

## **Part 3**

# **Politics and Economics**

Part 3 examines the major political and economic factors that shaped modern Europe. Students review the emerging political spectrum in the beginning of the first half of the nineteenth century, develop a concept of nineteenth-century nationalism, and compare and contrast different styles of nationalism during this time. They review the diplomatic history of Europe from 1871 to 1945 and the main revolutionary movements between 1770 and 1919 and the resulting change, evaluate the influence of the dominant personalities involved in nation-building in Europe from 1500 to the present, and examine critical diplomatic developments in Europe since 1945. They also develop an understanding of the five major economic theories of the eighteenth and nineteenth centuries and examine nineteenth-century attitudes toward work by reviewing the use of the document-based question.

- Lesson 14    The Emerging Political Spectrum
- Lesson 15    Changing Threads of Unity
- Lesson 16    Shapers of Nationalism
- Lesson 17    The Increasing Demand for Political and Economic Change: 1770–1919
- Lesson 18    Nation-States to Superpowers
- Lesson 19    Europe at the Millennium
- Lesson 20    Adam Smith to Karl Marx: In Search of an Economic View of the World
- Lesson 21    Activism—The Role of Women: 1789 to the Present
- Lesson 22    Leaders of Nations and Empires: 1500 to the Present



## Political, Economic, Social, and Religious Beliefs, 1815–1848

**Part A.**

**Directions:** Read the following information, and review the list of terms that describe the political, economic, social, and religious beliefs of each political group. Then write each term in the correct section of the chart.

During the course of the French Revolution, the interplay of opposing forces resulted in the emergence of political groupings which, for convenience, were labeled *republican*, *liberal*, and *conservative*. At this time liberals, or leftists, favored change to emancipate the individual from class or governmental restraints. Republicans, or extreme leftists, favored more radical changes while conservatives, or rightists, tended to favor a return to pre-Revolutionary conditions.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>anticapitalism</li> <li>aristocrats in positions of leadership</li> <li>belief in equality of individuals with privilege of wealth</li> <li>classless society</li> <li>commercial agriculture</li> <li>constitutional republic</li> <li>industrial capitalism</li> <li>laissez-faire</li> <li>limited constitutional monarchy</li> </ul> | <ul style="list-style-type: none"> <li>limited male suffrage</li> <li>opposition to organized religion</li> <li>religious toleration</li> <li>socialist economy</li> <li>traditional agrarianism</li> <li>traditional class structure based on birth and privilege</li> <li>traditional established church</li> <li>traditional political system</li> <li>universal male suffrage</li> </ul> |
|---|--|

Beliefs	Republican	Liberal	Conservative
Political			
Economic			
Social			
Religious			

**Part B.**

**Directions:** Read the following descriptions of political philosophy, and label each as *republican*, *liberal*, or *conservative* according to the definitions developed in part A. Give evidence to support your choice.

1. Maximilien Robespierre, leader of the Committee on Public Safety during the first stage of the First French Republic, attempted to create the egalitarian society as envisioned by Jean-Jacques Rousseau.
2. Charles X, the last Bourbon ruler of France, favored a divine right monarchy.
3. Madame Roland, infused with the thinking of the Enlightenment, believed the perfectibility of humanity was possible if people were freed from traditional laws and institutions.
4. Adam Smith, author of *The Wealth of Nations*, believed that government should be limited in its functions to protection of the individual and his property. Regulation of economic activity should be governed by the laws of the marketplace.
5. Lord Castlereagh, foreign minister of England, favored the aristocracy and emphasized traditional concepts of God, the king, and the privileges of birth.
6. Prince Metternich, foreign minister of Austria, feared nationalism and revolution and favored autocratic rule.
7. Louis Philippe, king of France after the Revolution of 1830, mirrored the views of the businessmen who enthroned him.

**Part C.**

**Directions:** Read the descriptions of three liberals, and answer the questions that follow.

An English liberal of 1830 found the roots of his thinking in the ideas of John Locke, Voltaire, and Adam Smith. He believed that the sole role of government was to protect the individual and his property and guarantee his civil liberties.

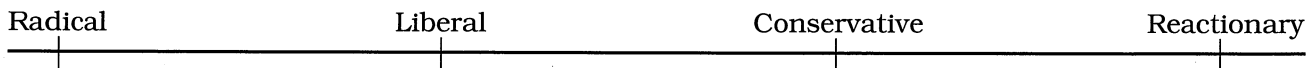
An English liberal at the turn of the twentieth century was still concerned with the individual; however, he now focused on the human needs of the individual and, therefore, aimed to use government to improve living and working conditions.

A Russian liberal in 1900 believed that government should be restricted by a written constitution and that government's primary responsibility was to protect the individual's life and property.

1. Explain how the views of an English liberal in 1830 differed from those of an English liberal in 1900.
  
  
  
  
  
  
  
  
  
  
2. How would you compare the views of a Russian liberal in 1900 with the ideas of his English contemporary?

**Part D.**

**Directions:** A political spectrum is a convenient way to depict the various shades of thinking from radical to reactionary, or from extreme left to extreme right, with respect to political, economic, social, or religious ideas. Study the drawing of the political spectrum below and test your understanding of the concepts in this lesson by answering the questions that follow.

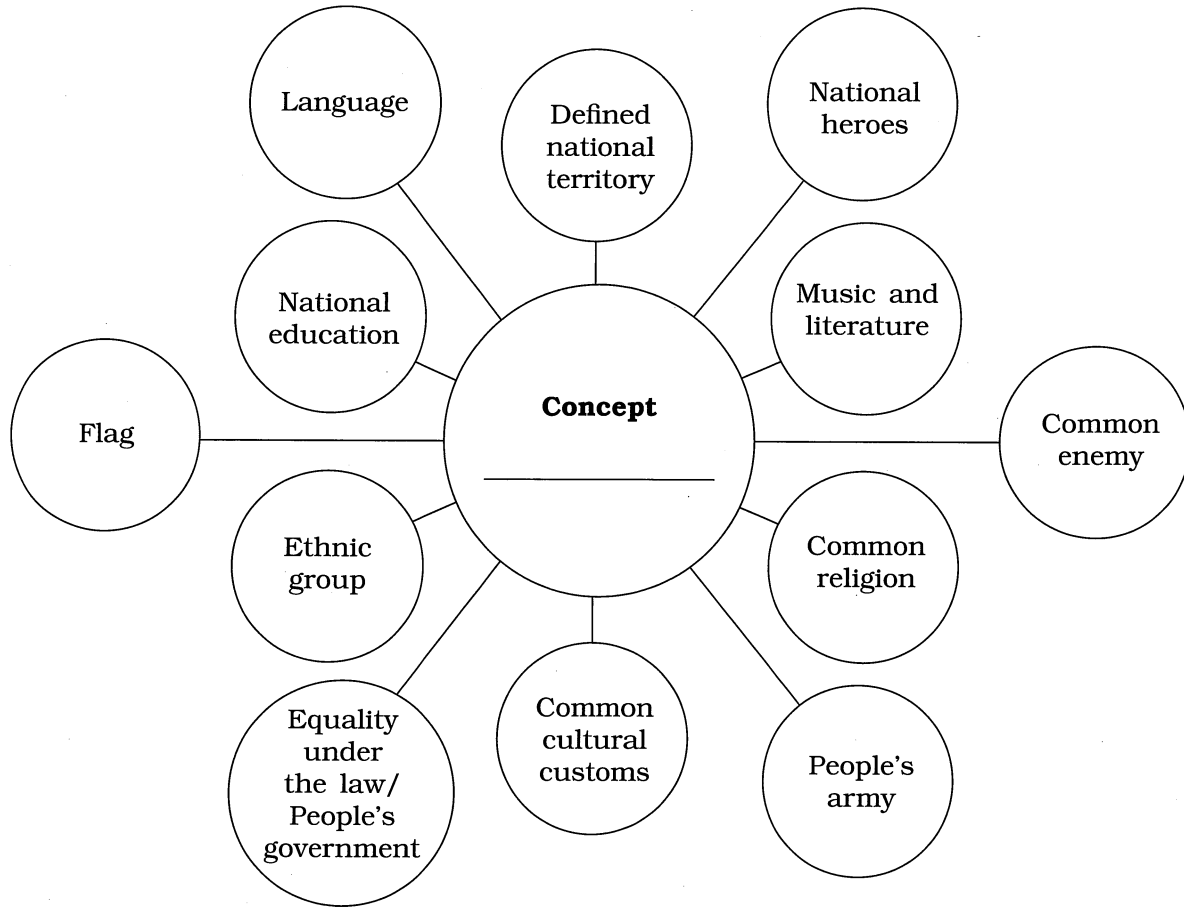


1. Where would you place an English liberal and a Russian liberal of 1900 in relation to each other on the spectrum from left to right?
  
2. Where does the position of an English liberal of 1830 stand in relation to that of an English liberal of 1900?
  
3. Where would the position of an English liberal of 1830 appear in relation to the views of an English liberal of 1850?
  
4. Into which of the categories would you place each of the following persons on the issue of male suffrage?
  - a. An Englishman of 1832 who believed that all English men should vote
  
  - b. An Englishman of 1900 who believed all English men should vote
  
  - c. An Englishman of 1920 who believed only men in England should vote
  
  - d. An Englishman of today who believes only men in England should vote
  
5. Describe where the concept of absolute monarchy would fall on the political spectrum for Russia and Great Britain in 1830.
  
6. Describe where the concept of limited monarchy would fall on the political spectrum for Russia, Great Britain, and the United States in 1830.
  
7. Why does this lesson direct us to a cautious use of terms such as *radical*, *liberal*, *conservative*, and *reactionary*?

## Nineteenth-Century Nationalism

### Part A.

**Directions:** Identify the concept characterized by the traits in the diagram below. Then write your own definition of the concept in the space below the diagram.



**Part B.**

**Directions:** To what extent did the following countries exhibit characteristics of nationalism in the late nineteenth century? Write *yes* or *no* in the appropriate space to indicate the presence or absence of the quality in each country.

<b>Characteristics</b>	<b>France</b>	<b>Germany</b>	<b>Russia</b>	<b>Austria-Hungary</b>	<b>United States</b>	<b>Poland</b>
Language						
National education						
Flag						
Defined national territory						
National heroes						
Music and literature						
Common enemy						
Common religion						
Ethnic group						
Equality under the law/ People's government						
Common cultural customs						
People's army						



## A Meeting of the Minds: Nineteenth-Century Nationalists

**Directions:** Research one of the following nineteenth-century nationalists in preparation for a “Meeting of the Minds” discussion in class. Be prepared to take the role of your assigned figure and discuss the points below from his perspective.

### People

Czar Alexander II of Russia

Emperor Franz Josef of Austria

Emperor Mutsuhito of Japan

President Abraham Lincoln of the United States

Count Camillo Cavour of Italy

Chancellor Otto von Bismarck of Prussia

### Questions

1. What would you like to say about yourself in a one-minute introduction to the audience?
2. What is your view on the concept of nationalism?
3. What steps did you take to achieve nationalism in your country?
4. What impediments did you face in achieving a sense of nationalism?
5. How would you evaluate your success in achieving nationalism in your country?
6. Finally, how would you respond to the following statement?

The existing society is on the decline. Nothing ever stands still . . . and society has reached its zenith. Under such conditions to advance means to descend. . . . Such periods appear interminable to contemporaries, but what are two to three hundred years in the annals of history? . . . My life has fallen into a terrible period. I was born either too soon or too late. . . . Formerly I would have enjoyed life, later I could have helped in the reconstruction. Now I spend my time shoring up decaying buildings.

—Prince Metternich

## A Meeting of the Minds: Differences

### Part A.

**Directions:** Answer the following questions about six major nationalists of the nineteenth century, based on the “Meeting of the Minds” presentations from **Handout 19**.

1. What similarities and differences did you note in their statements on nationalism?

Similarities	Differences

2. Which countries best exemplify the ideals of nationalism suggested in the statement below?

A nation-state may be thought of as one in which supreme political authority somehow rests upon and represents the will and feeling of its inhabitants. There must be a people, not merely a swarm of human beings. The people must basically will and feel something in common. They must sense that they belong—that they are members of a community, participating somehow in a common life, that the government is their government, and that outsiders are “foreign.” The outsiders or foreigners are usually (though not always) those who speak a different language. The nation is usually (though not always) composed of all persons sharing the same speech. A nation may also possess a belief in common descent or racial origin (however mistaken), or a sense of a common history, a common future, a common religion, a common geographical home, or a common external menace. Nations take form in many ways. But all are alike in feeling themselves to be communities, permanent communities in which individual persons, together with their children and their children’s children, are committed to a collective destiny on earth.<sup>1</sup>

3. What strategies would have been required for Russia and Austria-Hungary to have achieved real nationalism in this period?

<sup>1</sup>R. R. Palmer and Joel Colton, *History of the Modern World*, 8th ed. (New York: McGraw-Hill, Inc., 1995), 543–44.

**Part B.**

**Directions:** Write a paragraph responding to the following passage.

Metternich stood for an order essentially international in scope in which a certain class, i.e., the landholding aristocracy, had a commonality that transcended political boundaries. The nationalism manufactured by the six individuals brought together for the "Meeting of the Minds" effected a commonality among all classes within the nation that far superseded an international community based on class or occupation. In today's world it could be argued that certain professional classes or the business community have developed a greater international sense while workers tend to maintain more distinct national loyalties. To what extent do you agree with this assessment?

## Revolution and Reaction: 1770–1919

**Part A.**

**Directions:** Use your notes, the textbook, and other sources to complete the chart below. Summarize the demands made and results for each of the revolutionary movements.

Revolution	Description	Results/Reactions
Pugachev's Rebellion (1774–75)		
French Revolution (1789–99)		
Peterloo Massacre (1819)		
Revolution and Liberation of Greece (1827)		
French Revolution (1830)		
Chartism (1836–48)		
French Revolution (1848)		

<b>Revolution</b>	<b>Description</b>	<b>Results/Reactions</b>
Hungarian Revolution (1848)		
Czechoslovakian Revolution (1848)		
Prussian Revolution (1848)		
Paris Commune (1871)		
Russian Revolution (1905)		
Russian Revolution (1917)		

**Part B.**

**Directions:** Choose two revolutionary movements listed on the chart. Use your notes to write a short paragraph comparing and contrasting the causes and effects of the movements.



## A Diplomatic History: 1871-1945

### Part A.

**Directions:** Review the diplomatic history of Great Britain, France, Germany, and Russia/Soviet Union from 1871 to 1945. Find ten or twelve factors that shaped the changing status of each as a great power during the period. List each factor in the positive or negative column, depending on for whether it enhanced or diminished the nation's power.

Superpower	Positive	Negative
Great Britain		
France		
Germany		
Russia/Soviet Union		





## Reflections on the Postwar Era

### Part A.

**Directions:** In the chart, outline your assigned country's concerns, list five or six pivotal events in its history since 1945, and describe some lessons it learned between 1945 and the present. One person from your team will participate in a roundtable discussion with your counterparts from the other countries to review progress and find common ground in the period under consideration. During this discussion, complete the chart with notes about the other countries.

Country	Concerns	Pivotal Events	Lessons Learned
Great Britain			
France			

Country	Concerns	Pivotal Events	Lessons Learned
Germany			
Soviet Union			

**Part B.**

**Directions:** Write an op-ed piece for your newspaper in which you analyze the events and summarize the conclusions you drew from the roundtable discussion. End the piece with your predictions for the future.

### Five Economic Theories

**Part A.**

**Directions:** Use your textbook and other sources to complete the chart below,

<b>Economists</b>	<b>Response to Existing Conditions or Theories</b>	<b>Ideas for Change</b>	<b>Influence of Ideas</b>
Adam Smith			
David Ricardo			
Robert Owen			

<b>Economists</b>	<b>Response to Existing Conditions or Theories</b>	<b>Ideas for Change</b>	<b>Influence of Ideas</b>
Louis Blanc			
Karl Marx			

**Part B.**

**Directions:** In your small group, design a visual aid that illustrates the ideas for political and economic change proposed by any four of the following five economic theorists: Adam Smith, David Ricardo, Robert Owen, Louis Blanc, and Karl Marx. You may use pictures, symbols, or descriptions. Be sure to include a title for each of your representations. Make clear distinctions to teach the theories to your classmates.



## Responding to Document-Based Questions

### Part A.

**Directions:** Advanced Placement readers look for well-organized essays that answer the question completely. While you are expected to interpret the assigned documents, you are also expected to support your thesis with additional information not contained in the documents themselves. Read the suggestions below for writing an excellent response to a document-based question.

1. Read and analyze the question.

Underline key words in the question and enumerate the points required in a complete answer. To respond to the question in part B, you will need general notes on the growth of activism among European women between 1789 and 1945. Organize the information under each of the following topics: women in the workplace and equal rights/suffrage.

2. Take notes for each topic as you review the documents.

A grid for note taking should be based on the question. See the example below.

Issues	Demands/Needs	Results/Changes
Women in the Workplace		
Equal Rights/Suffrage		

Record the number of the document as you take notes. This will help you to cross-reference documents as you organize your essay. You are not expected to refer to the letter and number of the documents in your final essay. You are expected to determine the reliability of the documents as historical sources and therefore should rank the documents in the order of importance. For example, an interview of a woman activist would be of more value than one of a male government official.

3. Use outside information.

You are encouraged to use relevant outside information. You should determine what additional material can be connected to the documents. Advanced Placement document-based questions *require* outside information as a major part of the answer. You might find it helpful to record your knowledge of the subject itself or aspects of the time period that may be related to the topic *before* you take notes.

4. Develop a thesis.

You should make an effort to detect continuity and change over time as it applies to the question. When you organize your material, you should be able to develop a thesis. You need to review what the question asks you to do and develop a supportable thesis about the development of the role of European women as activists from 1789 to 1945.

5. Mentally structure the essay.

Determine the number of paragraphs. You probably will choose to write a five-paragraph essay. The introductory paragraph should include your thesis and pattern of organization. In the next three paragraphs, you should use the information contained in the documents and supporting information to answer the question. This information should be contained in your notes. In the final paragraph, you should reiterate the sense of the thesis and tell the importance of the subject.

6. Write the essay.

After you have completed all the steps, write the essay.

## Part B.

**Directions:** Read the historical documents provided and respond to the prompt in a coherent essay that integrates the analysis of documents into a treatment of the topic. Refer to historical facts not mentioned in these documents and assess the reliability of the documents where relevant to your response. Avoid summarizing, paraphrasing, or repeating the contents of the document. Instead, use the documents in the historical context of the question, and draw conclusions from them.

### Essay Prompt

Trace and discuss the development of the role of European women as activists from 1789 to 1945.

### Historical Setting

The following documents illustrate the growth of activism among European women between 1789 and 1945. Women became active in movements that addressed issues which affected their daily lives, such as temperance, sanitary conditions, the right to vote, own property, and live an independent life, working conditions, and the peace movement.

### Document 1

#### **A Woman Doctor's Report on Working Conditions for Women in Russian Factories, Russia, 1914**

The workers are forced to work overtime on pain of instant dismissal or of transference to inferior employment, and in the case of children actual physical force is used to make them continue in their places. Dining and lunch rooms are rarely provided, and in many places no definite time is allowed for meals. In one well-known factory one hour is allowed for meals, but there is no place where workers can eat their food except in the work-rooms or in the lavatories.<sup>1</sup>

### Document 2

#### **Organizing a Women's Union, Italy, 1903**

The financial, physical, and hygienic conditions in which the woman worker, and the tailoress in particular, finds herself, are so deplorable and depressing that they have aroused a feeling of indignation even among persons opposed to all civil and humanitarian progress, and have induced favorable consideration for a law to regulate the labor of women and children. Such a law, protective of an oppressed class, was recently approved by the clerical and middle-class Parliament of Italy, having been carried through by the valiant efforts of the numerically small Socialist party. But although some small improvement in the matter of the duration of hours of work has thus been secured, we nonetheless feel ourselves morally helpless in face of the economic conditions which exist. No one of us can by twelve hours of work (the maximum permitted by the law referred to) earn a living while wages remain at their present absurd rate. We are thus compelled to work "double," supplementing our labor in the workshop by labor at home, if we wish to earn an honest livelihood. . . .<sup>2</sup>

<sup>1</sup>Translated in condensed form from an article by Dr. M. I. Pokzoskaia in the *Women's Messenger* (July-August and September, 1913) printed in *Jus suffragii* (1 January 1914), 56-57, and (1 February 1914), 68-69, in *European Women: A Documentary History, 1789-1945*, ed. Eleanor Reimer and John C. Fout (New York: Schocken Books, 1980), 16.

<sup>2</sup>*The Women's Trade Union Review*, no. 58 (July 1905): 42, in *European Women*, 27.

### Document 3

#### **A Pink-Collared Ghetto**

Some of the most significant practical efforts of the Society [for the Promoting of the Employment of Women] were classes that trained women to be secretaries and bookkeepers, occupations which until then were exclusively held by men. . . . the Society . . . sought out employers who would hire those women. Ironically, their very success in promoting clerical work as a "sedentary occupation," naturally helped to create the stereotype of the female secretary.<sup>3</sup>

### Document 4

#### **Opening the German Civil Service to Women, Germany, 1878**

Berlin. In October 1873, at the suggestion of her Royal Highness, the Crown Princess, the administration of the Telegraph Center decided to employ ladies in its service. The main idea was to open up a respectable branch of the business to ladies of the upper middle class, the daughters of officials and officers. At that time, the administration announced that the ladies, after first passing an examination, were to be employed for a four-week probation period; later, however, they could expect permanent employment with pension rights and housing benefits, just the same as male employees . . . after three years, they could expect permanent employment . . .<sup>4</sup>

### Document 5

#### **Mme. Paquet-Mille's New Practical Guide for Girls in the Choice of a Profession, France, 1891**

The French woman, whose enthusiasm is tempered by reason and intelligence, has understood that she will attain her true social freedom only by knowledge and work. The flexibility of her fine and solid mind allows her to engage in all the careers opened up by progress; she knows that life's demands have increased with the passage of time; she eagerly prepares herself for the active role she must fulfill. . . .<sup>5</sup>

### Document 6

#### **Declaration of the Rights of Woman and Citizen, France, 1789**

##### *Article I*

Woman is born free and remains equal to man in rights. Social distinctions can be based only on common utility.

##### *Article XVII*

Ownership of property is for both sexes, mutually and separately; it is for each a sacred and inviolable right; no one can be deprived of it as a true patrimony from nature, unless a public necessity, legally established, evidently demands it, and with the condition of a just and prior indemnity.<sup>6</sup>

<sup>3</sup>*European Women*, 31.

<sup>4</sup>"Briefe," *Neue Bahnen: Organ de Allgemeinen Deutschen Frauenvereins*, 13, no. 3 (1878): 21-22, in *European Women*, 40-41.

<sup>5</sup>A. Paquet-Mille, *Nouveau guide pratique des jeunes filles dans le choix d'une profession* (Paris, 1891), ix-xiii, in *European Women*, 43.

<sup>6</sup>Olympe de Gouges, *Les droits de la femme* (1790) in *Bibliothèque Nationale* (Lb 39 9989), 24, in *European Women*, 63-64.



## Document 7

### **The Question of the Vote for Women, France, 1913**

Certainly many beneficial reforms have been made on behalf of women, in the name of justice, by a legislature composed of men. But in order for them to correspond to the real rights of women it is necessary that the latter participate in their establishment.

A woman is from this day on capable of voting.

Her education has improved considerably; the elementary school curriculum for boys and girls is the same, and in coeducational schools girls profit from the instruction at least as much as boys; higher education is available to young women, secondary education is as serious in girl's secondary schools as it is in boys' secondary schools.

Woman's importance in the family is greater and greater, her moral authority and economic power are increasing; new legislation on marriage and divorce and on paternity suits tend to make her independent and allow her to develop her personality.<sup>7</sup>

## Document 8

### **Call to Women of All Nations, Holland, 1915**

This International Congress of Women is convinced that one of the strongest forces for the prevention of war will be the combined influence of the women of all countries, and that therefore upon women as well as men rests the responsibility for the outbreak of future wars. But as women can only make their influence effective if they have equal political rights with men, this Congress declares that it is the duty of the women of all countries to work with all their force for their political enfranchisement.<sup>8</sup>

## Document 9

### **Restatement of Policy after Twenty-Five Years, Germany, 1929**

#### *3. Economic Rights*

The Congress, realizing that economic necessities and the desire and right of women to work and to secure for themselves the means of life, has made them important and irreplaceable factors in production, demands: That all avenues of work should be open to women and that education for professions and trades should be available for women on the same terms as for men . . .<sup>9</sup>

<sup>7</sup>Rapport sur la question du vote des femmes, report presented to the Besançon Municipal Council by the Franc-Comtois Group of the Union Française pour le Suffrage des Femmes (Besançon, March 1913), 6-9, in *European Women*, 80.

<sup>8</sup>"International Congress of Women," printed in *Jus suffragii* (March 1, 1915), 245-46, in *European Women*, 83.

<sup>9</sup>"Restatement of Policy after 25 Years" (International Alliance of Women for Suffrage and Equal Citizenship), *Report of the Eleventh Congress* (Berlin, 1929), 308-9 in *European Women*, 85-86.

## Document 10

### **Women and Socialism in the Soviet Union: An "Official" View, U.S.S.R., 1934**

The Communist Party of the Soviet Union created in the first years of the Soviet power a special department—the Women's Department—which was charged with the task of drawing the toiling women into socialist construction, seeing to their emancipation, seeing to the creation of all the necessary conditions for their truly equal participation in every field of socialist development in the Land of the Soviets. Women's delegate meetings were organized, to help the backward working and peasant women gain a full understanding of their rights and utilize them to the utmost limits. From year to year, the persistent work of the Party among the toiling women brought results. From year to year the participation of the toiling women in the soviet, Party and other organizations grew.<sup>10</sup>

## Document 11

### **Florence Nightingale on Rural Hygiene**

Now let us come to WHAT THE WOMEN HAVE TO DO WITH IT—i.e., how much the cottage mothers, if instructed by instructed women, can remedy or prevent these [diseases] and other frightful evils.

And first

(1) OUR HOMES—The Cottage Homes of England being, after all, the most important of the homes of any class, should be pure in every sense. Boys and girls must grow up healthy, with clean minds, and clean bodies, and clean skins. And the first teachings and impressions they have at home must all be pure, and gentle, and firm.

It is *home* that teaches children after all, more than any other schooling. A child learns before it is three whether it shall obey its mother or not. And before it is seven its character is a good way to being formed.<sup>11</sup>

## Document 12

### **Emmeline Pankhurst: Militant Suffragist, 1913**

. . . I am here as a soldier who has temporarily left the field of battle in order to explain—it seems strange it should have to be explained—what civil war is like when civil war is waged by women . . . we have brought the government of England to this position, that it has to face this alternative; either women are to be killed or women are to have the vote. I ask American men in this meeting. What would you say if in your State you were faced with that alternative, that you must either kill them or give them their citizenship—women, many of whom you respect, women whom you know have lived useful lives, women whom you know, even if you do not know them personally, are animated with the highest motives, women who are in pursuit of liberty and the power to do public service?<sup>12</sup>

<sup>10</sup>Fanni Nurina, *Women in the Soviet Union: The Role of Women in Socialist Construction* (New York: 1934), 68, 71–76, in *European Women*, 100.

<sup>11</sup>Florence Nightingale, *Selected Writings of Florence Nightingale*, ed. Lucy Ridgely Seymer (New York: The MacMillan Co., 1954), 382–87.

<sup>12</sup>"Emmeline Pankhurst: Militant Suffragist, 1913," *Modern History Sourcebook*, 1998, <<http://www.fordham.edu/hall-sall/mod/1913pankhurst.html>> (9 February 2004).

### Document 13

#### **Women's Social and Political Union Manifesto, October 1908**

. . . It is for us who are called the militant women to take further action and to show our determination to break down this obstinate resistance to our just demands . . . Women have the right, being voteless, to please their cause in person. We shall insist on that right. . . .

Thousands of our fellow countrywomen who are unable by their circumstances to take an active part in the fight are looking to us to obtain for them their political freedom.

All over the world women are gaining hope from our efforts here in England. . . .<sup>13</sup>

### Document 14

#### **A Vindication of the Rights of Woman, 1792**

. . . Let an enlightened nation then try what effect reason would have to bring them [women] back to nature, and their duty; and allowing them to share the advantages of education and government with man, see whether they will become better, as they grow wiser and become free. They cannot be injured by the experiment, for it is not in the power of man to render them more insignificant that they are at present.<sup>14</sup>

<sup>13</sup>Emmeline Pankhurst. "Women's Social and Political Union Manifesto, 1908," in MacKenzie, Midge. *Shoulder to Shoulder: A Documentary* (New York: Alfred A Knopf, 1975), 83.

<sup>14</sup>Mary Wollstonecraft, "A Vindication of the Rights of Woman," *Bartleby.com* <<http://www.bartleby.com/144/12.html>> (9 February 2004).

## Suggested Responses, Handout 26, Part A

1. Charles V

Title/Country—*Holy Roman Emperor and King of Spain*

Born/Died—*1519-1556*

Accomplishments/Failures—*Established strong government in Spain; weakened France and maintained authority in Netherlands; failed to curb spread of Protestantism in Germany, which led to the Thirty Years' War.*

2. Phillip II

Title/Country—*King of Spain*

Born/Died—*1527-1598*

Accomplishments/Failures—*Established an absolute monarchy built on strong Catholic religious policies; established the Spanish empire in the Americas, which made Spain the wealthiest nation in Europe; intervened unsuccessfully in the French Wars of Religion.*

3. Oliver Cromwell

Title/Country—*Lord Protector of the Commonwealth of England*

Born/Died—*1599-1658*

Accomplishments/Failures—*Commanded the New Model Army, which became the prototype for eighteenth-century military forces across Europe; changed the structure of Great Britain's government, with the defeat and execution of Charles I; brutally suppressed rebellion in Ireland, creating plantation system in the northern provinces, which resulted in Protestant domination of a Catholic majority.*

4. Gustavus Adolphus

Title/Country—*King of Sweden*

Born/Died—*1594-1632*

Accomplishments/Failures—*Reformed the government, army, economy, and educational system of Sweden; fought to preserve the rights of German Protestants in the Thirty Years' War; what started out as a defense of Protestantism grew into a desire for expansion and ended in defeat in the Great Northern War against Russia.*

5. Louis XIV

Title/Country—*King of France*

Born/Died—*1638-1715*

Accomplishments/Failures—*Established absolute rule using the intendant system to establish a firm royal control; extended France's power in Europe and North America through almost continuous warfare, supported by extensive taxation, which impoverished the country; revoked the Edict of Nantes and persecuted all who did not conform to Catholicism, creating a state-approved religion.*

6. Peter I

Title/Country—*Czar of Russia*

Born/Died—*1672-1725*

Accomplishments/Failures—*Attempted to westernize Russia through a centralization of government, improved army and navy, and reorganization of the Orthodox Church under governmental control; built a new capital at St. Petersburg, which reflected the arts and*

*architecture of the western Enlightenment; defeated Gustavus Adolphus in the Great Northern War and gained control of Baltic ports; was not able to maintain control of a much sought after warm water port on the Black Sea.*

7. Catherine II

Title/Country—*Empress of Russia*

Born/Died—*1729–1796*

Accomplishments/Failures—*Partitioned Poland with Austria and Prussia; Annexed the Crimea; Initially sought to expose Russia to the ideas of the Enlightenment, but after Pugachev's rebellion, oppressed revolutionary movements, extended serfdom, and strengthened the power of the monarchy and nobility.*

8. Frederick II

Title/Country—*King of Prussia*

Born/Died—*1712–1786*

Accomplishments/Failures—*Established religious toleration, abolished torture, and freed his personal serfs; devoted large portions of the state's treasury to the army and its needs; seized Silesia from Poland, fought the War of Austrian Succession and fought the Seven Years War in an attempt to expand Prussian holdings.*

9. Napoleon I

Title/Country—*Emperor of France*

Born/Died—*1769–1821*

Accomplishments/Failures—*Sought to extend empire in Europe through military action and the imposition of the Continental System, leading to formation of a coalition of nations ending his ambitions at the Battle of Waterloo; reorganized the French legal system, government administration, the Catholic church, and educational system; sought to expand the French empire overseas into the Mediterranean, but was defeated by Nelson at the Battle of the Nile, forcing the withdrawal of French troops from northern Africa.*

10. Prince Metternich

Title/Country—*Austrian chancellor and foreign minister*

Born/Died—*1773–1859*

Accomplishments/Failures—*Dominated the Congress of Vienna; Sought to establish a balance of power in Europe through the use of a complex system of treaties and alliances; brutally suppressed nationalist revolutionary movements by non-German speaking people against the Austrian government.*

11. Giuseppe Garibaldi

Title/Country—*Italian Revolutionary leader*

Born/Died—*1807–1882*

Accomplishments/Failures—*Led Risorgimento; raised an army which gained control of and helped unite all of Italy except the Papal States, under the leadership of Victor Emmanuel II; failed to gain control of Rome and the Papal States because of intervention by the French.*

12. Franz Josef I

Title/Country—*Emperor of Austria*

Born/Died—*1830–1916*

Accomplishments/Failures—*Threats to the monarchy during the Revolution of 1848 led to a lifelong distrust and suppression of nationalist movements; a weak foreign policy led to the loss of lands to Italy and the failure of Austria to maintain influence over the affairs of the German states; opposition to reform and suppression of the pan-Slavic movement led to World War I.*

13. Queen Victoria

Title/Country—*British monarch*

Born/Died—*1819–1901*

Accomplishments/Failures—*Succeeded her uncle, William IV, at age eighteen to become one of Britain's most popular monarchs; was overcome with grief at the death of the prince consort, Albert, and temporarily withdrew from public life, causing a drop in her popularity; William Gladstone and Benjamin Disraeli helped to shape the latter part of her reign, which was extremely imperialistic; she became Empress of India, but avoided the issue of Irish Home Rule.*

14. Otto von Bismarck

Title/Country—*Chancellor of Prussia and later Germany*

Born/Died—*1815–1898*

Accomplishments/Failures—*Opposed any constitutional reform and weakened the position of the Catholic and Lutheran Churches through the use of the Kulturkampf; acquired Schleswig-Holstein, annexed Hanover, and united the northern states into a confederation, seized Alsace-Lorraine from France and extended German commercial and industrial influence both within the country and to a newly acquired system of colonial possessions; established a common currency, a central bank, and a single law code for the German states.*

15. Leopold II

Title/Country—*King of Belgium*

Born/Died—*1835–1909*

Accomplishments/Failures—*Encouraged industrial and colonial expansion; headed the Congo Free State and amassed great personal wealth through the exploitation of the area's natural resources, such as ivory and rubber; treatment of native population of the Congo caused an international scandal.*

16. Vladimir Lenin

Title/Country—*Russian Revolutionary*

Born/Died—*1870–1924*

Accomplishments/Failures—*Led Bolsheviks; took Russia out of the war with Germany with the Treaty of Brest-Litovsk and succeeded in consolidating his power after the defeat of the Mensheviks in the Russian Civil War; nationalized major industries and imposed agricultural reforms, but died before he could see success.*

17. Joseph Stalin

Title/Country—*Dictator of Soviet Union*

Born/Died—*1879–1953*

Accomplishments/Failures—*Won battle with Leon Trotsky over control of Communist Party after Lenin's death; collectivized agriculture and executed thousands of kulaks who opposed his reforms; established Soviet control and influence over satellite nations adjacent to the Soviet Union after World War II, through the support of the formation of communist governments.*

18. Benito Mussolini

Title/Country—*Dictator of Italy*

Born/Died—*1883–1945*

Accomplishments/Failures—*Extended fascism in Italy and led "March on Rome" in protest against conditions resulting from World War I and the Great Depression; extended Italian control overseas into Ethiopia and Albania; forged an alliance with the papacy, which resulted in the formation of the Vatican city state.*

19. Adolf Hitler

Title/Country—*Chancellor and later Dictator of Germany*

Born/Died—*1889–1945*

Accomplishments/Failures—*Led National Socialist Party (NAZIS) in a failed coup d'etat, the Beer Hall Putsch; established one-party dictatorship and began actions (Anschluss in Austria, seizure of the Sudetenland and Ruhr Valley, and invasion of Czechoslovakia) that resulted in World War II; used the final solution, a system of concentration and death camps to persecute and eliminate Jews, political opponents, the mentally ill and handicapped, gypsies, Poles, and other ethnic minorities.*

20. Francisco Franco

Title/Country—*Dictator of Spain*

Born/Died—*1892–1975*

Accomplishments/Failures—*Joined a military revolt within the Spanish army in Morocco, which led to the overthrow of the Spanish republic established after the dissolution of the monarchy; established a fascist government after three years of civil war, which served as a training ground for German and Italian troops and provided an opportunity for Germany to develop new military weapons; banned all political opposition while remaining officially neutral, sympathized with Germany and Italy during World War II.*

21. Josip Broz Tito

Title/Country—*Dictator of Yugoslavia*

Born/Died—*1892–1980*

Accomplishments/Failures—*Successful organization of partisan guerilla forces in opposition to German invasion enabled him to establish a communist government after World War II; failure to conform to established communist practices and willingness to experiment with communist doctrine resulted in expulsion from the communist sphere after World War II, allowing Yugoslavia to remain independent and outside the sphere of Soviet control; failure to provide for a successor, and the ethnic diversity of the Yugoslav population, led to internal quarrels and civil war.*

22. David Ben Gurion

Title/Country—*Prime Minister of Israel*

Born/Died—*1886-1973*

Accomplishments/Failures—*Leading proponent of Zionism and right of Jews to establish a homeland in Palestine; activity as a labor organizer helped to hone his political skills and led to his participation in the foundation of the state of Israel; first prime minister of Israel; led the country to victory in the civil war that followed the granting of independence in 1948.*



## The Cult of Personality

### Part A.

**Directions:** Use your notes, textbook, and other sources to complete the chart below. List three accomplishments and/or failures for each leader. Be as complete in your response as possible.

Leader	Title/ Country	Born/ Died	Accomplishments/ Failures
1. Charles V			
2. Phillip II			
3. Oliver Cromwell			
4. Gustavus Adolphus			
5. Louis XIV			
6. Peter the Great			

<b>Leader</b>	<b>Title/ Country</b>	<b>Born/ Died</b>	<b>Accomplishments/ Failures</b>
7. Catherine II			
8. Frederick II			
9. Napoleon I			
10. Prince Metternich			
11. Guiseppe Garibaldi			
12. Franz Josef I			

<b>Leader</b>	<b>Title/ Country</b>	<b>Born/ Died</b>	<b>Accomplishments/ Failures</b>
13. Queen Victoria			
14. Otto von Bismarck			
15. Leopold II			
16. Vladimir Lenin			
17. Joseph Stalin			
18. Benito Mussolini			

Leader	Title/ Country	Born/ Died	Accomplishments/ Failures
19. Adolf Hitler			
20. Francisco Franco			
21. Josip Broz			
22. David Ben Gurion			

**Part B.**

**Directions:** Chose one pair of individuals from the list below. Use the information in part A to write a short-answer essay comparing and contrasting the individuals. Be prepared to share your essay in class.

1. Otto von Bismarck and Adolf Hitler
2. Guiseppe Garibaldi and Benito Mussolini
3. Phillip II of Spain and Francisco Franco
4. Queen Victoria and Catherine II of Russia
5. Napoleon I and Peter the Great of Russia
6. Louis XIV and Franz Josef I
7. Frederick II of Prussia and Holy Roman Emperor Charles V
8. Vladimir Lenin and Joseph Stalin
9. Prince Metternich and Otto von Bismarck