

World History Review Guide - Spring Semester

General Information: Each unit has terms, readings, and big topics (from seminars) that you should focus on as you prepare for your final exam this fall. You should approach each of these three areas in the following manner:

1. **Terms:** Be able to define each term (who, what, when, where, & how) and tell why it is significant to our study of World History. How is the term related to other terms in the list?
2. **Readings:** Examine how each reading has contributed to our understanding of world history. Quotes may come from these readings---especially the primary source readings. Can you answer the "Consider" questions if the reading comes from the Western Civilization (Sherman) textbook?
3. **Big Topics** (From Seminars): What do you know about these big topics? What evidence from our notes, seminar discussions, and readings could you use to respond to a potential question about this topic?
4. **Note:** 10-15% of the questions refer to material from the Fall Semester and the remaining questions focus on material learned since the last "Final Exam."

Unit 1: Renaissance

Terms:

Florence	Niccolo Machiaveli	Leonardo da Vinci
Humanism	Lorenzo the Magnificent	
Francesco Petrarch	Michelangelo	

Readings: (1) Francesco Petrarch, "A Letter to Boccaccio: Literary Humanism." p. 160-161. (Sherman); (2) Niccolo Machiavelli from "The Prince," 1513. p.162-163 (Sherman)

Big Ideas: (1) How is the Renaissance a break from the Middle Ages? How is it a "prototype" for the modern world?

Unit 2: Age of Exploration

Terms:

Prince Henry the Navigator	Gold, Glory, God	Ferdinand Magellan
Vasco da Gama	Francisco Pizarro	
Hernando Cortez	Aztecs	

Reading: (1) Charles Mann, "1491: Rewriting the History of the Americas Before Columbus", 2006. (Handout)

Big Idea: (1) What motivated Europeans to begin exploring areas outside of Europe when they did? (What did they need and why?)

Unit 3: The Protestant Reformation and Wars of Religion

Terms:

Martin Luther	John Calvin	The Council of Trent
95 Theses	Henry VIII	Inquisition
Indulgences	Elizabeth I	Index of Forbidden Books
Charles V	Spanish Armada	Edict of Nantes
Anabaptists	Ignatius of Loyola	Thirty Years' War

Reading: (1) Martin Luther, "95 Theses" (Hand Out).

Big Ideas: (1) What caused individuals to seek the reform of the Catholic Church? How successful was each?

(2) How did the Catholic Church attempt to reform itself in the wake of Protestantism's success? (Describe 3 ways)

Unit 4: Scientific Revolution

Terms:

Ptolemy	Tycho Brahe	Francis Bacon
Nicholas Copernicus	Johannes Kepler	Sir Isaac Newton
Heliocentrism	Galileo Galilei	<i>Principia</i>

Reading: (1) Galileo Galilei, "Letter to Christina of Tuscany: Science and Scripture." p. 226-7. (Sherman)

Big Idea: (1) How did the Scientific Revolution challenge and change existing ideas about the world?

Unit 5: Absolute Rulers

Terms:

Louis XIV	English Civil War	Glorious Revolution
Versailles	Oliver Cromwell	English Bill of Rights
Divine Right	Thomas Hobbes	William and Mary
James I	Charles II	Peter the Great
Charles I	James II	

Readings: (1) Visual Source: Thomas Hobbes, "Leviathan: Political Order and Political Theory." p. 207-08 (Sherman);

(2) James I, "The Powers of the Monarch in England." p. 203 (Sherman)

Big Ideas: (1) How did absolutists like Louis XIV, Peter I, or James I expand, exercise, and justify their power? How did the English Parliament resist this expansion of this monarchical power?

SPRING SEMESTER:

Unit 6: European Enlightenment

Terms:

Philosophe	Jean-Jacques Rousseau	Mary Wollstonecraft
Immanuel Kant	John Locke	Deism
Voltaire	Baron de Montesquieu	

Readings: (1) "Enlightenment Quotes" (Handout); (2) Immanuel Kant, "What is Enlightenment?" p. 40 Sherman Book 2

Big Ideas: (1) Based on the ideas of the Enlightenment thinkers, what is the relationship between the government and the governed?

Unit 7: The French Revolution and Napoleon

Terms:

Louis XVI	Declaration of the Rights of Man	Jacques-Louis David
Marie Antoinette	Jacobins vs Girondins	Consulate (1799-1804)
Emmanuel Joseph Sieyès	sans-culottes	Napoleonic Empire (1804-1815)
Estates-General	Maximilien Robespierre	Napoleonic Code
Bourgeoisie	Jean-Paul Marat	Waterloo
National Assembly	Reign of Terror	
Tennis Court Oath	Napoleon Bonaparte	
Bastille		

Readings: (1) "French Revolution: Was There a Casual Relationship Between the American and French Revolutions?" Handout. (2) Emmanuel Joseph Sieyès, "What is the Third Estate?" p 55-56 Sherman, (3) The Declaration of the Rights of Man and Citizen." P. 57-58 Sherman. (4) Joffrin, Laurent, "Napoleon: A Classical Dictator?" Handout. (5) Jacques Louis David's "Napoleon Crossing the Alps." P. 75 Sherman.

Big Ideas: (1) What caused the French Revolution? (2) What new ideas of government were put into practice during the French Revolution? (3) What was Napoleon's relationship to the French Revolution?

Unit 8: Economic Advances and Social Unrest.

Terms:

Agricultural Revolution	Socialism	Karl Marx
Enclosure Movement	Communism	Bourgeoisie
James Watt	Great Exposition	Proletariat
Laissez-Faire	Friedrich Engels	

Readings: (1) "Great Expectations." Handout. (2) Samuel Smiles, "Self Help: Middle Class Attitudes." P. 85-86 Sherman (3) Friedrich Engels, "The Condition of the Working Class in England." P. 84-85. Sherman. (4) Karl Marx, "The Communist Manifesto" P. 133-134. Sherman

Big Ideas: (1) What led to the Industrial Revolution? (2) How did the Industrial Revolution change the way that families lived and worked? (3) What inventions were particularly important in the development of industrialism? (4) What were the main similarities and differences between socialism, capitalism, and communism?

Unit 9: Nationalism and the Race for Empire

Terms:

Crimean War	Prussia	Imperialism
Nationalism	William I	Sepoy Rebellion
Giuseppe Garibaldi	Otto von Bismarck	“Open Door Policy”
Giuseppe Mazzini	Danish War	Cecil Rhodes
Piedmont	Austro-Prussian War	Berlin Conference
Camillo di Cavour	Franco-Prussian War	Second Industrial Revolution
Red Shirts	Napoleon III	
Zollverein	Ems Telegraph	

Readings: (1) Alan Farmer, “How Was Italy Unified?” Handout. (2) Selected Primary and Secondary Quotations on the Causes and Effects of Imperialism. Handout.

Big Ideas: (1) Describe the unification movements in Italy and Germany? How are they similar and different? (2) Why did European countries want empires? (3) What were the political, social, and economic motives that justified Imperialism of the late 19th century? (4) How did nationalism and imperialism threaten world peace?

Unit 10: 20th Century

Terms:

Triple Entente	League of Nations	Gulag
Triple Alliance	Nicholas II	Five Year Plan
Archduke Franz Ferdinand	Gregory Rasputin	Great Purges
Sarajevo	Provisional Government	Weimar Republic
Gavrilo Princip	Soviets	National Socialist Party
Schlieffen Plan	V.I. Lenin	Fascism
Battle of the Marne (1914)	Bolsheviks	Hyper Inflation
“Peace without Victory”	“Peace, Land, Bread”	Enabling Act
Arthur Zimmermann	Treaty of Brest-Litovsk	Nazi-Soviet Pact
Woodrow Wilson	October Revolution	Appeasement
Lusitania	Joseph Stalin	
Treaty of Versailles	Kulaks	

Readings: (1) “The Lights Go Out” Handout. (2) Wilfred Owen, “Dulce et Decorum Est: Disillusionment.” P. 148-149. (3) Woodrow Wilson, “The Fourteen Points.” P. 151-152. (4) “The Treaty of Versailles.” Handout. (5) “Russian Revolution Opposing Viewpoints.” Handout.

Big Ideas: (1) What factors led to World War I? What was the most significant one? Why do some consider World War I to be the start of the 20th century? (2) How does the Russian Revolution compare to the French Revolution? (3) What conditions led to the growth of totalitarian governments in the Soviet Union, Italy, and Germany? (4) Describe how World War I and subsequent problems like the Great Depression created a fertile environment for the rise to dictatorships.

MAKING CONNECTIONS:

1. Describe how the rights and responsibilities of individuals have either expanded or contracted depending on the season in World History.
2. Which theme do you think was most prevalent and influential in World History? Why? (Support your response with at least three separate and distinct examples.)
3. Considering the time span from the start of the French Revolution to the 20th century. Divide this time into at least three meaningful periods and describe the key attributes, people and events of that period, as well as what separates it from the others.
4. Who were the top individuals who changed the course of World History since 1500 AD. Give solid examples and rational arguments to support your nomination and underscore the achievements and impact of each.
5. “Religion has been the primary cause of war and conflict in human history.” Assess the accuracy of this statement using at least one example from first semester and one example from second semester.