His 3555, Fall 2006, Newton Key, Test. The Test Sept. 26 (note change from 21st) will have 3 parts. Expanded review sheet will be posted shortly online.

The First part (30%) will be short answer, matching, and multiple choice based on lectures and on Palmer, Coulton, Kramer, Prologue-ch. 14, [esp. secs. 52-53, 55, 58-61, 63-66, 69, 70-72], and on the characters from 1968 mentioned below but not used in part III, focusing on the terms and issues as follows:

1. Enlightenment
   a. What were enlightenment thinkers arguing against?
   b. What were they seeking, promoting?

2. French Revolution in World History
   a. How was the Revolution related to the Enlightenment?
   b. What was the significance of the brief period of Robespierre/Sans Culottes/the Terror (1792-94)?
   c. Napoleon (1799-1815)
      i. How was the era of Napoleon related to the earlier French Revolution?
      ii. How was it related to the Enlightenment?
      iii. What was the significance of the Napoleonic Empire to the rest of Europe?
   d. What is the relation of Simón Bolívar (1783-1830) to the French Revolution & Napoleon?

3. Congress of Vienna and the Congress System
   a. Who is Count Metternich and what did he want in 1815?; How was there a balance of power after 1815; did it work?
   b. What is the Congress System; the Holy Alliance?
   c. How and why are Britain (United Kingdom from 1800) and France difference from Prussia, Austria, and Russia in the first three-quarters of the 19th century?

4. Industrial Revolution: machines or organization
   a. Why was Britain the First Modern Society?
      i. agricultural revolution (enclosure and manure)
      ii. demographic revolution (age of marriage and Malthusian trap)
      iii. mercantile revolution (long-distance and internal trade)
   b. How did machines and inventions change production in coal/steel/cotton cloth production?
   c. How are the first factories a story of labor organization as much as machines/inventions?
      i. Who were the Luddites and what, why, and how did they protest?
      ii. What can one do about the laboring poor?
         (1) the Smithian political economist/Utilitarian answer
         (2) the Marx/Engels answer
   d. Is free trade the answer?; Is the division of labor/specialization the answer?
      i. Who is Friedrich List, and what is the Zollverein?
      ii. Who is Andrew Ure?

5. “Isms”
   a. How do the Gothic and Volksgeist represent the ideals of Romanticism?
      i. How is it not Enlightenment ideals?
   b. What is classic or 19th-century Liberalism?
   c. What is 19th-century Radicalism?; why were radicals so often in secret societies?; why were they anti-clerical?
   d. Who are the Utopian Socialists and what do they believe?

6. Nationalism
   a. What is it?; Who can be and who cannot be a nationalist?
      i. What is the Grossdeutsch vs. Kleindeutsch debate?; what is panslavism?
      ii. Why is anti-Semitism revived in the mid-to-late 19th century?
      iii. What is Zionism?
      iv. What do the Grimms Brothers’ Fairy Tales (1812-1814) represent?
      v. What does Mazzini’s (1804-1872) Young Italy movement represent?
   b. 1848
      i. Events, causes,
(1) How do some of the revolts as well as the Potato famine in Ireland, 1845-1850 represent a Malthusian crisis looming in mid-19th century Europe?

ii. 1848: France
(1) What, when, and where was the Banquet campaign
(2) Who is overthrown in France in 1848?
(3) Why is 1848-52 called the 2nd Republic in France?
(4) How does Louis Napoleon get to be Emperor Napoleon III? What is a plebiscite?; The 2nd Empire?

iii. 1848: Europe
(1) How is German nationalism liberal in 1848?
(2) What happens in Austria and to Metternich in 1848?
(a) Who is included in the Austrian Empire?; who are Magyars?
(b) What is the Italian Risorgimento?; the Republic of Rome?
(c) Who restores the Pope and why in 1849?
(d) (Feb. 1849)
(3) What is the Frankfort Assembly?; what are the fault-lines of debate?; who wins?
(4) How does the experience of 1848-49, the Crimean War of 1854, and the Austro-Prussian War of 1866 lead to the Compromise of 1867, whereby Austro-Hungary becomes a Dual Monarchy?

iv. How is nationalism difference pre-1848 from post-1850?

7. Italian Unification
a. Who is Camillo di Cavour?; Who is King Victor Emmanuel?; what is the Piedmont/Kingdom of Sardinia?
   i. How is Realpolitik different from earlier nationalism?
   ii. In 1858-59, how do Cavour and Emperor Napoleon III agree; disagree?
      (1) What is their compromise(s)?; outcome?
   b. Who leads rebellion against Bourbon dynasty of Kingdom of Two Sicilies?; outcome?
      i. What deal does Cavour make with Garibaldi
   c. Naples, Sicily vote 1860 to amalgamate with Piedmont
   d. What is established by the 1861, all-Italian Parliament in Turin?
      i. What is the situation of Venetia and the Papal Dominions in 1861?; in 1871?
      ii. What and where is Italia irredenta (unredeemed Italy)?; what is irredentism?

8. Germanies (Grossdeutsch vs. Kleindeutsch)
a. What does Prussia is the German Piedmont mean?
   b. Who is Bismarck?; what did he want?
      i. What is a junker?
   c. What is Schleswig-Holstein question and how does it lead to the Austro-Prussian War (1866)?
      i. What is the significance of the Austro-Prussian War?
   d. What is the Franco-Prussia War, 1870-71?
      i. How does it lead to the creation of the German Empire?
      (1) What and where is Alsace-Lorraine?

9. Whence Russia (Westernizers vs. Slavophiles debate)
   a. Role of Alexander II (1855-81) and the Emancipation Act of 1861
   b. What is a Duma and why doesn’t one exist in mid-19th century Russia?
   c. Why do some Russians advocate bombs and assassination in the 2nd half of the 19th century?
   d. Why are peasants so important to Russian history before and after emancipation of the serfs?

10. 19th-century Japan
    a. What is the Tokugawa shogunate and why does it last so long (1640-1867)?; why does it fall?
    b. What happens 1853-54?; what is its significance?; how to the Japanese respond?
    c. What was the role of the samurai under the shogun?; what is the role of the samurai in the Meiji Restoration and after?
       i. What are the features of Japanese modernization?

11. Late 19th century: age of Europe
a. Role of 19th-century migration in world history?
b. What is the 2nd or “new” industrial revolution?; how is it different from the first?
c. What and when is Bon Marché and what does it represent?

The second part (30%) will be a series of geographic questions and maps regarding 1848, 1860-1871 and 1968. At present, these are the places you need to know:

1860-1871: Sicily, Sardinia, Turin, Venetia (Venice), Vienna, Budapest, Berlin, Elbe, Denmark, Rhine, Paris, St. Petersburg (Palmer, Coulton, Kramer, map, ch. 13)
1968: Saigon, Hue (S. Vietnam); Prague (Czechoslovakia); Chicago, Columbia University (NYC), University of California, Berkeley (San Francisco) [USA]; Israel; Paris (France); Mexico City (Mexico); Londonderry (Ulster, Northern Ireland); Cuba (Palmer, Coulton, Kramer, map, ch. 25)

The third part (40%) will list about six-to-eight of the following important persons from 1968

Leonid Brezhnev    Fidel Castro    Daniel Cohn-Bendit    Walter Cronkite
Richard J. Daley    Charles de Gaulle    Alexander Dubček    Rudi Dutschke
Allen Ginsberg     “Che” Guevara     Tom Hayden     Abbie Hoffman
Lyndon B. Johnson   Robert Kennedy    Martin Luther King Jr.    Mark Rudd

and ask you to choose two to write one well-constructed essay in which you compare and contrast the two on the basis of:

(a) what they were doing before 1968 that helped shape them/prepare them for the events of that year;
(b) what they did during 1968; and
(c) how what they did or state that year influenced others both within and outside their own country.

Where possible, define your terms, make an argument, and give specific evidence to back that argument. The evidence—declarations, biographical detail, actions, general social or economic movements, etc.—should be explained to show how it "fits" (or proves) your argument. Your comparison and contrast essay should use as many specific people, ideas, and events as possible (defining, not just listing).