnotes)- make sure to put footnotes for every quote
10. Footnotes:

Can be found on the syllabus!
11. Proof-Read!!!
 - a. Do not make judgements in the paper
 - b. Avoid sentence fragments, run on sentences
 - c. No generalizations

19. Paths to Constitutionalism and Absolutism

October-21-11
12:01 PM

A constitutional monarchy has a written constitution which limits the power of the monarch. An absolutist monarch has ultimate power and the King has full power. A parliamentary monarchy is similar to the constitutional monarchy, and has a parliament which limits the power of the Monarch. England emerged as a parliamentary monarchy, while France emerged as an absolutist monarchy.

England:

At the beginning of the 16th century the Stuarts dynasty came into power in England. The Stuarts had ruled Scotland, and became rulers of England as well. The Stuarts had the parliament in order to increase taxation and pay for the King's projects and lifestyle. During this period, the Stuarts fought hard to enact an absolutist monarchy and gain full power over his kingdom. The Magna Carta gave more power to the parliament, and this reduced the Monarch's power.

James I, son of Mary, Queen of Scots, was seen as a tolerant ruler toward Catholics, and enacted many pro-catholic policies. This did not endear him to the English, and he was not loved by the average person. Also, he was Scottish. The nobles were also maddened by the King's attempts to not have to call parliament in order to raise taxes. Despite this, James believed that monarchy was given the Divine Right of Kings.

James' I son, Charles I, attempted to raise taxes by enacting older taxes which no longer existed from the Middle Ages onward. In 1640, the Short Parliament was summoned and the Parliament refused to give Charles any money until he meets their concessions. Due to a war with the Scottish, Charles is forced to agree with those concessions. This leads to the Long Parliament, which sat for 20 years. The nobles are fed up, and a civil war begins(1642-1646).

The Civil War was a battle between Parliamentarians/Nobles and the King. The King raises an army, yet he is defeated by the parliamentarians. Oliver Cromwell leads the parliamentarians and nobles to victory against the King. He captures the King, and in 1649 Charles is executed. From 1646-1658, when Cromwell dies, England is a republic. It was ruled by an assembly, and for about 12 years England was technically a republic, but was really a dictatorship. Cromwell was the dictator, and he placed friends in high positions. Much like Constantine, Cromwell used fancy words, like Lord Protector, to convince others that he was not a dictator. By the end of his rule, Cromwell was seen as a puritan and was generally disliked. Parliament, during this time, declared that Parliament must sit every 3 years. During Cromwell's reign, Cromwell placed people into their position as MPs. During the Kings' reigns, the nobles and the rich were the MPs and members of the House of Lords.

In 1660, the English bring back the monarchy. The English wished that the King would rule fairly and follow the rules, but the Stuarts refused to follow those rule. In 1688, the "Glorious Revolution" overthrows the Stuarts and the Protestant dynasty of Orange, both William and Mary, are brought in from Holland. William and Mary were forced to agree that they were elected by the people, and had to bow down to the power of the Parliament. From this point onwards, the Parliament holds a great deal more power.

France:

The French monarchs during this period succeeded in developing an absolutist system of Monarchs. Louis XIV, the Sun King, once said "l'état, c'est moi". France never had a constitution or an equivalent of the Magna Carta. From time to time, the French Monarchy did have the Estates General which was an

equivalent of the English Parliament, but it did not have any control over money. Part of the reason why the Louis XIV could do this was because he had some great administrators, men like Jean-Baptiste Colbert who invented the idea of Mercantilism. Colbert believed that nations could be measured by how much money the Government has. Colbert would say a nation gets richer when a King gets more gold. Colbert instituted the policy of Mercantilism, which was basically protectionism of local markets over foreign goods. The theory put tariffs and duties on foreign goods, and the government interfering in the economy to ensure its interests are protected. The French also had a powerful aristocracy, but Louis XIV tamed the aristocracy by throwing awesome parties to entertain the aristocracy, all at Versailles. Versailles was basically a playground for the rich, and Louis XIV spent nearly half the royal income on Versailles. The King also kind of struck a deal with the nobles, and gave them power over their smaller regions. He allowed smaller tyrants, so long as he was the absolutist monarch over all of France.

The money Colbert's mercantilism brings in allows Louis XIV to expand the army to 250 000 men, which was nearly inconceivable. One cause for concern for the French Monarchy, was that the Government, no matter how powerful it was, was still not very popular with certain groups, in particular the Protestants. The King of France was feared as much as it was loved. Not once during Louis XIV's reign was the Estates General called.

20. New Directions in Thought and Culture I

October-24-11
11:58 AM

During this period of time, it was considered to be a scientific revolution. It was a revolution of thought that was confined to a very small group of people, generally wealthy scientists. When we talk about the scientific revolution, we're talking about no more than a few thousand people. This period transformed the way European people saw themselves, and how they described their lives and universe. It seemed to many that this challenged the most basic religious beliefs, and it seemed to offer a template for understanding absolutely everything. It was thought to be the summit of human wisdom and could answer every problem and question we could have.

Nicolaus Copernicus(1473-1543): Nicolaus Copernicus created the concept of the heliocentric universe, which went against traditional ideas of the earth being the centre of the universe. Copernicus suggested that the sun was the centre of the universe, and he proposed this in the 16th century. It took nearly a 100 years for this idea to be accepted, due to the resistance of the people to change, and the opposition of the church to this idea. The Church championed the idea of the earth as the centre of the universe, as it seemed to accord with what we read in the bible(i.e. Joshua during a battle, commanding the Sun to stop moving in the sky). Another reason for the long uptake was the lack of any increase of accuracy, when it comes to predicting celestial movement and events. The heliocentric model did not help to predict any future events. Copernicus's idea was also flawed in that it believed that the orbits of planets were perfectly spherical, which we now know to be elliptical.

Galileo Galilei(1564-1642):

- One of the first to use a telescope for science
- One of the first things he saw were sunspots, which were imperfections on the sun.
- He also saw moons around Jupiter, which showed that things were not all revolving around the Earth.
- Argued for a separation between science and faith, and encouraged people to think and do research, not just to blindly follow what the bible says.
- Was forced to recant his views, by the Pope, yet still supported his views throughout his lifetime.

After Copernicus, people begin to develop his theory and scientists improve the model. Kepler created the idea of the elliptical orbits. Galileo popularized the idea of the heliocentric view of the universe. Galileo leads the charge to a new conception of the universe, and creates a conception of a mechanistic, mechanical like, mathematical view of the universe.

Isaac Newton(1642-1727):

- English Mathematician who shared many of Galileo's views
- Invented Calculus, discovered laws of gravity
- Best known for his theory, of course, of gravity
- Gravity was controversial, as it seemed to contradict God and replace him, in the viewpoint of some.
- Interestingly, at the time he was doing all of his scientific research, he was interested in many alchemical pursuits and pseudo-science pursuits. John Maynard Keynes described Newton as the last magician.

It's during this period of scientific revolution that many of the burnings of "witches" occurred. Close to 100 000 people were burned at the stake as witches. During this period, the bloody conflict of religious reformation was occurring as well. Many of the witchcraft accusations were used to fulfill neighbourly disputes, and many women were burned at the stake. Women were usually denied authority, and could not hold public positions. The burning of women were basically a manifestation of the patriarchy in Europe. Some argue that women could not defend themselves as well as men, and that the European

society was deeply masochist. Also, women still generally controlled the birthing of children. During this period, many children and mothers died during childbirth, and the midwives were accused of witchcraft because of these deaths.

Miguel de Cervants(1547-1616):

- Dreamt up the story of Don Quixote- a crazy knight who goes out and tries to behave like a proper knight
- Don Quixote- Modern knight acting like a medieval knight, in an era which no longer understands these concepts.

21. New Directions in Thought and Culture II

October-26-11
12:03 PM

Francis Bacon(1561-1626):

- Widely considered to be the father of the scientific method
- Was not actually a scientist, but helped to create/refine the methodology of science
- "Our only hope to discovering certain truth lies in true induction"
- Axiom: A truth, a general principle
- Induction:
 - o A movement from fact to axiom.
 - o i.e. because all desks are brown in the classroom, that means all desks are brown. If other colours are found, the axiom can be changed.
 - o Empiricism
- Deduction:
 - o A movement from axiom to fact.
 - o We know that the University of Lethbridge is a good school, the history department is a good department, therefore the professors must be good.
 - o If you encounter new facts, deduction does not allow the axiom to be changed. The facts are made to fit into the current axiom.
 - o A priori-rational reasoning
- Bacon's views were very important, and he pushed scientists towards inductive reasoning at the time. He also pushed a more optimistic scientific view.
- During Bacon's time, scientists stop looking backward as a golden age, but look to the future with optimism.

Renee Descartes(1596-1650):

- Cogito ergo sum- I think therefore I am.
- Pushed deductive thinking
- Deduction is also useful in fields where you cannot repeat the experiment

Thomas Hobbes(1588-1679):

- A very well educated scholar and Philosopher
- Wrote the Leviathan
- State of nature:
 - o Culture without government= equals war, no knowledge, no culture, no society, continual death
 - o Life in this state is "nasty, brutish, and short"
 - o Inherently believed that humans were naturally evil.
 - o Pessimist= Hobbes
 - o English Civil War, Protestant Reformation, 30 years war in Germany, formed Hobbes ideology
 - o Also gained the concept of human evil from Christian Religion, all humans sin.
 - o Humans tend to do bad things, and without government, humans will do even more bad things.
 - o The state is stronger than any individual person, uses law and judges to prevent violence and maintain order.
 - o Supported Charles I, Cromwell, and Charles II because the only other option was anarchy.
 - o Hobbes' viewpoint was very similar to Machiavelli.
 - o Government exists to contradict the laws of nature and the state of nature

John Locke(1632-1704):

- Locke's works were not as sophisticated as Hobbes' work.
- His philosophy was much more influential.
- Two treatises of Government
- State of Nature:
 - o State of liberty
 - o Man has right to dispose of his possessions BUT not to destroy or interfere in other men's possessions.
 - o Men have the capacity to reason, and every man will understand the basic axiom that you shouldn't harm another person, therefore order is maintained through axioms.
 - o Everybody has freedom, but it doesn't devolve into complete anarchy.
 - o Government is a social contract- people agreeing to limit their freedoms, so that a governed society is possible
 - o Government exists to preserve the natural rights that people possess in the state of nature.
- Tabula Rasa: Blank Slate
 - o When you are born, your mind is a blank slate. Locke believed that everybody had a rational capacity, and were pretty similar in their minds.
 - o If we can create an equal and just society, then everyone will co-exist peacefully, with no harmful outside influences.
 - o No inherent ideas exist.
- Locke's ideas were far more influential, especially during revolutions(i.e. American Revolution, French Revolution)
- His ideas contradict the idea of divine right, Kings are not given their throne by God, but by the people who choose to support the King to protect their rights.

During this period of time, skepticism toward old ideals emerge, and many scientists abandon old ideas for newer, more modern ideas.

22. Society and Economy under the Old Regime in the Eighteenth Century

October-28-11
11:54 AM

Old Regime
The Agricultural/Commercial Revolution
The Industrial Revolution
'Domestic' or 'putting out' mode of production
The steam engine

L'ancien regime- the period leading up to the French Revolution. This period, especially in France, is characterized by the old regime, absolute monarchists. Kings like Louis XIV symbolized this period, with unlimited powers. This sort of regime was quite common during the time period in Western Europe. These regimes stressed social classes, and stressed the privileges of certain classes over others. Also, these people brought back the medieval form of class structure, and referred to society as an organic whole (like an onion? Layers). This period, however, was unsustainable. The population of Europe was continuing to grow, and the growth would no longer cease or even decrease.

During this period, farming was becoming increasingly commercialized, and done for profit. Because of this commercial incentive, production was also increasing. It was also during this period that the gap between the rich and the poor was abysmally huge. It was also during this period that the industrial revolution occurred and sped up this process.

The old Regime in France is seen as the inheritor to the title of Holy Roman Emperor, and it was the most powerful nation. The French tended to see society as structured into classes, and each class held different rights (i.e. if a member of the clergy, you had the right to your own system of law, did not have to fight, and had no taxes; if a knight, you had the right not to be taxed, the right to carry around a sword, and the right to wear clothes of the nobility). The nobles believed that the traditions of the past were the surest guide to the future. They did not view change as something good, and this is a prevalent mood in this period.

Nobles- a hereditary birthright (caste system), very little movement into this class, represented 5% of the European population, were the class everyone wanted to get into, the basis of their wealth was land. The aristocracy has changed, since the aristocracy is much less militaristic, and many never engage in battles or war.

↓ (BIG GAP)

Urban Classes (Middle Class):
merchants,
banker,
tradespeople/artisans,
urban professionals,
Free Peasants
Serfs
Slaves

Before the industrial revolution breaks out, the household is the basic unit of economic production and consumption. During this period, the producers own the means of production, in contrast to the modern day corporation.

The Agricultural Revolution:

Changes begin to occur in the 16th-17th century, and are characterized by a dramatic increase of food, and throughout history it had generally been the case of determining where their next meal was coming from, with this changing in the Agricultural and Commercial Revolution. This increase of food production can be directly attributed to increases in knowledge, and new technology (crop rotation). Another reason is that new crops are being developed and older crops

are being refined(i.e. corn, tomato, potato, from the new world). This is also the period where landlords increasingly see their lands as a moneymaking entity. While the middle ages was defined by subsistence farming, the 18th century saw the rise of commercial farming for profit. It was also during this period that the landlords divided the land and started growing their own crops for profit. This was seen as a movement for individualism. While peasants would pool their resources and share oxen, the landlords would purchase their own tools, and act individually.

Because of this increase in food production, the European population had grown to 260 million in 1850. This growth was exponential, and directly attributed to the increase of farming and food.

The Industrial Revolution:

On the heels of the Agricultural Revolution, we see the Industrial Revolution occur. It was so important that it ended the Early Modern Ages. This revolution begins in the 1860s and 1870s in England. The first industry that this was seen in was the textile industry, and was meant to solve the inefficiency of turning raw cotton into cotton thread. The production of cotton thread was expensive and inefficient. The Spinning Jenny spun multiple threads at once, and solved this issue. It could spin numerous threads simultaneously, and this signals the rise of the machine in solving production issues. However, this machine was still run by human hands and at this point we don't see the rise of the factory. The production was still mainly based in the home. In the 1760s and 1770s, new machines were being developed, like Arkwright's Water Frame, which used the power of the flowing of the water would power the machine. This is one of the first machines to use natural power. The revolution really begins after James Watt(1736-1819) invents the steam engine. After this engine is used, cotton production increased by 800%. The engine caused a massive increase in production, and all other industries' production explode as well. By this point, production is no longer rooted in the home, but is instead rooted in the factory. Steam engines were too expensive for the common worker, and only factory owners could afford these machines. The owners of the factory were aristocrats and bankers, and the individual workers only earned their daily wage. Women are increasingly shut out of production, as the production has moved to the factory. Men were paid more for the work, and women were seen as simply supplementing the family's income.

Urbanization also occurs during this period, and the factories move to the cities, where thousands of labourers can be found. Because of all of the population growth, diseases spread, cholera takes many lives, pollution increases, and rats are an epidemic in cities. The basis of European economic, military, and cultural dominance is rooted in the industrial revolution.

23. Empire, War and Colonial Rebellion

October-31-11
12:00 PM

Frederick II the Great(1740-1786)
Battle of the Plains of Abraham(1759)
The American Revolution
The Quebec Act of 1774

During this period, the Western Empires pull ahead of other areas of the world, both politically and economically.

Four phases of European Colonialism:

1. Discovery(to the end of the 17th century)
2. Colonial Rivalries and emancipation for USA and South American Colonies(to c. 1820)
3. New Colony/Empire Building, especially for Africa and Asia(to the early 20th century)
4. Decolonisation or dismantling of colonies(mid to late 20th century)

By the 18th century, the spread of technology and massive navies had spread all across the world. When nations went to war, wars were no longer localized, and it was a global war. These global colonial battles could be fought thousands of miles apart. The two greatest successes of the 18th century were Britain and Prussia. These battles often came at a great cost, and many revolutions that occurred(i.e. American Revolution) were due in part to these wars. However, these wars caused a great amount of European influence across the world.

In South America, the Spanish were attempting to find gold and silver. When they first arrived, they met the Incans who possessed great amounts of gold. Eventually, as colonies are founded, the Spanish are looking for trade partners to exploit. The Spanish focussed on exploiting the native populations. Colonies were not supposed to trade with any other nations. Those who lived in the colonies don't get a vote, and are ruled by the mother country's monarch. Power flowed from the top down, not the bottom up. At one point, the British contemplated trading their claim over Canada for small islands in the West Indies in order to gain access to the West Indies. The West Indies were where the real money was, with cash crops such as coffee and tobacco grown there.

The issue with colonies was the limited population and lack of a labour force. Europeans looked for a cheap labour source, and they found it in slaves taken from Africa. This new form of slavery was worse than any other known before, and they were treated like cattle. By 1725, almost 90% of the population in Jamaica were slaves. As many as 9-10 million slaves were transported to the New World as slaves. The slaves' children remain slaves, and it is a hereditary system. The slavery in this period is a little different than the original slavery in the Roman Empire, in that slaves were becoming increasingly racially profiled. Europeans exploited blacks, and used them exclusively as slaves.

What develops with slavery is a cyclical pattern, with the capture of slaves, the selling of slaves, the transportation of cash crops, selling the cash crops for manufactured goods, the capture of slaves, etc. Obviously then, there was a lot of money to be made here. On the continent of Europe, the continuous power struggles continue and Prussia emerges as a great power. Prussia was a fragment of what had once been the Holy German Empire. By the beginning of the 30 years war, they ruled areas around Berlin and nothing much more. Gradually the rulers of Prussia gobble up the territories around them and expand east to what is now Russia and by the time of Frederick the Great, they were the most powerful German State. The Austrians and Prussians have a war over Silesia, and the Prussians emerge dominantly. The Prussians and English ally together, and by the end of Frederick the Great's life, Prussia is a great power. By the end of the century, the Prussians rise as a new player in the game of international politics.

By the beginning of the 18th century, Britain begins to emerge as a great naval power. By 1703, Great Britain emerges as a union of England, Scotland, Wales, and Ireland. Great Britain holds a series of battles and wars, and wins these, under the leadership of Prime Ministers like William Pitt the Elder(1708-1770). Great Britain wins these battles and wars, mainly due to their growing colonies, and the victories over the French. In 1759, the British defeat the French and take possession of Quebec. Britain also expands throughout India and the West Indies. By the end of the 18th century, England has become the leading colonial power.

Massive amounts of money were needed to pay for the fleets and colonies, and the average person is expected to pay for this through higher taxation. The costs of the British expansion were passed onto the citizens of the colonies. The Americans complained about 'taxation without representation', which they had no say about in British Government.

There was another problem too; what to do with the French and the Natives. The British had to satisfy the natives who fought for them, and the French to keep them happy. The Quebec Act in 1774 set out lands for natives and the French but cut off any lands for the thirteen colonies to expand. By 1774, the Americans created the continental congress and declared war in 1776. In 1781 the Americans finally gained victory over General Cornwallis, and he was forced to surrender. This essentially ended the American War of Independence. Many Americans justified the Revolution by referring to the ideals of John Locke.

24. The Age of Enlightenment: Eighteenth-Century Thought

November-02-11
11:58 AM

The enlightenment was an intellectual and cultural revolution, much like the Renaissance. The idea that humanity will steadily progress from a worse to a better state was predominantly an idea created in the age of enlightenment. Increasingly, Western Europeans came to see change as a good thing, and even desirable. The achievements of this age were resting on the ideas of the scientific revolution. They saw the world as a machine, which could be studied and discovered, and the growth of knowledge continued. The idea of Tabula Rasa, that human minds are a blank slates waiting to be filled, was popular and people believed that if the world could be changed to be ruled by reason, then the world would become progressively better through future generations. This involved math and science, criticizing religions and the church, and superstitions. Overall, their goal was to universalize the scientific method in all aspects of life.

The spread of knowledge during this period was perpetuated by print media, as newspapers and periodicals spread new ideas. Before the 18th century, print media was very expensive and virtually inaccessible. In the 18th century, public libraries are created and print media is made universally available to everyone. The ideas of scientists are popularized and become widely spread out. At the beginning of the 17th century, half of the books published involved religious themes. At the beginning of the 18th century, only ten percent involved religion.

Philosophes(lovers of wisdom) loved reason, logic, mathematics, and science. This group was loosely related who championed the cause of reason and knowledge. While they had no political power, they were seen as the leaders of the intellectual movement. They helped to lead to the emergence of enlightenment ideology. One of the reasons they strove to change the existing order was the Encyclopedie et Dictionnaire de raisonne des sciences, which helped to spread enlightenment ideas to every class of people(whether they were poor or rich).

Perhaps most symbolic of this period, Voltaire(1694-1778) championed the century as the triumph of reason. He was an author and made his living off of his writing. Before this period of time, you would have had to have had a patron paying your bills for you. In this time, the emergence of books allowed people to make a living off of their writing. He praised England as a model of reason and knowledge, and to many England was a role model for all of Europe. He also helped to popularize Newton's line of thinking, and he put Newton's works into a more easy to understand form for the uneducated. Voltaire, unfortunately, ran into some issues with the authorities, due to his criticism of the Church. The philosophes, however, were often still religious. While some were atheist, they stayed quiet, fearing oppression and persecution. They were generally religious, but they had a different view of religion. They held the view of Deism; which views God as an wise being, who was the epitome of rationality. He was inherently rational being, that any rational person could understand. They felt the existence of God could be understood empirically, through the observation of natural phenomena. They envisioned God as a supreme scientist, who created the Earth then let be afterward. They viewed the sacrament and other superstitious practices as hogwash, and derided them.

In the 18th century, social science emerges as a field of study. They believed that if men could study physical phenomena, why could they not also study human society? They applied the scientific method to human society, in order to understand human society better. Some prominent historical figures in social sciences fields include Adam Smith and his work "The Wealth of Nations". Adam Smith was the father of our current global system of a market economy and laissez faire economics. His book was a direct critique of the economic system of mercantilism. He believed that the mercantilist system decreased the wealth of the nation, and depresses the economy for everyone. He said that no one benefited from the mercantilist system. The mercantilist system was described as being only in the

interest of the producers, and not the consumers. He argued that the system gave consumers no voice in the marketplace. He said the government should not interfere in the economy, and that tariffs hindered the growth of the economy. He champions the modern idea of capitalism, and creates classical liberal economic theory. He says that the natural order is to pursue their own self interest, and that by doing this, this benefits everyone. The eventual goal for all of what he proposed was to create a rational economy.

While all of this was happening, men who championed reform generally were still very patriarchal. Voltaire was especially sexist. Mary Wollstonecraft(1759-1797) wrote "The vindication of the women" started a wave of thought and criticism over the role of women in society and the economy. She pushed for the equality of women, and argued that not giving women more rights and equality was a violation of reason.

Enlightened Absolutist Monarchs were extremely popular during this period of time. Catherine the Great(1762-1796) of Russia was a monarch who embraced the ideals of the enlightenment, and she envisioned herself as the bringer of rationality to her nation. Catherine removed internal barriers to trade, protected people's access to rights, and promoted rationality in all aspects of life. Frederick II promoted religious tolerance and pluralism, brought in new crops from the new world, and championed free speech(to an extent, so long as it did not criticize the monarch). This new style becomes extremely popular and changes the political and economic landscape of Europe. However, this doesn't mean that the tyrannical excesses of absolutists just stopped. As an example, Poland was divided up between the four great powers of Europe, without the consent of the people of Poland. By the late 18th century, revolutions were breaking out, and this stopped the spread of enlightened absolutism.

27. The French Revolution

November-04-11
11:59 AM

The French National Assembly

The storming of the Bastille, July 14, 1789

The Declaration of the Rights of Man and the Citizen

The Reign of Terror, 1793-1794

In the 1790's, the French Monarchs faced an unprecedented challenge to their rule. A popular upheaval from the lower classes, which spread across Europe and challenged many prominent nations' rulers. The beginnings of the French Revolution began in a crisis which faced the French Monarch, Louis XVI(1774-1793), the problem was that they could not stay within their budget. Louis XVI tended to spend more than he could take in, and the huge costs of colonies and wars put the nation greatly in debt. The monarchs attempted to tax the aristocracy, but the aristocrats resisted and the tax burden was redistributed to the poor. A three class system was developed, the estates general, with the clergy, the aristocracy, and everyone else. Each class held one vote, and the clergy and aristocracy ganged up on the poorer class. The King wanted to raise taxes, and since the nobles refused, the estates general was called for the first time in 200 years, in 1789. Increasingly, people viewed the estates general as a parliament. The commoners were starting to awaken, and challenge the status quo. The poor were called the third estate, and they demanded that the estates general were called regularly, and that the King's subjects were to all have equal rights and an equal system of taxation, along with a free press and freedom of expression. Gradually, the estates general started to call itself the national assembly, and viewed themselves as the defenders of everyone's rights.

The tensions in France comes with the Storming of the Bastille(July 14, 1789), which was a prison for political prisoners and dissenters. The people demanded that the Governor hand over the weapons in the Bastille, so that they could form a national guard, but the soldiers fired on the people. The people took the bastille, and declared themselves the national guard of France. With the storming of the Bastille, the King starts to lose control over the country. At this point, the clergy and the aristocracy begin to become worried about their own welfare and estates. Because of this, the nobles and clergy start to side with the revolutionaries, in order to save themselves. In August of 1789, the Declaration of the Rights of Man and the Citizen is released, and was essentially the basis of a constitution. This piece of writing was based on the ideas of John Locke, and advocated his ideas clearly. This was also an explicit rejection of the idea of Divine right of Kings, and argued that the principle of sovereignty comes from the nation, NOT GOD.

As the revolutionaries began to gain power, they began to reorganize France on a political, economic, and even geographical level. They reorganized the provinces of France, so that they would all be of equal size, advocated for a system of fair courts. However, revolutionaries were still not the majority of the people, and were opposed by the clergy, the aristocracy, and all the monarchies of Europe. Especially, the Church resisted the attempts of the revolutionaries to nationalize the Church and make it a public institution. By 1793, as the revolution gets going, it faces resistance, and it becomes radicalized. In 1793, King Louis XVI was executed with a guillotine, and this changes the goal of the revolution, so that they no longer want a constitutional monarchy, but a republic. At this point, the revolution becomes led by the sans-culottes, who were the average workers.

Ultimately, this leads to the period called the Reign of Terror(1793-1794). As the revolutionaries become radical and violent, they decide to create a "Republic of Virtue". They abolished the Gregorian Calendar and replaced it with the Republican Calendar. There was also an attempt to de-christianize the country, since many revolutionaries were Deists. Priests were forced to marry, church properties were closed or seized, and plays that had Christian Sentiments were banned. Men like Maximilian

Robespierre(1758-1794) were put in charge of rounding up counter revolutionaries, and Kangaroo courts were used to execute these men and women. Almost none of these were counter-revolutionaries. By 1794, it becomes clear that the terror cannot continue. Robespierre himself is rounded up and executed. French society returns to a state of normalcy, and traditional values of French society, but some things had changed forever. The old regime had changed forever, and the absolutist monarchy was essentially destroyed. The new government was a republican model, and voting was opened up to all, as long as they met a certain property qualification. This was far more fair than the Estates General. Inherited titles or medieval privileges held no sway.

Olive deGue wrote the declaration of the rights of woman, and many women pushed for the expansion of the rights of women. Some petitioned to hold positions in government and joined the revolutionary army. Later, after the terror, many of the radical reforms for women's rights went away. Many reformers were executed during the terror.

28. Age of Napoleon and Triumph of Romanticism

November-09-11
12:01 PM

Napoleonic Code
Continental System
Levee en masse
Congress of Vienna(September 1814-Movember 1815)
Romanticism

The conquests of Napoleon and their Aftermath:

Napoleon was a French army officer, commissioned in the artillery in 1785. He was a republican, and by the mid 1790s, he was starting to make a name for himself, as a defender of republican principles. By the 1790s, France was a republic, but there was still a huge amount of turmoil within the nation. All old empire nations were attacking France, and within the country, there were counter-revolutionaries and constitutional monarchists. The national assembly in France had shown that it could not restore order, stamp out rebellions, and counter revolutions. Gradually, people began to look to the army, as the only stable form of leadership.

In 1785, the constitutional monarchists won a majority in the National Convention, and Napoleon himself lead the troops against the monarchists, in order to protect the Republic. Gradually, Napoleon is seen as the only man who can bring peace and order back to France. Napoleon originally just called himself First Consul, harkening back to the senior elected office in the Roman Republic. While he was fully in charge of the state as a monarch, it was an enlightened monarchy. He restored order and tried to bring compromise between the monarchists and the republicans. He issued an amnesty for people who had fought against and for the reign of terror. He worked to transform the French Society into an enlightened society.

In 1804, Napoleon passed the Napoleonic Code, which was an entire new system of laws. This would be the single law for France, replacing individual laws for individual cities and states. It did away with hereditary privileges, outlawed worker organizations, and caused equal treatment under the law. The Napoleonic Code was spread throughout the world, with the French army spreading the Code. In fact, the reforms would outlast Napoleon himself.

By 1804, Napoleon is in firm control of the state. He has solidified the borders of France, and has defeated the Austrians and any who attempted to suppress the revolution. By 1804, Napoleon proclaims himself the Emperor. Interestingly, he takes the crown from the Pope, and puts it on himself. This symbolized that the Pope and the Church had no authority over the Emperor. The New Empire was different than any other Empire, as it was an enlightened empire. In his inauguration speech, Napoleon guaranteed no new taxes, and equal treatment under the law.

Over the course of the next 6 years, he comes to take over most of Europe. He uses the average poor person, and uses levee en masse, to raise massive armies from the poor and the rich. Under levee en masse, any man can be enlisted into the army equally. Napoleon's armies are the largest armies in all of Europe, with the highest level of morale and national spirit.

In 1815, Napoleon was fully defeated after attempting to invade Russia, and the loss of the French Navy to the British Navy. Under the English Admiral, Horatio Nelson, the English Navy controlled the seas, while Napoleon controlled the continent. A major battle at Trafalgar, in 1805, there is a showdown at sea. Napoleon sends his fleet to defeat the English, but Nelson uses a daring strategy and destroys the French fleet.

Napoleon knew he couldn't defeat the British at sea, so he used the Continental System to try to force Britain to heel to France. The continental system is meant to cause a blockade of Britain, and force Britain to give up. This system annoyed the Dutch, and the Spanish needed to trade with Britain. Their economies relied on it. This system went on for a few years, and the tide of public opinion went against Napoleon. Spain and Portugal rebelled, and in 1812 the Tzardom of Russia defected and in the summer of 1812, Napoleon's army marches into Russia with 600 000 soldiers. Napoleon marches all the way into Moscow itself, the capital of Russia. In the end, as winter came, Napoleon burned Moscow, and the strategic retreat back to France became a rout. The soldiers started to die, like flies, and of the 600 000 that had set out, only 100 000 made it back to friendly territory. This was the beginning of the end for Napoleon, and the other nations started to gather against Napoleon. He was at first defeated, and exiled, then returned to Europe once more, and gathered another massive army. He had come within an inch of establishing his dominion over all of Europe.

The Congress of Vienna was convened in 1814, and had to be suspended after Napoleon rose up once again, and returned in 1815. It was a difficult Congress, since the enlightenment principles had taken hold all over Europe. The redrew the map of Europe, and France was forced to give up some of the places it had conquered, while no other nation would be allowed to grow too large. The idea was that no one giant nation could form, so long as a balance of power was kept. Some argue that the genius of the Congress of Vienna was that it didn't punish any who supported the enlightenment or Napoleon. Basically, it was quite successful in restoring peace in Europe. It kept this order from 1815-1914, until WWI.

The Romantic Movement was a reactionary movement to the ideals of neoclassical and enlightenment principles. The Romantics were a movement made up of artists who argued against reason as the be-all of human experience. They argued that the neo-classical movement left out emotion, faith, and the imagination. These were valued by romantics, and were considered to be important by Romantics. The Romantics also had a conception of art very similar to our modern view of art.

29. Economic Advance and Social Unrest

November-14-11
11:56 AM

Nationalism
Liberalism
Proletarianization
Socialism
Marxism/Communism

This period lasts from the end of the congress of Vienna, in 1815, until the beginning of WWI. This was a relatively long period of peace between the great powers, but many nations were suffering from inner turmoil and change. The main proponent of this turmoil was the continuous spread of the industrial revolution and the ideals of the French Revolution.

The most serious challenges to the old regime were the forces of liberalism and nationalism. Nationalism says that there are differences between people, and that one group is superior. The reason that nationalism presented such a challenge to the old regime, was because the nationalists wanted to redraw the borders of Europe, based on ethnicity. In order to have your nation accepted, you must have a shared language, culture, and heritage. Without an army, you are not really ever going to have a nation.

Liberalism also challenged the old regime, and they pushed for a free market economy and the ability to trade freely. They pushed for individual freedoms and liberty, and called for protections of individual rights. Unlike classical liberalism, modern liberalism no longer encourages a free market economy and often support protectionist policies.

The French Revolution was also a source of the Liberal Ideology, along with the Magna Carta. Generally, the Liberals of the 19th century did not push for full democracy. Even that was too much for them. They were usually middle class people, and believed that wealth should determine voting rights. The idea was that if you had a certain amount of land, or wealth, then you had an interest in government and should be able to vote. The Classical Conservatives argued that the ideals of the revolution would lead to anarchy and death. Their beliefs harkened back to the words of Thomas Hobbes, and the Conservatives said that the surest guide to the future was the past. They also used God as an argument, and said that society was not just a random collection of individuals seeking gain, but that it had a structure for a reason and it was meant to be.

The Industrial Revolution changed the physical landscape of human distribution and the overall landscape of cities. Where once there had been farms and windmills, now there were smokestacks and huge sums of people. Factories proletarianized the workforce, and the average man began to work, not for his own benefit, but for the wealthy owner of the factory. Instead of earning a profit off his work, now the man would work only for wage labour. Where before the entire job was worked by the entire family, now only men would work while women guarded the home. This also led to an increasing gap between the "capital and labour", meaning the wealthy capitalists and the poor labourers. It was also during this period that children would work in mines and factories.

Socialism was a push for the redistribution of wealth that was meant to address the inequalities of the industrial revolution. Socialists wanted to ensure that everybody had a minimum standard of living. Basically, socialism is government intervention in the economy designed to create equality. Robert Owen (1771-1858) believed that people would work better if they had a good standard of living, education, and a fair wage. He made one of his factories work in Scotland, and it produced a profit.

Marxism/Communism was named after Karl Marx who wrote the Communist Manifesto, and was an expression of communist ideologies. He said that history was essentially a struggle between one class and another. Marx argued that there was still one last revolution to go, and he said that the proletariat would rise up against their capitalist oppressors and seize control. He thought that this revolution and uprising was inevitable, and that the proletariat would get rid of private property and the class system.

31. Age of Nation States

November-16-11
11:59 AM

Revolutionary Populism
Crimean War(1854-1856)
Camillo Cavour(1810-1861)
Otto Von Bismarck(1815-1898)
Austro-Hungarian Empire

The first thing to undermine the concert(the cooperation) of Europe was the Crimean War(1854-1856). It was important, despite the fact that it was a relatively small conflict, because it was one of the first cracks in the cooperation. It was a war with England and France against Russia. Russia wanted Moldavia and Wallachia, due to the fact that the peoples living there were Slavic. What ultimately happened was that the French and British beat up the Russians and forced to the Russians to give up any claim on Moldavia and Wallachia.

The rulers of Russia, like Alexander II(1818-1881) were forced to deal with the challenges of Liberalism. Many of the people in Russia were still considered serfs, and this was basically the last place to have serfdom considered legal. Liberals demand that serfdom be abolished, and in a concession to the Liberals, the Czar emancipates the serfs and allows them to buy out the land they work over 50 years. The Czars also try to institute some legal reforms, to make Russian Law conform with Western European Standards. In Russia, a grassroots movement called Revolutionary Populism existed, and it believed that society had come to corrupt life, and that the most ideal life was that of a simple rural farmer. They wanted to reshape Russian Society into this form and image. Many of the farmers that students tried to recruit into the revolutionary movement, the farmers wanted nothing to do with them. Often they would just call the police on the revolutionaries. In 1881, at the Church of the Saviour on the Spilt Blood, the revolutionaries won a great victory when they successfully assassinated Alexander II. This caused a negative reaction from the Russian Government, and this causes all future Czars to hesitate to enact reforms, for fear they could be killed.

The two great movements of the 19th century are the unification of the two great western nations of Europe, Italy and Germany. Italy had remained divided for more than a thousand years, since the fall of the Holy Roman Empire. For a long time, Italy had been mostly controlled by the French, the Austrians, and the Spanish. These greater powers had held down the power of Europe, and caused it not to reunite. By the year 1848, many people supported the idea of re-unification. People like Matzini and Garibaldi waged campaigns of guerilla warfare, and resisted the French occupiers. Garibaldi and Matzini were both considered to be unsavoury, and would not go on to rule a re-unified Italy. Camille Cavour was the Prime Minister of Piedmont and he led the re-unification of Italy. Ultimately, the King of Piedmont would become the ruler of Italy. Italy becomes a very Conservative State and is ruled by a Monarchy. It has a constitution but is rather conservative and corrupt. Italy's new borders are drawn through nationalism, and are no longer based on medieval treaties and pacts.

Under Otto Von Bismarck(1815-1898) was the Prussian Prime Minister and was responsible for the re-unification of Germany. After the fall of the Holy Roman Empire, the Empire divided up into 3 different states. The Prussians were the most dominant German State. The French and the Austrians did not want to see a re-united Russia, and the French invaded Prussia from 1870-1871. The Prussians defeated the French. Bismarck engineered a cause for the war, and created a forgery, saying that the French Ambassador had been rude to the Prussian Kaiser. This annoyed both the French and the Prussians, and the Ems Dispatch was sent out. After 1871, Prussia expanded out to encompass all German States. The entire map of Europe is changed under Bismarck, and no small states exist anymore.

The Austrian Empire had the exact opposite result of what occurred in Italy and Germany. The Austrian Empire contained dozens of languages and ethnicities, and nationalism was a dangerous idea to the Empire. Nationalism would force the Empire to disband. In 1867, the Austrians create a dual monarchy, in order to make concessions to the second largest group. They strike a deal with the Hungarians, and create the Austro-Hungarian Empire. They are given the freedom to run their own affairs, but share an army. This was an attempt to head off a revolution, but it only caused more revolutions as other groups cried out for their rights.

32. Society and Politics to WWI

November-16-11
12:00 PM

The Second Industrial Revolution: Occurred after 1850. The original revolution had started to solve the issues in the textile industry, and in the second industrial revolution, new technologies were created and entire industries started to be revolutionized; most notably the automobile industry (i.e. Gottlieb Daimler, 1886). It was during this period that Europe develops a taste for oil, to feed the engines of automobiles. Later on, in the 20th century, the American Industrialist, Henry Ford, invents the concept of mass production and the assembly line, and mass produces the Ford model T. During this period, an arms race occurs, and industrialization fuels this race. New military technologies were being developed, and this was a product of the revolution. Steel was perhaps the largest driver of the second industrial revolution, especially after Frederick Bessemer created the Bessemer Process of steel production. This process caused the production of steel to increase exponentially, and the amount of steel produced increased 8x. Steel could now be produced in factories, and it made everything easier to produce. It allowed the infrastructure for other industries to be built much easier, and industrialization could spread even faster (i.e. railroads). Nikola Tesla helped to develop electricity, and helped to increase the amount of electricity generated. This allowed for production to increase, and developed public infrastructure (i.e. trolleys, modern day LRT in Calgary). In Germany, this allowed for chemical products to be produced even faster and in greater quantities. This period also caused entire cities to be reconstructed, with entire sewers, water pipes, gas pipes, etc... (i.e. Paris). For the first time in history, the majority of people lived in cities, and less people lived in the countryside. This holds true today, as the majority of people live in cities. With this urbanization, the cities caused increasing problems of pollution, an extreme lack of infrastructure and basic social services, housing costs would increase hugely as there was not enough in the cities. There were open sewers, no drainage, and a lack of public sanitation.

Suffragettes: As industrialization spreads, it also tends to foster people reconsidering people thinking about how things ought to work. It caused people to challenge the role of women in the workplace and at home. By the late 19th century, the women's movements start to gain traction and power. Specifically, the women of the 19th century wanted to change education, so that women could go to University—since they were not allowed to attend—and continue their studies, with some schools starting to allow women into their scholarly programs. Women also fought for the right to vote, called the Suffragists—meaning wanting the right to vote—, so that they could reform the educational system and make it more fair for women. Women such as Millicent Fawcett (1847-1929) organized women's suffragist movements nationally, and made it impossible for politicians to ignore the issue. Fawcett organized the National Union of Women's Suffrage Societies. Some women became frustrated with the lack of progress, and became Suffragettes. These women were willing to make radical actions and violent means. Emmeline Pankhurst, a leading Suffragette, would destroy mailboxes, and most atrociously destroyed golf greens. This was an outrageous act against men. Ultimately, they won this fight. In New Zealand in 1893, Australia in 1902, the UK in 1918, in Canada (Manitoba 1918) until Quebec in 1940. They also campaigned for equality and pay, and even today this is still an uphill battle for women. This is no longer such an issue, but it is still present. Some women pushed for women specific rights, like maternity leave. There was a considerable amount of resistance to this movement, and it was until the beginning of the 20th century that women started to see victories.

Trade Unionism: By the end of the 19th century, workers were beginning to organize themselves, in order to protect their rights. Working conditions during this time were atrocious, with many deaths and injuries on the job with no compensation or social security. While guild members in the medieval ages had the ownership of the means of production, factory workers never had that. Factory workers formed Unions, and they fought for their collective rights. If they chose to strike, they could seriously financially damage the owners of factories. Being a member of a union was still very dangerous, since the factory owners still had the ears of the politicians and police. Eventually, unions gained the ears of politicians, as

they had tens of thousands of members who could be powerful voters.

Vladimir Illich Ulyanov(1870-1924), a.k.a. Lenin: By the late 19th century, socialism was spreading. Many were reading the ideas of Marx/Engels, and socialism was particularly strong in Marx's homeland, Germany. People like Edward Bernstein were expanding upon the ideas of Marx, and leaders like Bismarck started to embrace socialist ideas. Germany was one of the first to enact health and old age pensions, and starts to move toward a socialist state. This provoked a kind of crisis amongst the socialists themselves, as they questioned whether Marx was correct in the idea that the proletariat would inevitable rise up. Bernstein thought that the uprising was not inevitable, and that socialism could spread without violence, step by step. They believed that these changes would gradually build up over time, and make an economically equal society. At the head of the SPD, it becomes one of the most important parties in Germany and Europe. There was a split between Socialists in Germany and Russia. People like Lenin believed that violence was necessary, as the Czars were not really willing to compromise. By 1905, the Czars were finally forced to create an assembly(the Duma) but they almost got rid of this assembly several times. Lenin accepted that a violent revolution was inevitable, and he was eventually exiled for the next 17 years, only to return during the Russian Revolution.

Soviets: Gradually, in the beginning of the 20th century, the Communists like Lenin focussed on workers organizations called Soviets, which would help to organize workers and lead the revolution. They wanted to rapidly industrialize the Russian State, and would create a powerful proletariat. The Soviets organized rallies, and one of the most famous events occurred on Bloody Sunday, where workers campaigning for factory worker's conditions were shot by the Czars guards. This event caused the Czars to create the Duma, or else they would have been overthrown.

Birth of Modern Thought I

November-21-11

11:56 AM

Positivism

Charles Darwin(1809-1882)

Social Darwinism

Agnosticism

Anarchism

The Late 19th century produced even more startling ideas and theories than ever before. Freud, Nietzsche, and others caused European Intellectuals to be even more daring than ever before, and more uncertain than ever before. For the first time, there is a concerted effort to ensure that all children are educated in primary schools and are literate. Hungary was the first in 1868 to have a universal system of education for children. In some nations, the literate began to outnumber the illiterate. It was expected of everyone that they would be literate. Around World War II, secondary schools became an expectation. In the 1960s, University became more democratized and open to all. The idea was that the more educated a citizen is, the more useful and beneficial you are to the state. As the education is being extended, we also see an increasing ability to popularize scientific knowledge with the masses. While the scholars of the scientific revolution had been an isolated small group, in the late 19th century this has changed. In the late 19th century, there were entire scientific journals and scientific knowledge was openly available.

During this period, a man named Auguste Comte(1798-1857) created the concept of positivism. Positivism believed that science was the surest path, even the only path, to finding universal truths and new truths. Comte argued that society passes through three stages; the theological stage(belief that phenomena was caused by deities), the metaphysical stage(people explained things in terms of general abstract principals, i.e. principle of gravity etc.) and the positive stage(things are explained in terms of hard scientific data with empirical evidence). Comte believed that only 'real sciences' reached the positive stage, while the social sciences only reached the metaphysical stage. He believed that eventually the social sciences would reach the positive stage. He is also famous for developing the modern social science, Sociology. Comte argued that the questions of God and Religion would not seem relevant to us, once we reached the positive stage.

Ideas like positivism were focussed on this world, and were not concerned with anything after this material world. These beliefs were called secular humanism. Many of the scientists during this period were atheists or agnostics; an agnostic neither confirm nor deny the existence of God, due to a lack of knowledge regarding a God's existence, and instead chose to not worry about it.

Charles Darwin: Published his book, the Origin of Species, in 1850s and had a greater impact than the ideas of Copernicus or Newton. People had talked about evolution before he published his book, but he was the first to show quantifiable evidence of evolution. He used his example of Finches to illustrate and prove how natural selection would work, and described natural selection as the mechanism by which evolution works. This idea of natural selection and evolution challenged conventional ideas of religious beliefs, and removed man as the centre of the universe. Darwin produced in 1871 the Descent of Man, which described the evolution of man, and suggested, controversially, that things like religious urges were naturalistic responses to human challenges for survival. Some of his followers went further than Darwin himself did, and men like Spencer argued for Social Darwinism, which applied Darwin's ideas to politics and everyday tasks. Spencer argued that natural selection would lead to a better species, and that the European's domination of Africa was justified, since the Europeans were stronger and natural selections said that this was right. There were good reasons to reject Darwin's ideas, since children were never the same as their parents. Darwin had no knowledge of DNA, and could not explain why children

were not carbon copies of their parents. It wasn't until Mendel developed his ideas that this was explained.

The traditional religions of Western Europe had a difficult period in the late 19th century, as it lost some of its authority. For the longest time, the Church had been the guardians of knowledge and education, but during this period universities and states were becoming less religious. States took over education, and instituted primary education. Pope Pius IX held the First Vatican Council in 1869, and proclaimed Papal Infallibility; the doctrine which says that the Pope's word on anything pertaining to Christianity and Religion must be held as final. This first Vatican council was forced to end early, as the armies of the Kingdom of Italy conquered the city of Rome, and the Popes were literally besieged for decades. Eventually a deal was worked out, giving the Vatican sovereignty over a very small patch of land, but not Rome. This is not to say that the Church was losing members, it was actually gaining members, but the percentage of religious people was declining as the population of Europe grew exponentially.

Anarchism: Michael Bakunin was a Russian Revolutionary who argued for anarchism. He described anarchism as a society without formal government, with the overthrow of every existing institution, and the reconstruction of every institution in European Society, and rebuild them with the ideals of Justice, Liberty, Reason, and work. Anarchists argued against Religion, and wanted to replace it with a love and respect for humanity. They believed that liberty and justice was an absolute right of all men, and that everyone had a choice as to their place in society. They didn't deny religious tolerance, they just believed others shouldn't have to pay for it. They also said that no hereditary possessions should exist, as that would encourage inequality. They wanted an equal society and the inheritances would have disturbed that equilibrium. These ideas seem to reflect John Locke and Marx.

The Birth of Modern European Thought II

November-23-11

11:55 AM

Theory of Relativity

Friedrich Nietzsche(1844-1900)

Sigmund Freud

Psychoanalysis

Since the time of the Greeks, some philosophers and scientists had posited that the world consisted of tiny little particles, atoms. The thing about the atoms were though, that to the Greeks they were indivisible. Scientists during the late 19th century period learned that atoms were not the smallest particle, and as if the use of atoms as destructive weapons wasn't freaky enough, Einstein's theory of relativity was even freakier. The theory of relativity was that time and space are two sides of a coin, a time space continuum, and that time goes at the speed of light. He believed that time and space are relative, and that if someone was to travel at the speed of light on a spaceship, the occupants of a spaceship would not age, as time would slow down in the spaceship, while time outside the spaceship would continue normally(He didn't use this specific example, just made up in class). He said that time and space are relative to the perspective of the viewer. This basically undermined the objective view of the universe. The underlying idea was that reality differs by every perspective. This time was characterized by science becoming to be built, not on universal truths, but on theories and hypotheses. The assumption is that a theory can be replaced, if a better one is developed. Verner Heisenberg posited the certainty principle, which said that you cannot know both the position and velocity of an electron, as in the act of measuring the electron, you change it. He argued that there is an inherent uncertainty in the universe. Even Einstein thought that scientists like Heisenberg has gone too far. He said that "God does not throw dice" and did not believe that the universe was entirely uncertain.

The changes in the field of art during this time worked producing paintings and works of literature that were as realistic as possible. Plays were often about ordinary people, about real life and all of the ugliness of life that people had never thought about before. They attempted to show the condition of the working class during the second industrial revolution. James Joyce tried to depict the "stream of consciousness" in their writing. This means that they tried to write in the same way as one would think. By the early 20th century, artists like Picasso were attempting to break the rules of perspective and realism. He focussed on modern art techniques, like cubism.

Friedrich Nietzsche did not embrace reason, but instead called into question reason itself. Nietzsche questioned truths, and whether we need truth at all. He would have embraced Stephen Colbert's saying "reality has a liberal bias". No statement against the west was more powerful than Nietzsche's saying "God is dead". He wasn't saying that he didn't believe in God, but rather that the whole basis of the Christian Morality was being undermined. He believed that the underlying foundations of Western Thought, Christianity, and Morality were being undermined and were cracking. He argued that there is really no Newtonian Absolute perspective. He believed that every emotion has an iota of reason, but it is no better than any other iota of reason or expression. He criticized Descartes's assumption that if one thought, one truly existed. He broke down all the assumptions made by Descartes, and said that his belief was just the expression of a philosopher's individual expression. He said that philosophers theories were just superficial perspectives, made from biases. He went even further and questioned the value of moral values, as in why do we praise good or evil, the truth over lies? It became clearer to him that Christian Morality and Bourgeois morality protect the weak at the hindrance of the strong, and he said that this system of value was a hindrance, and devalued suffering. He believed suffering makes us stronger, and if we do not suffer, then we are not strong. He believed that we should not have an absolute morality, but rather a relative morality, where every individual has to choose for themselves what is right and wrong.

Sigmund Freud, the father of psychoanalysis, was a Jewish doctor in Vienna. He had many patients with psychological disorders, and he encouraged them to speak frankly about their experiences and their thoughts. He created several theories which were considered controversial. He said that all people were inherently incestuous, and that many had sexual desires for their mothers or a sexual rivalry with their fathers. Ultimately, he expanded this theory out to a theory of infant sexuality and concluded that children are sexual beings right from birth. Freud seemed to see, in the human mind, competing desires and impulses. He thought that there were different parts of the mind, and each part conflicted with one another. The parts were Id, Ego, Superego. Id were the basic needs, Ego personal concepts, and Superego being golden concepts or overreaching morals. Freud also argued that dreams could be understood and interpreted. He believed that these dreams showed the inner desires of people, and their frustrations. People often analyze the past, and have even analyzed previous leaders, like Hitler.

Imperialism, Alliances, War

November-25-11

11:57 AM

This period was characterized by the domination of the world by Europe. Social Darwinism caused Europeans to believe that they were superior to other cultures. The Congress of Vienna would fail during this period, and the conflict between the nations in Europe would lead to World War One.

Imperialism: The conquest and domination of other cultures, and the creation of an empire. The most known Empire was the British Empire, which ruled over a huge portion of the globe. The most dramatic case of Imperialism is Africa, and Africa was divided up between the major European powers. During the late 19th century almost the entire continent of Africa was claimed by the French, the British, Portuguese, Italians, and the Germans dominate the continent. There is also more colonialism in Asia as well, with the British ruling most of India, Japan occupying parts of Korea and China, the French and Dutch controlling great swathes of land. The Europeans during this period were ahead of the curve both militarily and economically, and it was easy for the European Nations to dominate smaller countries which had not yet been reached by the Industrial Revolution. The Europeans justified their conquest of the world through their sense of superiority, saying that they were civilizing the world, and the great economic benefits of possessing colonies. Social Darwinism was also a great drive for colonialism.

The Europeans critiqued one another, and each nation was jealous of one another. This wave of imperialism was resisted by the indigenous populations of colonies. It was also during this period that the balance of power created by the Congress of Vienna failed, and the system breaks down. The major nations were allying with one another, and creating opposing alliances. The two alliances, the Central Powers (Germany, Austria-Hungary, and Italy) and the triple Entente (Britain, France, Russia) which competed against one another. The borders of Europe were now redrawn, with states growing larger through conglomeration, and these nationalist borders were straining the peace and causing tension. There was also an arms race, which was fought mainly by Germany and Britain, with the battleship being competed for. If the British lose their naval superiority, then the Germans will overcome them. The entire British Empire was built and maintained by British Naval Superiority.

In the end, the first world war was started by the assassination of archduke Francis Ferdinand, by the terrorist organization, the Black Hand. The Black Hand assassinated Ferdinand over Slavic rights, and the ultimate goal was to create a Slavic nation, which did eventually end up with the creation of Yugoslavia. Ferdinand was the heir to the Austrian throne, and by assassinating him they hoped to undermine the Austro-Hungarian Empire. All the other European Nations became concerned from this event, and started to mobilize their armies. First the Austrians mobilized their armies, then the Russians mobilized theirs, as they felt threatened, then the Germans mobilize, then the French and British mobilize their armies. The Germans in particular had a very difficult problem; they were facing a two front war, between the French and the Russians. Ultimately, they chose to divide their forces and fight both fronts, using a plan created by Count Alfred Von Schlieffen. They planned on violating the neutrality of Belgium, and circumventing the defenses created by the French. They came very close to pulling the plan off, conquering Belgium and reaching the outskirts of Paris. For a while, the French were very close to falling. The lines did not change for four years, with a standoff existing between the French/British, and Germans. New technologies, like machine guns and trench warfare, prolonged the war and changed the original style of war. Where war had been stronger as an offensive war, now defensive efforts were the stronger method of war. Gas warfare helped to draw out the war even longer, and was an immoral action.

The soldiers lived in atrocious conditions and developed medical conditions like trench foot, if they even survived the war. In the eastern front, the war didn't bog down. The Germans invested great efforts into

the Russian front. The Germans drove the Russians back repeatedly. This produced the Russian Revolution in 1917. In Russia, there were peasant uprisings, strikes, and mutinies. In 1917, the Czars were forced to resign and abdicate their thrones, and a Duma took over. In the summer of 1917, the Soviets were gaining power, and actively gaining armed resistance in cities. Petrograd revolted and the Russian Government was seized in 1917 by the Red Army. The Soviets begin to reform Russian Society through Communist principles; peasants are given control to their farms, the proletariat are given control over the factories, and the Soviets sign the armistice with Germany, giving up huge lands. By 1921, the Russians were in firm control of the state and the USSR becomes a permanent fixture in Europe. With the armistice, the Germans have one last chance to win the war, by breaking the lines of the French and the British. The Germans used submarines to strike against the British, and this caused the Americans to enter the war, because of Passenger liners with Americans on them being destroyed. Ultimately the Germans are unable to expand and break the lines, and are defeated on November 11th, 1918. By the summer of 1919, leaders met at the treaty of Versailles to strike an agreement over what is to be done over the condition of Europe. Historians see this treaty as a great disaster, and this treaty only prevented wars for 20 years. The Germans were expected to pay 5 billion a year in reparations, the French were given Alsace Lorraine, the German army was to stand down, and the Rhine would be demilitarized. The Austro-Hungarian Empire was formally dissolved, and was split up into separate powers.

Triple Alliance

Schlieffen Plan

Russian Revolution

Leon Trotsky(1877-1940)

Treaty of Versailles, 1919

Political Experiments of the 1920s

November-30-11

11:54 AM

Politburo

Joseph Stalin (1879-1953)

Third International or Comintern, 1919

Fascism

Benito Mussolini (1883-1945)

The costs of the Great War were enormous

Even the winners were feeling the pains of war

A lot of France was destroyed, Britain and France also faced a lot of debt

The British economy remained depressed throughout the 1920s

Its colonies were also trying to gain more independence

In Soviet Russia, communism was the strongest party

The opposition to the communist party shaped a lot of the world's systems

The Communism that came out of the war was a lot different than Marxism

The Bolshevik revolutionists seized power, people didn't know how much communist support Russia really had

Some argued that the state had to be rapidly transformed, and some argued that it had to be a slow transition

By the early 1920s, the Soviet state was becoming increasingly authoritarian, and centralized

Trotsky who had lead the red army wanted to create a new secret police

Lenin declared that the Bolshevik party had instituted a dictatorship of the proletariat

There was resistance to this

A lot of people did not agree with communist principles

In the early 1920s, Lenin instituted a little bit of capitalism in order to ease the resistance

When Lenin died, there was a struggle within the Politburo, the committee that was controlling the Soviet State

In the end, there was Trotsky who was pushing for rapid transformation to full communism and wanted to push for foreign revolutions

Joseph Stalin (1879-1953)

Trotsky's rival in the Politburo

Wanted a gradual change to communism

Wanted a little bit of capitalism to remain and wither away slowly

Did not push for foreign revolutions, instead make Soviet Russia a model, a pinnacle for everyone to be jealous of

Stalin was eventually put in power, and Trotsky was exiled

Trotsky was executed by agents of Stalin with an ice pick in 1940

He created a Soviet State that was increasingly Totalitarian

By 1919, the Soviets view themselves as the most successful communists

The Soviet Communists become increasingly dictatorial, and saw themselves as the main communist movement

At the Third International or Comintern, we start to see a split between the Soviet Communists and the Western Socialists

Fascism

- Took hold in Italy first
- Takes its name from a latin word, *Fasces* which were bundles of rods that the bodyguards of the roman emperor wrapped around axes
- Wanted to include bands of combat, which were paramilitary organizations
- First was a principle that arose from action, but then came to embody faith
- Intensely nationalistic movement
- Opposite of Marxism
- Scapegoating
- Intensely militaristic
- Classist, some people are better than others
- The individual is not as important as the state

Benito Mussolini (1883-1945)

- Stirred up Italian nationalism by referring to the old Roman Empire
- Nationalism
- Focussed a lot on economic issues
- Refutes the possibility of peace
- War is a good thing
- We could say he was a Social Darwinist
- Rejected Marxist history by providing non-economic motives for change, which is similar to the Romantic Movement
- Rejected Liberalism, Democracy, and Socialism
- He used the threat of a communist revolution to promote Fascism
- What was important was loyalty to the state

- He was the first to seize power through Fascism
- He played upon the nationalistic sentiments of the Roman Empire
- He was also a great organizer
 - He organized Fascist terrorists, terrorizing people who were against the Fascist movement
 - The terrorist squads became very prevalent
- He offered order and stability, an alternative to communist revolution
- By 1922, Mussolini organizes a March on Rome and convinced the head of the state to give Mussolini the position of Prime Minister
- Using his terrorist squads, he changed the laws to skew representation by population
- He continued to get more and more dictatorial power
- The other parties were dissolved, and Italy became a Fascist state
- Some people were willing to support him, and other people did not support him, but they were beaten

Fascism of Germany

- Facing problems similar to Italy
- The Weimer Republic was the ruling power in Germany
 - It's problem was that it was forced to accept the Treaty of Versailles
 - It caused hyperinflation by just printing off more money
 - It ruined the economy
- This gave rise to the conditions where we saw Adolf Hitler (1889-1945) seize power
- Hitler organized a March on Berlin, but he was put in prison, who wrote *Mein Kampf*

38. Europe and the Great Depression of the 1930s

November-30-11
11:55 AM

The Stock Market Crash of 1929: The 1920s were a time of hardship in Europe, with many states being insolvent and dissolving. Economic problems continued in Europe. During this decade, Canada and the US had booming economies for the entire decade. After the crash in the US and Canada, many people started to realize that maybe capitalism was not the answer, as the economy did not recover for several years, and got progressively worse. This period of economic anarchy provided nationalist parties and governments the fodder they needed to enact the reforms and come to power.

The stock market crash of 1929 was a collapse in the value of stocks in 1929, and then the initial crash began in 1929 but didn't hit rock bottom until 1932, three years later. The market wouldn't fully recover until 1954. Part of the problem was rampant speculation on stock prices in the 1920s, and the purchasing of stocks was all done through bank loans. You could go to the bank and get a ten thousand dollar loan with low interest and only 10 percent down. In 1929, people started to worry that the stocks were overvalued and some started to sell. As people started to declare bankruptcy, banks went bankrupt, and a great panic started to occur. Massive wholesale selling of stock occurred and the prices of stocks were getting progressively lower. All of a sudden money became very scarce, as people couldn't get loans to start new businesses, go to school, purchase houses, or get car loans. Without the continual exchange of money, the economy would start to decline.

While we are used to EI and Universal Healthcare, during this period none of these things existed. People's entire families were out on the streets with absolutely nothing left to them, and they would be forced to live on charity. Unemployment rates peaked in some places at 25%, and these were higher rates of unemployment than ever suffered before.

John Maynard Keynes(1883-1946): Economists of the time, who believed in Adam Smith's theories, argued that the government needed to leave the economy alone, in order for it to recover. By 1932, this argument that they should wait, was no longer convincing to anyone. John Maynard Keynes argued that the government should intervene in the economy, and should spend more during periods of downturn, and spend less during boom periods. People weren't buying things during this period, and the argument was that the government spending increases would put money back into people's pockets. The US government built infrastructure for a stronger economy with massive public works programs, increased employment, and massive stimulus.

In Mussolini's Italy, there were attempts to get the government to intervene in the economy. His fascist government allowed capitalism, but still had a significant role in the economy. They attempted to chart a third way between communist economic ideals and laissez faire economics. Mussolini had massive propaganda campaigns made to help Italian industries prosper. However, Mussolini never found great success with this.

In Germany, Hitler used propaganda to attack foreign enemies, and often internal enemies(Jews). He placed the blame for Germany's struggles on the mixing of the races, and visible minorities. Hitler was quite successful, as he adopted Keynesian economics before Keynes had even advised the US to do so. He started hiring people, had them build infrastructure, like the Autobahn, and the German economy started to grow again. There were fears of a Communist uprising in Germany, as they were gaining quite a bit of popular support. In 1920, the communists had 54 seats, with the Nazis having 12 seats. In 1924, Nazis had 124 seats, with the communists around the same. By 1933, the Nazis had the most power in the Reichstag, and he was appointed Chancellor. Almost right after that, somebody set fire to the German Parliament. A Dutch Communist burned it down, and Hitler used it to declare that the Communists were about to start an uprising. By the end of 1933, Hitler responded by declaring all other political parties illegal, and using his SS and SA forces to quell all opposition.

The Reichstag Fire, 1933
Schutzstaffel or SS
Kristallnacht, November 9-10, 1938
Purge Trials/Great Purge

39. World War II

December-02-11

11:57 AM

Appeasement

Blitzkrieg("lightning warfare")

Winston Churchill(1874-1965)

Battle of Stalingrad, 1942-1943

Hiroshima

The defining conflict of the 20th century. The old antagonisms of the late 19th century nations and empires, combined with the technologies of the industrial revolution, and more modern methods just invented, was a war with all of society. Entire economies were based on war, and every class and strata of people were conscripted. The borders set up by the end of this war, set the stage for future conflicts. This war also ushered in the era of the nuclear bomb, and made it possible for us to destroy all of mankind.

Totalitarian states were growing in power throughout Europe and were militarizing their nations. Germany, in particular, started to organize and prepare for a war, with Hitler at the helm. There had been attempts to prevent further wars throughout Europe, with the creation of the League of Nations(the forerunner to the United Nations today). The League of Nations was created to help maintain the balance of power throughout Europe, and meant to keep the peace through economic means, i.e. sanctions and embargoes. They believed that this would force the attacking nation to give up. The problem was that the sanctions weren't harsh enough, and that the league had very little influence over members. When Mussolini attacked, the League imposed sanctions, but did not cut off oil exports. This proved ineffectual. Germany broke with the treaty of Versailles, and started to rebuild its army and air force. Ultimately, this policy of the democratic governments of the time as a policy of appeasement; that they weren't going to poke the bear or go to war with those who broke the rules. Britain and France made feeble objections to the reoccupation of the Rhineland but did not physically oppose Hitler with military forces. The people of the time were hesitant to start a new war, as they were still suffering from the scars of the first World War, and this first war was followed by a massive economic downturn. People wondered why they would spend money on bullets and bombs when they couldn't even support their own people.

Nevertheless, war was in the distance. War broke out in 1936 in Spain, when a coalition of Republicans, Communists, and Anarchists were elected, and a Spanish General named Franco launched a civil war, to create a fascist dictatorship. The war lasts for about three years, until 1939. Little wars were starting to break out, with Japan and Spain, and Germany began to openly grow their army. Germany had lost land during World War I, and Hitler wanted these areas back. He thought that the borders of Europe that should conform to race and nationality, and argued that Germany should take these lands back. Hitler sent troops back into the Rhineland in 1936, in 1938 he annexed Austria, occupied Czechoslovakia in 1939. Britain and France didn't want to start a new war, and the Soviets negotiated with Germany and signed a non-aggression pact in 1939. The Soviets would get the Eastern part of Poland, while the Germans would get the Western part of Poland. The Soviets didn't want to face the Germans, so they chose not to fight them. In the summer of 1939, Germany sends its troops into Poland and conquered Poland quickly. In the following Spring, Hitler knocked France out of the war in two months, and conquered the entire country. He used the new tactics of Blitzkrieg and the other nations were not used to countering this kind of attack. Transport during this time was much faster than the transport technologies available during first world war. The German tanks were very effective in the way they were used, but they were not any more effective than the tanks of the British and French. While the British and French would spread their tanks out, the Germans would group all their tanks together, with mechanized infantry and overhead air support.

Ultimately, this produced a Germany that was the master of all of Europe. Germany dominated the majority of the continent, including Poland, France, Sudetenland, and many allies in Eastern Europe. Hitler expected the British to keel under the pressure from the Germans, and would negotiate for peace. Churchill was an outspoken critic of fascist governments, and pushed for no surrender, he said that Britain would fight on for ever, if it had to, to defeat the fascists. This created a problem for Hitler, as he saw Britain as being more like Germany than any other nation, with shared Germanic Roots. Hitler chose to cut off supplies to Britain, and attacked civilians through air raids. In 1940, the Nazi Air force arrives in the skies of Britain, and almost entirely destroys the British Air Force. The Germans carpet bombed cities and civilian targets. Because of their change in focussed targets, the British Air Force had time to rebuild. By the end of 1941, Britain has largely won the Battle of Britain. However, the British didn't have a large enough army to compete against the Germans, and the war was at a stalemate.

World War II cont'd

December-05-11

11:57 AM

Final Exam:

- Not Cumulative
- Midterm onward
- Two Sections
 - o Fill in the blanks/multiple choice
 - All based on the terms on the powerpoint
 - Worth 15 marks
 - o Two essays
 - Each worth 10 marks
 - Will have a choice of 6 different questions
 - o To prepare, read the class notes
 - o Have an awareness of class concepts
 - o Put historical events into context
 - o Compare and contrast, etc.
 - o Essay questions will be general questions

World War II:

- In the year 1942 sees a change in the whole course of the war
- In this year Germany invaded the Soviet Union(1941)
- Hitler didn't think of Russia as Aryan, and Germany and the USSR were natural enemies
- Hitler had risen to power based on fear of Communists
- In Late 1941, Hitler launched a surprise massive wholesale invasion of USSR
- It seemed that the Germans were going to knock the Soviets out of the war
- They took over the Ukraine, Baltic Republics, Leningrad, and just outside of the Moscow itself
- In the spring of 1942, the Germans aimed to land the final blow by launching a strike into the south of the Soviet Union
- This was where the Soviets were getting the most of their oil, and they thought if they got the oil, they would force the Soviets to die off.
- As the Germans got sucked into the city of Stalingrad, the Russians fought room to room fights, and the Germans were at a disadvantage.
- By the fall of 1942, the battle between the Germans and the Soviets was starting to even up a little. The Soviets had started to recover from the surprise attack, and the industrial capacity of the USSR gave the USSR the advantage.
 - o During the Great Depression, Stalin forced the USSR to industrialize and between 1928-1940 production increased by 400%
- The battle of Stalingrad became a never ending sinkhole for troops, and became a growing draw of troops from the Germans
- The Soviets lost more troops in Stalingrad than the Americans did in the entire war
- As the Soviets were taking casualties, they were just barely holding onto Stalingrad, and the Soviets were massing a counterattack on the flanks. The Soviets attacked, and German troops were massed into a pocket, surrounded by Soviet troops.
- In the end, the German army collapsed as they were deprived of food and support. Something like 90 000 german soldiers were captured, and were put into concentration camps. By the end of the war, only 9000 survived.
- The Soviets continued to expand into the areas captured by Germany
- In 1942, the US entered the war, as they were the enemy of Japan, and the Japanese attacked Pearl Harbour.
- By 1942, the Americans were starting to turn the tide of the war
- The US had a massive industrial capacity, and no other nation could match their production.

- The Battles in North Africa held up the German troops and the fronts started to fall back.
- The Americans prioritized the war, and attacked Hitler.
- The Soviets chose to open up a new front, and attacked the German Front
- The Allies invaded into Normandy, and Canadians got to attack Juno Beach.
- By 1945, Nazi resistance was collapsing.
- Hitler Committed suicide
- It wasn't until the summer that the Japanese capitulated, and the Americans forced them to with the dropping of the atomic bombs, on Hiroshima and Nagasaki.
- The majority of people killed were civilians; 70 000 civilians were killed in Hiroshima
- This marked the beginning of the atomic age
- The Japanese capitulated after Hiroshima and Nagasaki were destroyed.
- The peace that ensued at the end of World War II
- The peace was a tense one, with the ideological differences that began to arise.
- Communists vs. Liberal Democracy occurred
- This heralded the start of the Cold War and this period saw the last period of colonialism; decolonization
- Many of the colonies of the European Nations became independent nations, violent uprisings occurred in some places(Vietnam).
- The two main superpowers that emerged from World War II were ideologically opposed, and fought through proxies(i.e. Cuba vs. US, North vs. South Vietnam, North Korea vs. South Korea)
- The two powers feared a global thermonuclear war, and tried not to openly oppose one another for fear of launching nuclear missile and destroying our world.
- In particular, in the 1960s, the bay of pigs occurred in Cuba, and the Soviets started to put missiles into Cuba. This almost provoked a war.
- The Cold War ended in 1991 when the USSR collapsed, due to economic issues

Western Civilization:

- Traits that can unify our study of western civilization:
 - o Constitutional Government
 - I.e. Magna Carta, constitutions in England, the French Republic's charter of the rights of man, etc.

Chapter 1

September-13-11
9:19 AM

Political Science was originally all about government. Now its about the governance of social units, allocation of power and responsibility, and the relationship among political actors in society. There is an analytical/traditional approach vs. behaviouralism.

Some things we know in political science:

- A famine has never occurred in a liberal democracy
- Dictatorships fail and fall(often because of economic crises or a leader's death)
- Democracies are less likely to engage in wars than dictatorships
- Voluntary party activists in a political party hold more extreme positions than party voters or leaders
- Incumbents in an election have an advantage

Beyond Behaviouralism:

- Structural functionalists focus on role of political structures and their functions
- Systems theorists view politics as a system of interaction; dynamic process encompassing political institutions, groups and individuals
- Political economists see relationship between people, government , and their economy
- Rational choice theorists consider the economic utility to the individual of any act(game theory)

Margin of Error(MOE)

Politics originates in conflict and compromise.

Thomas Hobbes: "Solitary, poor, nasty, brutish and short"

Lasswell: "Who gets what, when , and how."- Refers to the division of resources between people, and the politics of that division.

Public Goods- Open to everyone, everyone has a share of the item or service(i.e. water, roads, air)

Private Goods- Owned by an individual, cannot be accessed by others or divided up by politics

The stake of politics is the provision of public goods. This provision implies the redistribution of resources among different members of the community.

- Public Sector- Government- uses power(ability of one actor to impose its will on another) to redistribute
- Coercion(imposing will by means of sanctions or penalties) is one form of power
- An example of coercion is taxation by governments.
- Everything done in public can be considered political

- Stephen Brooks: "If politics is viewed as being everywhere...we lose the ability to see the boundary that separates the public and private realms."
- Jill Vickers: Public/private boundaries are sexist and the state has supported the domination of one group by another with this language.
- Yasmeen Abu-Laban: Context matters. An act of planting trees becomes political when considered within some contexts.

- "The best argument against democracy is a five-minute conversation with the average voter."- Winston Churchill
- "It has been said that democracy is the worst form of government except all the others that have been tried."-Winston Churchill

- "Jeans represent democracy in fashion" -Giorgio Armani
- "Democracy is a pathetic belief in the collective wisdom of individual ignorance"- H.L. Mencken
- "In a democracy the poor will have more power than the rich, because there are more of them, and the will of the majority is supreme."-Aristotle
- "What difference does it make to the dead, the orphans, and the homeless, whether the mad destruction is wrought under the name of totalitarianism or the holy name of liberty or democracy?"- Mohandas Gandhi

Chapter 2

September-22-11
9:16 AM

Political Concepts:

Concept: General idea emerging from events or instances; general notions or abstract ideas that are encapsulated in a specialized vocabulary.

Order: Condition in which both units and interaction within a political system are marked by regularity and stability with the imposition of accepted and enforced rules, structures, and practices.

System: A group of individual entities or actors that interact with each other to form an integrated whole. Change in one aspect leads to change in all aspects.

Organizations: Structured relations existing within a political community that are established to distribute both the responsibilities and the privileges that arise from formal association with others. Can be local, national, or international and are public or private.

Institution: Organizations that have developed and are mandated to attend to particular needs for society. Not necessarily organizations (and the other way around as well). Strongest when they are autonomous, transparent, accountable, and durable. Essential for building effective systems.

Institution=Idea of, broader idea/concept (school burns down, institution of education still exists)
-"Institutions keep society from falling apart, provided that there is something to keep institutions from falling apart."

State: A recognized political unit with a defined territory and people, and a central government administration responsible for administering and considered to be sovereign.

Sovereignty: Recognition by other political authorities that a government is legitimate and rightful for a political community.

Nation: Group of persons who share an identity that is based on, but not limited to, shared ethnic, religious, cultural, or linguistic qualities". Strictly speaking, not a state. Nation-state refers to sovereign state.

Authority: "Power or the right to force obedience."

- Where individuals or groups are given certain rights and responsibilities to lead the political system.
- Traditional: passed down through generations, i.e. Queen Elizabeth II
- Rational-legal: based on rules and norms, expected to be obeyed because of their office
- Charismatic: Special qualities of the individual, authority based on personal qualities
- Coercion: People forced to do as they are told under threat of punishment

Legitimacy: Lawful, appropriate, proper, and conforming to the standards of a political system.

- Belief by community that those in charge ought to be
 - o Certifying the rulers and form of rule.

Values:

- Fundamental to how the concepts described before are understood and implemented.
- Every political system espouses values, though they may be very different.

Equality: 'Parity in a political system

- Are humans 'equal'? How do we define?
 - o Political: Right to participate
 - o Social: Status given to all
 - o Economic: Distribution of benefits

Conceptions of Equality:

- Ancient Greeks (Plato, Aristotle) looked at differences, not equality, of humans.
- Thomas Hobbes and John Locke: all are deserving of equal treatment (political equality)
- Adam Smith: Equality through economic opportunity- free market.

- John Rawls: Everyone would choose equality over the uncertainty of the alternative.

Progress:

- Advancement in society towards a better and improved state of affairs; an integral element of liberal political theory.
- Belief in progress as crucial, as a better life must be seen as obtainable.

Justice:

- State of affairs involving the maintenance of what is morally right and fair
- Social Justice: an equitable distribution of goods and values in society
- Economic Justice: the redistribution of economic resources from certain groups in society to others.

Liberty:

- Freedom from despotic control
- Closely related to freedom:
 - o Ability to act without restraint
- *Negative Liberty: Where government does not get involved.*
- *Positive Liberty: Where government does get involved.*

Rights:

- Socially acceptable, morally correct, just and fair privileges granted to members of a political community
 - o Civil Right: those enjoyed variously from one political system to another.
 - o Human Rights: Those that are considered inalienable, meaning they can't be given up.

Chapter 3

*Michael Sandell

September-27-11
9:35 AM

All of our major approaches, concepts, and ideas in politics are based in the development of political thought
Thought extends from philosophy(Greek Philosophia), meaning love of knowledge

- Investigations into nature, the divine, and human action
- Political Philosophy is about the ideas behind politics, rather than the mechanics that drives it.
- Political Philosophy seeks to understand politics in order to improve it.
- Not utopian or idealistic
- Rather, a practical exercise to make the best possible society

Ideology: Set or system of ideas that form the basis of a political or economic system and provide guidance and direction for political leadership.

History of Political Thought:

- Many strands of political thought
 - o Islamic, Chinese, Japanese, Meso-American, Aboriginal, for example
- Modern political science rooted in western philosophy, stemming from Greek Antiquity.
- The Greeks:
 - o Early thoughts about nature of politics, the good life, and the role of government.
 - o Plato: What is right, and how should government conduct itself?
 - o Aristotle: Politics of the possible- how to best achieve better political organization.
- Medieval Times:
 - o Life and religion(Christianity)
 - o Humans secondary, first and foremost about the role of religion.
 - o Thomas Aquinas: Introduced Aristotle to Christian World, and the scientific approach.
- Renaissance Thought:
 - o Niccolo Machiavelli examined the nature of power and leadership- founder of the modern state
 - o Thomas Hobbes looked at the nature and power of government to create stability
 - o Hobbes- Doctrine of sovereignty, argued for order before freedom
- Modern Political Thought:
 - o Smith: Early liberal economic thinking
 - o Mill: Liberty and tolerance in society, first feminist, women should get the vote, supported labour unions, farm co-operatives,
 - o Marx: critique of capitalism, alternative system of communism, argued against exploitation, writes the Communist Manifesto in 1848, struggle between proletariat and bourgeoisie, power of money
- Social Constructivism: A sociological and political meta-theory that explains the interactions between individual agents, their social groupings, and their environment.

The method of Political Philosophy:

- Philosophical Inquiry is done by posing answers to perennial questions. E.g.:
 - o How to distribute benefits in society?
 - o What is the proper role for government?
- Answers to these questions are wide ranging:
 - o Smith and Marx, for instance, have very different ideas about the role of government in the economy.
- Ideology: Sets of related, generally consistent, ideas and beliefs that provides a basis for political action
- Both descriptive and normative:
 - o Describe courses of action and contain a set of ideas and beliefs.
- Strongly Influenced by societal values.
- Ideology might be thought of in the same way as religion:

- They both have preconditions and assumptions
- Both have fundamental beliefs
- Neither can be proved right
- Both are the basis of action for people
- Where do ideologies come from?
 - Images to attitudes to values to beliefs
 - "Cult of Action"
- Like Religion, ideology can lead to different opinions and conflict
- While not necessarily mutually exclusive, ideologies can be divisive.

Liberal Thought("little l" liberal):

- A divergent strain
 - No two Liberal thinkers are necessarily the same.
- Assumes progress is possible in society
 - But also that individuals need laws and rights to live together harmoniously.
- Roots in the ideas of John Locke
 - Equality of right
 - Consent of citizens
 - Life, liberty, and property protected
 - Locke is rational, self interested, and he's responsible for his actions.
- Early Liberal thought espoused self determination(to be able to make one's own decisions responsibly).
- Equality of opportunity meant that all should have same liberty and rights.
- Jean Jacques Rousseau and Will:
 - Differed from Hobbes view of "state of nature"
 - "General Will" of people means government must reflect will of community as a whole
 - Government should try to reform society to achieve the general will through "positive liberty"
 - Sees private property as "the great evil" that took us away from the quality and peace of the state of nature
- Liberalism and Democracy:
 - 19th century: democracy and liberalism merge
 - Focus: Self determination, but not at the expense of minorities
 - The consent of the governed is critical
- Connection between democracy and capitalism:
 - Liberalism and economic thought merge in 18th century
 - Adam Smith and free market(invisible hand)
 - Story of the Bees- Individual actions does well for everyone due to self interest
- Socialism:
 - Challenge to social and economic conditions espoused by liberalism
 - Humans by nature part of society
 - Created individual towns run on socialist values(Owenites)
 - Emphasis on group, not individual
 - Very impacted by Marx, and his contributions on identification of class
 - Egalitarian- Everyone deserving of the same treatment, but people needing different levels of support
 - Notion of redistribution- "From each according to his abilities to each according to his needs"-Karl Marx
 - Subset of Socialism: Communism:
 - Based on Marx and Engels
 - Critical of owners of means of production, owned by Bourgeoisie, while the workers, the proletariat, own nothing and suffer
 - Advocated ownerships of means of production by the proletariat, for the proletariat
 - Failed "Communism" in Soviet Union in 20th century not a true reflection of ideology.
 - Proletariat needs to overthrow bourgeois class to assert their social and economic rights

- Socialist thought reflected in many political parties, most "social Democrat"
- Rejection of the revolutionary aspect of Socialism
- Work within existing system for social and economic justice
- Nationalism:
 - Separate and protect nation from others
 - Grew in late 18th century
 - Marking one nationality means division from others
 - Emphasis on the group over the individual
 - Used to unite people's politically
 - Related to War
 - Economic Nationalism
- Conservatism:
 - Resistant to change/attempt to control change
 - Roots in 18th century and Edmund Burke
 - Recognizes class divisions and elitism
 - Emphasis on law and order
 - Nobel Oblige
 - Conservatism Today:
 - Strong Emphasis on representative democracy
 - Protection of interests defined by leadership, and order within the state
 - May be seen as less change-oriented
 - Conservatives and liberals differ far less today than in the past.
 - Neo-Conservatism=Tea Party, return to Locke's ideals
- Feminism:
 - Proxy voting for children originally, protest against alcohol consumption by men
 - Suffragettes
 - Equal rights for women
 - Many schools of thought;
 - Liberal- Tinkering on the edges, no serious changes
 - Socialist- Not really present in Canada
 - Radical- Revolutionary, wants to change the entire structure(created women's shelters)
 - Feminism Today:
 - Two main thrusts:
 - Justice: Equal treatment and pay, e.g.
 - Gender roles: role in society, how women are thought of
- Environmentalism:
 - Green Movement of 1980s in US and Europe
 - Industrialism restricts human freedom
 - Roots in romanticism, pacifism, socialism, anarchism, and peace movements
 - Led to creation of many prominent non-governmental organizations(E.g. Greenpeace, Friends of the Earth)
 - Agenda today is driven by sustainable development:
 - "Model of economic growth that seeks to use renewable resources so as not to destroy the environment in which human beings have to live. "
- Fascism:
 - Appeals to myths and romanticism of human nature, rather than logic
 - Myth of blood, race, or *volk*(people)
 - Promotes group over people, and separates group from others, often with violent means
 - Hierarchical State, led by strong leader, who represents will of people
 - Dictatorial, intolerant

- Anarchism:
 - Not violent chaos, but focus on the rights and sanctity of the individual
 - Government would have to be overthrown
 - Opposite of hierarchy
 - Belief that life without government would be more peaceful, society would organize itself

- Political Islam:
 - Islamic philosophy and political thought has been around longer than Christian Ideas
 - Medieval thought merged by government and religion:
 - Caliphate
 - Ummah: emphasizes the global community of Muslim peoples

Relevance of Ideas:

- All ideologies have direct effect on modern political

Chapter 4

October-04-11
9:35 AM

*Gapminder.com

- All governments are rooted in ideology
- Different views about relationship to citizens
- Difference often lies in our views about what life would be like without government (remember Hobbes and Rousseau).
- Governments, fundamentally, regulate society

Process of Government:

- Process and structures of government help us understand decisions governments make
- Government must regulate society through rules and regulations:
 - o Executive, legislative, judicial, and administrative structures

Government Regulation:

- Rules mean agreement on how system should be run
- Governments are the outcome of politics since political organization leads to structure

Objectives of Government:

- Governments try to achieve independence, stability, and economic and social well-being of all citizens

Government Legitimacy:

- Legitimacy is part of state survival and leads to granting of sovereignty:
 - o Recognition by other political authorities that a government is legitimate and rightful for a political community.
 - o Requires domestic legitimacy and external recognition.

Activities of Government:

- Once, survival and threat of war
- Today, less fear about external threats has led to more attention on welfare benefits for citizens

Government Roles:

1. Laissez-faire: to let be- theory that suggests that a reduction in political control will benefit the system
 - a. Economic, but also political
 - b. The government should regulate, but the role of regulation needs to be very limited
 - c. Individuals should be allowed to act in their own best interest
 - d. Libertarianism, capitalism
2. Socialism: Government, not individuals, ought to maintain ownership and control
 - a. Fear that left to themselves, individuals would not work for the collective good.
 - b. A critique of laissez faire
 - c. Individuals should be suppressing their own interests for the good of all
 - d. Public property, government ownership of means of production
3. Welfare State: Laissez faire with government regulation
 - a. Mix of the previous two systems
 - b. Private interests run the economy
 - c. Government protects the interests of the individuals
 - d. Unions protect workers, government regulates economy and corporations

Other Views:

4. Libertarianism: Ideology based on freedom of speech, action, and thought; the role of the government should be limited.

- a. Focus on security provided by government
 - b. No other interference in personal affairs by government(i.e. don't like government regulations, marriage licences)
 - c. Endorsement of self-interest
5. Totalitarianism: Complete control by government in society, influencing and affecting all aspects of social, economic, and political life.
 - a. Restriction on free thought, very few political freedoms, if any.
 6. Monarchy: Form of government with monarch as head of state(i.e. Constitutional Monarchy)
 7. Theocracy: Political system ruled by religious leaders(Saudi Arabia)
 8. Aristocracy: Political system ruled by a hierarchical elite
 9. Despotism: Rule with absolute power and authority- takes pleasure from cruel acts of authority and power
 10. Juntas: Military governments, usually dictatorships (Myanmar)

Goals of Government:

1. Maintaining the political system
2. Adapting to a variety of changes
3. Integrate interests and needs in all parts of the country
4. Setting goals

- Constitutions: Basic Law of political systems
- Core of country's political system and traditions
- Sets out how a government and a people interact and their powers
- Set framework for how laws are made
- Set out relationship between government and citizens
- The Constitution also symbolically represents the country(Canada=peace, order, and good government)

Liberal Democracy:

- Liberal Democracy: "Democracy" itself is taken from the Greek demos, meaning "the people", and kratos, which means "authority".
- Characterized by protection of minority rights, enacted by pluralism
- Pluralism: Any group can form, and any group can have power. Power is distributed equally among all the groups.
- Equality of political rights: everyone can vote
- Political participation: Division of political responsibilities among ruled and rulers
- Majority Rule: all votes are considered equal
- Political Freedom: freedom to participate in process

Authoritarianism:

- Political system requiring absolute obedience to a constituted authority
- Concentrated power, insulated from external world
- Political authority remains in the hands of a few
- i.e. China

Totalitarianism:

- Authoritarianism + ideological control
- Ideological changes to society to benefit leadership
- Strong control over all aspects of people's lives, including social interactions
- Leader of nation idolized
- i.e. North Korea

Government and Canada:

- Liberal Democracy, constitutional monarchy
- Monarch(represented by Governor-General): head of state
- Prime Minister: Head of government
- Westminster Parliament, bicameral house and senate at the federal level
- All provinces are unicameral, meaning just a legislature

- Not quite a confederal or federal state(quasi-federal)
- Trading state- highly dependent on US
- Regulatory state- capitalist, but with large degree of government involvement
- Canada=Fusion of power, with combined executive and legislative branches

Chapter 5

October-04-11
9:35 AM

Exam: Chapters 1-4, on Thursday

25 MC, 15 matching, 5 of 7 short answers(1-3 sentences at max), short essay(1-2 pages) 3 questions to choose from

Charles Tilly(1929-2008): Wrote 600 articles, 50 books, on social movements.

- a. Sustained effort
- b. Various methods of protest
- c. Wunc display(i.e. Save the _____), really good to have children, seniors, veterans,

W: Worthiness- children, seniors, veterans

U: Unity-colour, song,

N: Numbers-

C: Commitment- hunger striker, outside in the cold walking to a certain point, occupation, arrests

Branches of Government:

- Elected members of Parliament from a riding
- Cabinet from governing party
- Those who are not elected as part of the governing party are part of the opposition.
- All politicians are voted by the electorate.
- House of Commons=Where MPs sit

Divisions of Power:

- Executive:
 - Top Level Leadership
 - Made up of Prime Minister and his cabinet
 - Responsible to Parliament
 - Supervision of all government activities
 - Ministerial Responsibility: Cabinet members are responsible for their department
 - Part of Westminster system
 - Ministerial responsibility means accountability, and is vital for the integrity of government:
 - Legitimation: providing legitimacy, or legal force or status to political decisions; in accordance with established or accepted patterns and standards.
- Legislative:
 - Intended to reduce the amount of power given to rulers(executive today)
 - An 'Institutional check' on power
 - We have the mixed model of legislature(parliament and Senate)
 - Senate is appointed, meant to be the chamber of sober second thought
 - Constitutional Limitations
 - Cannot make a law that will bind future legislatures
 - Section 91- Federal legislation overrides Provincial legislation
 - Section 92- Provincial legislation takes priority, federal legislation has no control over provincial legislation and areas of interest
 - Bicameral: Canada, Russia, India- two assemblies
 - Unicameral: Canada's provinces, Hungary, Finland- one assembly
 - Law making
 - Debate and accountability(question period)
 - Budgeting for government(Money bills in Canada)
 - Representation: the act of standing for the views of others; election of a representative to symbolize the collective view of all constituents
- Judiciary:
 - Three Main Functions:
 - Rule on the constitutionality of public and private acts
 - It adjudicates disputes
 - It interprets laws
 - Laws: Rules imposed on society by governing authority
 - Constitutional Reference
 - Judges appointed by federal and provincial government
 - In Canada, most law is common law
 - Derived from judicial precedent, customs
 - In Quebec, however, it is civil law
 - Derived from actions of legislatures
- Bureaucracy:
 - Maligned and misunderstood
 - Responsible for carrying out activities of government
 - Top civil servants often have a lot of power and influence
 - E.g., Clerk of Privy Council Office(PCO) in Ottawa
- Political Systems in Canada and US

- Differences lie in two separate political cultures
- Powers divided quite differently between executive and legislature
- In Canada, fusion of powers
- In the US, separation of powers
- Separations of powers part of checks and balances:
 - 'System of inspection and evaluation of different levels and branches of governments by others'
- President forced to try to work with Congress
 - 'Legislative chamber of government in the United States'
- The Veto: 'Refusal to endorse or block a decision'
- The American President holds very little power, as compared to the Canadian Prime Minister
- Constitutional Federal Democracy:
 - Basis of law in constitution
 - Ultimate power in central government
 - Rule by the people
- Basic Law- Canadian Constitution
 - Constitution Act of 1867
 - Constitution Act of 1982
 - ◆ Charter of Rights and Freedoms
- Quasi-federal system
- Most powers reside in our central government in Ottawa, but some are given to the provinces
- Constitution of 1982- patriation- Canada got full control of government and independence
 - Full independence from Great Britain
- Charter of Rights and Freedoms:
 - Added human and civil rights to Canadian Constitution in 1982
 - New role for courts, now dealing with social justice issues

Chapter 6

October-18-11
9:21 AM

Political Systems:

- Distribution of power within the state:
 - Centralization: Concentration of power in a single body, usually the principal government
 - Almost all systems have some sharing, but many have deeper levels of decentralization.
 - Two main arrangements are federal and unitary systems
 - Unitary: Sovereignty is concentrated in the national government(although in some cases some powers may be given to sub-national authorities in a unitary system; this is referred to as 'delegated authority')
 - Characterized by a strong central government(i.e. France, United Kingdom)
 - Sometimes power is given to regions through delegated authority
 - Some systems have shared limited powers through devolution(e.g. Scotland and Wales)
 - Criticism of Unitary Systems:
 - Inefficient because they don't build strong regional institutions
 - Can be seen as undemocratic
 - Easier for a unitary system to be authoritarian- bulk of evidence shows otherwise
 - Out of touch- unable to cater to local needs and requirements
 - Federalism:
 - Form of governance that divides powers between the central government and regional governments; often, particular roles and capacities are given to the regional governments
 - Present when necessary to share power in often disparate regions(think of Canada)
 - Putting power all in central government would likely be impossible in these systems
 - Tends to be large and diverse(regional, cultural, linguistic) become federal
 - Criticisms of Federalism:
 - Lack of equality between provinces
 - Unwieldy- difficult to power share between provinces
 - Conflictual- too many individual differences
 - Confederalism:
 - The opposite to unitary systems:
 - Political system of divided powers where added power is given to the non-central governments, and limited authority and power is conferred to the central government
 - No final authority given to central government
 - Canada is not completely federal nor confederal
 - ◆ Unique power sharing often called 'quasi-federalism'
 - Fathers of Confederation wanted a strong central government:
 - Reservation: LG could reserve provincial legislation for the consideration of the federal cabinet
 - Disallowance: Even if LG allowed a piece of provincial legislation, the federal Cabinet could strike it down.
 - Declaratory Power: Federal government could declare anything to be within federal jurisdiction.
 - Peace, order, and Good Government- residual powers, basically everything else that they hadn't thought of at the time. A clause in the Canadian Constitution that specifies that powers not specifically given to the provinces are reserved for the federal government.

- In Early 20th century, Ottawa gained power during war and economic troubles
 - Known as centralized federalism: process where federal government increases its power relative to the provinces
- Latter half of the 20th century saw growth and cooperative federalism:
 - Cooperation and coordination of policy between federal and provincial levels of government.
- Late 20th century and now, provinces and Ottawa often compete for control
 - Executive Federalism

- Distribution of wealth in Canada
 - Economic and regional diversity means not all benefit to the same degree
 - In early days, provinces did not have resources to set up needed services
 - Ottawa provided conditional grants:
 - 'Funds given to provincial authorities but with controls and conditions on how the monies may be spent'
 - Province building has expanded, economic borders and strength of provinces have grown stronger and as a result the government has grown bigger.
 - Direct Taxation: Property taxes and sales taxes
- Equalization in Canada
 - Equalization payments: compensation given to more needy regions in a political system in order to create a general state of parity.
 - Often a source of conflict among provinces
 - E.g. resource wealth in Newfoundland and Alberta
 - Constitutionally entrenched
- Quebec and Canada
 - All provinces are 'distinct' from one another, but is Quebec more distinct?
 - Clearly, language and culture places Quebec in a separate category
 - How do we deal with this...not well
 - Quebec did not agree to the repatriation of the Constitution
 - 1982-1993 was a period of mega-constitutional change, with the goal of getting Quebec to agree to the constitution
 - 1993-Now: Executive federalism, not all provinces are equal, all provinces are equal except for Quebec who gets more freedom and ability to tax more.
 - The separation issue has not gone away- Will Quebec separate in the future
 - The provincial Parti Quebecois and the federal Bloc Quebecois have both used separation as a threat to get more autonomy, and both have advocated separation, or 'sovereignty association'.
- Conclusions:
 - "Federalism in Canada is both based on and intensifies regional, economic, and ethnic cleavages."

Chapter 7: Political Participation: Elections and Parties

October-25-11

9:24 AM

- Politics surround us, and we are influenced by it through socialization:
 - o "Process whereby individuals act in a social manner; the creation of social and political authority and rules to regulate behaviour so as to permit operation of social units"

- Democracy and Voting:
 - o Most direct way we are involved is through voting and elections:
 - This can be through direct democracy:
 - Political system where citizens are directly involved in the decision-making process
 - More common is indirect democracy:
 - Political system of representation where citizens elect a delegate to act on their behalf
 - Most political systems, including Canada, rely on choosing representatives rather than direct involvement
 - o Right to vote is not always 'democratic'
 - Women didn't always have the vote, under 21 couldn't vote until 1974, people who are in prison got right to vote in 2004, couldn't vote if didn't own property, judges not allowed to vote, the head of elections Canada is NOT allowed to vote.
 - o Suffrage(granting of the right to vote) historically has been evolutionary, where some groups were not necessarily given the same rights
 - o Ballots became secret in 1874
 - o On E-Day, scrutineers belong to each party, and they watch over the entire voting process. These people ensure that the process is kept proper(i.e. citizen of Canada, 18 years old, ballots kept secret).
 - o Only election staff can handle the ballots.
 - o How Candidates "stand" for election:
 - Most often, candidates for election will represent a political party
 - Parties have their own rules and processes for choosing their candidates, and set their own election platforms
 - Some will be independents, or independent political candidates belonging to no political party
 - o Voters' List:
 - Enumeration(door-to-door)
 - National Register of Electors
 - 17% of elector information changes every year
 - Updated through:
 - ◆ Income tax
 - ◆ Citizenship and Immigration
 - ◆ Driver's Licence
 - ◆ Vital Statistics
 - Jerome Black: switch to National Registry has had a "debilitating impact on turnout" and has increased inequality among social groups.
 - o Constituencies
 - Constituencies are divided equitably, based on where people live
 - Ridings in rural Saskatchewan will be physically much larger than urban ones, for instance
 - Setting boundaries for ridings can often be influenced by politics, and be controversial:

- Gerrymandering: controversial method of grouping together, or dividing, groups of voters in order to maximize or reduce their power.
 - Nomination Process:
 - 95% of candidates are nominated by their local constituency assoc. at a meeting.
 - Nomination papers need 100 signatures, \$1000, and signature of party leader if party is registered.
 - Apathy:
 - Low voter turnout is often caused by apathy:
 - Condition where individuals do not vote, or do not follow the election process, because they do not believe that elections affect or influence them, or that they have little influence over outcomes
 - Some systems have made voting compulsory
 - i.e. Australia

- 5 families of electoral systems

Plurality	B.C., India
Majority	Australia, France
Proportional(List)	Finland, Israel
Transferable Vote	Ireland, Tasmania
Mixed	New Zealand, Japan

- Simple Plurality System(SMP)
 - Electoral System where the winner receives the most (but not necessarily a majority of) votes
 - Also called 'first past the post' (FPTP)
 - Effective in systems where there are few candidates, providing stable majority governments
 - Generally a system like this produces two main parties, and sometimes a third party.
 - These systems do tend to marginalize smaller third parties
 - Run-Off Voting:
 - To offset marginalization, some simple plurality systems employ 'run-off' or 'two round' system
 - Ensures that winning candidate will get majority, lends credibility to results
 - Minority Government:
 - Government that received the most, but not a majority of, votes in an election
 - Quite common in systems with several parties for a party to win the most, but not majority(50%+) of votes
- Proportional Representation
 - Electoral System where seats are designated according to the parties popular vote; uses country as a whole in order to institute proportions between votes allotted for all the parties
 - Many models, but each is designed to make the popular vote count
 - Party List:
 - 'Voting system where voters in multi-member constituencies choose from a list of candidates; parties are rewarded with a percentage of the seats available in each constituency'
 - % of votes= # of seats
 - Closed vs. Open
 - Zippered Lists
 - Single Transferable Vote(STV)
 - Voting system where voters cast their ballot in multi-member constituencies, expressing their first and second choice candidates; second choices may be

- transferred and counted if all seats are not filled in first count
 - Seats are not 'won' until designated number of votes have been earned.
- Additional Member(Mixed Member)
 - Mix of simple plurality and proportional representation voting; voters elect a representative and also cast a vote for a political party.
 - Seen as best hybrid as voters get to connect directly with candidates, but also permits fair representation of votes for parties.
- Political Parties:
 - Organization that seeks to gain and maintain political power- If an organization does not put forward candidates in an election, they are not a party.
 - Separate political candidates and organizations based on ideologies and preferences/goals for political system as a whole
 - Parties first appeared as a way to get voters active and involved.
- Party Systems:
 - Competitive systems come in different forms
 - Two- Party system: competitive party systems marked by two competing parties
 - US often seen this way, though other parties exist(Democrats and Republican have real power)
 - Multi-Party System: competitive party system with more than two parties
 - E.g., Canada: Liberals, NDP, Bloc Quebecois, Greens, Conservatives
- What do parties do?
 - Different types of parties will have separate appeal for potential supporters
 - Recruitment function: role played by political parties to help bring new voters into the political process
 - Parties educate voters about issues
 - Parties show general preferences of citizens- organize the vote(WHAT IF DEMOCRACY LOOKED LIKE CABLE TV)
- Party Types:
 - Cadre parties: parties that are created and directed by a small elite group; tend to control much power within legislatures
 - Mass Party: parties that are organized in society at large, rather than within government, and have public influence through power of membership, rather than in the hands of a small minority elite
 - Umbrella Parties(Catch-all): Political parties that cover a wide range of ideologies and beliefs in society, with the idea of incorporating as many different groups in society as possible
 - Militia Party: Party system with centralized leadership system;
- Election Campaigns:
 - Every country has unique laws about setting elections and rules that surround them
 - During elections, parties become vital to the campaign for information and setting platforms
 - Frequently use negative campaigns to win support to their cause
 - E.g., attack ads: negative and aggressive television media advertising by one political party or organization against another
- Campaign Financing
 - Parties are crucial for raising funds for elections
 - Modern Elections are expensive
 - Often Controversial: How are the funds raised? Can parties or candidates remain independent from their contributors?
 - Limit of 1100, only individuals, no unions or companies
 - Canadian Electoral Finance Law(2003) limits amount of contribution. Later, lowered limits.
 - Spending limits of 80 000 per riding, meant to create an even playing field.

- Referendum
 - When citizens vote to express their opinions on a particular policy the results of which will determine whether or not that policy is adopted by the government.
 - Also known as a plebiscite
 - Some issues are seen as vital enough to require direct involvement of citizens
 - E.g., the Charlottetown Accord in 1995
- Elections and Political Parties in Canada
 - Voting age is 18; so 18+ for candidates
 - May not hold office at more than one level(e.g., provincial politicians may not have federal positions)
 - In last two decades Canada has evolved from two party federal system(with NDP as third party) to a multiparty system
 - More regional representation today

Chapter 8: Political Socialization and Culture

October-25-11

9:41 AM

- We are influenced by our surroundings and our environment
- This socialization creates our political culture:
 - o Set of attitudes, beliefs, and values that underpin any political system
 - o Evolve over time
- Many influences: media, government, interest groups, parties, form of political system
- Political Socialization:
 - o Can be formal
 - Singing the anthem in school
 - o Or informal
 - Family voting influences
 - o May lead to divergent results
 - Consider varied political 'cultures' in Canada
- World Values Surveys show Canadian Values have changed
 - o Canadians have become LESS parochial, more cosmopolitan
 - o Interest in politics is rising
 - o Confidence in government institutions is falling
 - o We are more likely to be involved in some form of protest behaviour.
 - o Canadians are less satisfied with hierarchical structures and have created more egalitarian relationships
 - o These value shifts appear to dominate among the young and well educated.
- Policy Communities:
 - o Collection of actors who have a direct or indirect interest in an issue
 - o Involvement may range based on the issue
 - o Members often from NGOs or interest groups
 - o Individuals are brought in to be part of the decision making process
 - o i.e. oil sands hearing, oil companies would show up, environmentalists show up, etc...
- Corporatism:
 - o Approach to governance that entails close cooperation and coordination among government, business, and labour in the expectation that such activity will bring more stability to politics
 - o Effective way to draw more actors into process
 - o Pros and cons: more voices heard, but will their influence be too strong?(I.e. the US)
- Canadian Political Culture and Socialization
 - o Reflective of European political traditions
 - o Evolutionary rather than revolutionary change
 - o Negotiation, compromise, incorporating minority views
 - o 'Peace, order, and good government'
 - A constitutional 'residual power' clause, but nonetheless reflective of Canadian political culture

Chapter 9: Politics in Developed States

November-08-11

9:24 AM

- Hegemony: A perception of the world/reality that is so controlled by one thing, that anything outside of that is immediately negated.
 - o i.e. the perception of American Strength
- Developed World:
 - o Industrialized Nations:
 - Western Europe, North America, Japan, Australia, and New Zealand
 - 'that are part of a structurally integrated system of global capitalism'
 - o Countries that have benefited in an integrated way from post-war economic developments
- Bretton Woods: the United Nations Monetary and Financial Conference held in Bretton Woods, New Hampshire, in July 1944
- Major Institutions:
 - o International Monetary Fund(IMF) and the World Bank(WB)[technically the International Bank for Reconstruction and Development(IBRD)]
 - o GATT(1944-1995): General Agreement on Tariffs and Trade; reduced tariffs during this period, eliminated in 1995 and replaced with World Trade Organization(WTO)
- Political Economy:
 - o 'Approach that views political and economic spheres as harmonious and mutually dependent perceptions of the world; relationship between people, government, and the economy'
- First World: industrialized nations allied with the United States
- Second World: communist states tied to the Soviet Union
- Third World: Developing states; remainder
- Welfare State: 'Political system that creates the means for individual protection and quality of life, such as health care, employment insurance, pensions, social programs for the elderly, children, and unemployed'
 - o Was a way of building an economy
 - o Started the growth of Canada's economy and government
- Developed World and the Economy
 - o Countries that tend to get categorized based on their gross domestic product(GDP):
 - 'Total value of goods and services produced in a country in one year'
- Colonialism:
 - o New institutions- Bretton Woods
 - o Leadership of United states- becomes the predominant world leader
 - o End to Colonialism:
 - 'exploitation of weaker countries by stronger ones for political, strategic, or resource interests'
- Case: Canada
 - o Socially pluralistic democracy with diverse economic interests
 - o Integral relationship with the United States, and continued historical links to Europe
 - o North Atlantic Triangle: geographic region of Canada, the United States, and the European Union
- Canadian Economy:
 - o Diversified means resources, manufacturing, high technology, foreign direct investment and importance of international economic organizations
 - o Dependent on trade- 2/3 of GDP comes from trade with others
 - o Close links with the States
- Middle Power

- Not a superpower like the US
- 'Country that does not have great power or superpower status but has significant influence in international relations'
- Canada has autonomous foreign policy and often disagrees with US
- Case: United States
 - US born from revolution, and forged by wars with Britain(1812) and itself(Civil War)
 - 'Melting Pot' of cultures, and birthplace of republican democracy
 - Liberalism, civil rights, freedom of speech
- US Economy:
 - Home of capitalism
 - Most integrated economy in the world
- Case: Japan
 - Smaller than California, almost ethnically pure, and dependent on others for food
 - Volatile surroundings(China, North Korea) but Japan's success today due to close relations with neighbours
 - Today a constitutional democracy, with a rich history of politics
- Japan's Economy:
 - After the devastation of WWII, huge growth in order to rebuild
 - Goal was to strategically position themselves in the world economy
 - System based on corporatism:
- Japan's tactics:
 - Use of protectionism
- Case: European Union
 - Best example of regional integration today
 - "economic or political integration in a defined territorial area"
 - Not all of Europe, but 27 European states in Western, Northern, Eastern, and Southern Europe
- EU Movement
 - A form of functionalism:
 - 'collective approach by countries to provide a full range of social and welfare services through functionally specific international organizations'
 - Emphasis on institutionalism:
 - 'belief in utility of institutions to provide collective goods'
- EU Progress:
 - European Coal and Steel Community(ECSC) in 1951
 - European Economic Community in 1958
 - EU in 1992
 - Treaties of Rome(1958) created European Economic Community and the European Atomic Energy Community
 - EU Institutions:
 - European Parliament
 - Council of the European Union
 - European Court of justice
 - Court of Auditors
 - European Central Bank
 - EU Parliament:
 - 785 MEPs elected directly by citizens of the state
 - Reflects size of countries
 - Shares power with Parliament on legislation and budget
 - European Union Council
 - All 27 states represented
 - In 1999, the European Monetary Union
 - Only 16 of 27 use the Euro

Chapter 10. Politics in Developing States

November-17-11

9:24 AM

Countries in the 'developing world' can be found in different stages of development and different regions of the world. Problems with economy can lead to political problems- instability is often based on how these two are entwined.

Less Developed Countries(LDC)

- Low levels of per-capita income
- High inflation and debt
- Large trade deficits
- Low levels of socioeconomic development
- A lack of industrialization
- Or undeveloped financial or legal systems

International Politics

November-29-11

9:39 AM

- Also called international relations
 - o The study of foreign policy and relations among states and other actors at the international level
- International relations can be about almost any aspect of relations at the international level
- International politics is about the political nature of these relations
- Foreign policy involves foreign diplomatic relations and policies of a country beyond its borders
- Nation-state:
 - o Autonomous political unit of people who share a predominant common culture, language, ethnicity, or history
 - o Most important actor in international politics
- Sovereignty:
 - o Only a few hundred years old
 - o Both sovereignty and nations were created in the treaty or peace of Westphalia
 - o Made at the end of the 30 years war and the 80 years war
 - o 30 years war was a war between protestants and catholics
 - o At that time, many different conceptions of political authority
 - Eg, imperial states, countries, city-states, and principalities
 - o Westphalian system recognized the sovereign rights of states
 - State has monopoly of power over territory, people, and resources
 - o Westphalian system still exists
 - o Different types of states(liberal democracies, authoritarian, totalitarian) use 'monopoly of power' in different ways
 - o State is challenged by new actor, including organizations and corporations, but is still the primary unit of analysis in international politics
- Sub-systemic groupings:
 - o International groupings or relations among states that do not include all actors
 - o Most real activities among states take place in these smaller groupings
 - E.g., NAFTA, EU, NATO are all sub-systemic
- Actors in world politics
 - o We study different units of analysis in international politics
 - Entities being studied in politics; the what or whom as the basis of analysis
 - o The state is the most important, and operates in an environment of structural anarchy:
 - Not chaos, but 'assumption that no higher authority exists above the nation-state'
 - o International Governmental Organizations:
 - Institutions formed by three or more countries with the purpose of addressing a common interest, be it economic, social, cultural, or political
 - E.g., NATO
 - o Non-Governmental Organizations
 - Groupings of like-minded organizations that all seek to work together on problems of a common nature, but without the direct input of a governments'
 - o Multinational Corporations:
 - Corporate bodies that operate in more than one country
 - E.g., General Motors
 - o Also: people and groups
 - Individuals and groups have major impact
 - E.g., Bono, Dalai Lama, anti-globalization groups
- Globalization:

- Intensification of economic, political, social, and cultural relations across borders
- Many examples of this in history(E.g., Crusades, Age of Discovery) but today's globalization began after World War II
- New Institutions(E.g., IMF, GATT, World Bank) led to increased international economic activity
 - Finance, loans, investment
- Growth of globalization occurred during the 'Cold War':
 - Strategic arrangement of states in the international system that existed from 1945 to 1991
- Rhetorical hostility between Soviet Union and United States began after World War II
- 1970s saw 'détente'(a warming of relations) and 'rapprochement'(reconciliation)
- 1980s brought renewed animosity
- Post-war institution building premised on multilateralism:
 - Integration or coordination of policies or decision-making by three or more nation states
- Modern globalization has been economic, social, and political
- Globalization and LDCs
 - Many countries in developing world made independent during Cold War
 - Left most in underdeveloped condition
 - LD countries have, for most part, not improved
 - Some have seen marginal betterment: China, Mexico, Malaysia, Singapore, Taiwan, Hong Kong, Thailand, Brazil, and Argentina
 - Globalization has benefitted some, but not all
- Competing Approaches: Realism
 - Power Politics
 - State Primary Actor
 - States driven by power
 - Power both a means and an end
 - Seen by many as the major approach to international politics
 - Security dilemma: conception that states are both protected by the existence of states, and threatened by them.
- Liberalism:
 - Emerged from idealist approach of early 20th century
 - Think U.S. President Woodrow Wilson
 - Politics is cooperative, through competitive
 - Positive sum: relationship between two or more entities where results, as a sum, are better as a result of that relationship
 - Often reliant on institutions, hence theory of liberal institutionalism:
 - Theory that suggests that international institutions makes cooperation more likely and advantageous
 - Regimes: Rule and decision making procedures that often govern institutions
- Marxism:
 - Rejects the orthodoxy of realism
 - Primarily interested in the economic underpinnings of politics
 - More equitable distribution of ownership and goods would create greater fairness and security
 - Connected to communism
 - Rejects imperialism in world politics
 - Power of one country over another
 - Examines superstructure in politics
 - Expectation that Marxism will spread through dialectical materialism:
 - Notion that material forces(money) affect politics through social and economic change

- Diplomacy and Foreign Policy:
 - Diplomacy: International negotiation and discussions that take place on an official- and sometimes unofficial- level between and among states
 - Can deter war , enable trade, and contribute to understanding
 - Much of foreign policy decision making is based on diplomacy

12. International Security

December-01-11
9:18 AM

- Are we naturally war or naturally at peace?
- If we believe Hobbes, then we are naturally at war.
- Conflict comes with politics
- Security is the most fundamental concern for states
- Security
 - o Freedom from danger or injury
 - o Never fully assured for any state
- Insecurity:
 - o Threat of danger or injury
 - o Commonplace in international politics
- Security issues different today
 - o Once based primarily on geopolitics:
- Security Today:
 - o Geopolitics still important, but other newer human issues like human security also get attention
 - Attention on the security of the person, rather than the state
 - o Threats can come from variety of sources, and security needs to account for these
 - o Military threats, but also political, economic, cultural, social, human, environmental
- International Anarchy:
 - o Condition where there is no 'world government'; the sovereign nation-state is the highest authority in the international system
 - o Leads to security dilemma
 - Conception in world politics that states are both protected by the existence of states, and threatened by them
- War:
 - o Not all conflict is war
 - State of actual or perceived incompatible interests
 - o But all war is based on conflict
 - Use of armed forces in conflict with enemy
 - o International security is concerned with all types of conflict
 - But war is the most extreme and violent
 - o States use power differently:
 - To coerce others
 - As threat against non-compliance
 - Use of economic strength with embargoes and sanctions
 - Outright use of military force against others
- Are we more war-like?
 - o War has always been used as a tactic
 - o However, frequency of war is as high as ever, and instance of war has increased
 - o More importantly, war is likelier in the developing world
- Terrorism:
 - o Strategy of violence designed to bring about political change by instilling fear in the public at large
 - Since 9/11, terrorism is prime source of insecurity
 - o Based on a belief that violence is only way to achieve political change
 - Conventional modes of politics not accepted
 - Often connected to economic issues, as well as political or religious ones

- No 'governing laws of war' for terrorists
- Legitimate to strike innocents, including civilians
- Humanitarian Interventionism:
 - Countries intervene in affairs of others all the time
 - Humanitarian intervention is different
 - Interference in the affairs of a sovereign state with the intention of reducing the suffering felt by people in that country
 - May be justified as means to help others, but always will be contentious and contested.
 - John Stuart Mill: Right and responsibility of civilized states to intervene in the interests of international morality
 - Responsibility to Protect(R2P) a recent(2001) attempt to clarify need to act against atrocities
- Resolving Conflict:
 - Negotiation
 - Mediation: Voluntary process using impartial party to bring about resolution of dispute
 - Arbitration:
- Peacekeeping, Conflict Management, and Resolution:
 - Peacekeeping represents another option
 - Military and civilian personnel in a conflict area used to stop or contain hostilities or supervise the carrying out of a peace agreement
 - A Canadian invention with Lester Person as minister of foreign affairs, during the Suez Canal
 - Increasingly expensive, and growing number of missions
 - Many states, e.g., Canada, contribute few soldiers when they are tasked with other missions(like Afghanistan, for Canada)
 - Peacekeeping undoubtedly one of the most effective conflict management means available
- Canada in Afghanistan
 - Good example of many topics raised in this lecture:
 - 9/11 and terrorism led to Afghan War
 - Canada's multifaceted role in Afghanistan includes peacekeeping(though it is not strictly a peacekeeping mission)
 - Mission reflects the nature of insecurity felt in modern international politics
 - Canada is in Afghanistan in part as aid to its military ally(US) and also out of alliance responsibilities(NATO)
 - Mission is marked by military/political/diplomatic, and development roles
 - Three government departments: National Defence, Foreign Affairs, and CIDA
 -

Humanitarian Intervention

December-06-11
9:28 AM

-