

Source: [KBHistoryMasterIndex](#)

1 | Unit 2 Essay

1.1 | General Information

Due Date	Topic	Important Documents
Nov 9th, a Monday	French rev politiking	Henry the Kissinger, Mason, Roberts

1.2 | Prompt

In the end, did the European balance of power succeed in its goal to, as Kissinger puts it, limit conflict and produce the “best possible outcome” from flawed human nature? Or did it magnify conflict and increase the likelihood of global war?

Quotable Quotes * Kissinger * “If the circumstances were reversed, we could equally be pro-German and anti-French.” * “William was perfectly willing to negotiate with Louis XIV when he felt the balance of power could best be served by doing so.” * “Agreeing on the importance of the balance of power did not, however, still British disputes about the best strategy to implement the policy.” => “The Whigs argued that GB should engage only when balance threatened, and only long enough to remove threat; Tories argued that GB’s duty was to *shape* the balance of power.” * CLAIM: “Of course, in the end a balance of power always co es about de facto when several states interact.” * “Power is too difficult to assess, and the willingness to vindicate it too various, to permit treating it as a reliable guide to international order. Equilibrium works best if it is buttressed by an agreement on common values. The balance of power inhibits the capacity to overthrow the inter- national order” * “Every king consoled himself with the thought that strengthening his own rule was the greatest possible contribution to the general peace, and left it to the ubiquitous invisible hand to justify his exertions - without limiting his ambitions.” * “But Louis XN gained no peace. of mind from security; he saw in it an opportunity for conquest. In his overzealous pursuit of raison d’etat, LouisXN alarmed the rest of Europe and brought together an anti-French coalition which, in the end, thwarted his design.” * “Thereby, France lost the advantage of having adversaries constrained by moral considerations ... Once all states played by the same rules, gains became much more difficult to achieve” * Roberts * “In the next four centuries, Christianity was often to have disastrous effects. Confident in the possession of the true religion, Europeans were impatient and contemptuous of the values and achievements of the peoples and civilizations they disturbed.” * “Greed quickly led to the abuse of power, to domination and exploitation by force. In the end this led to great crimes - though they were often committed unconsciously.” * “Europeans could usually exact what they wanted in the end because of a technical superiority which exaggerated the power of their tiny numbers and for a few centuries turned the balance against the great historic agglomerations of population and civilization.” * “The obscuring of the Company’s primary commercial role was not good for business. It also gave its employees even greater opportunities to feather their own nests. ... the British government hoped as fervently as the Company to avoid being dragged any further into the role of imperial power in India.” * “The British government hoped as fervently as the Company to avoid being dragged any further into the role of imperial power in India.” * “The huge and growing Caribbean market for slaves and imported European goods was added to that already offered by a Spanish empire increasingly unable to defend its economic monopoly. This fixed the role of the West Indies in the relationships of the European powers for the next century.” * “Gradually, the great powers fought out their disputes until they arrived at acceptable agreements, but this was to take a long time.” * “The flow of silver to Spain was the most obvious, and this had, of course, implications for the European economy as a whole and even for Asia. England’s growing of colonial populations also helped to stimulate European exports and manufactures.” * “Europeans did not just conquer; they exterminated local cultures and peoples and replaced them with their own” * “Older cultures were to be cut off from

populating the new worlds or setting their mark on them” * “The French were Great Britain’s most dangerous potential competitors, but their government was always likely to be distracted by its European continental commitments.” * “The British lacked missionary zeal ... they had no immediate urge to interfere with the native custom or institution” * “Before its outbreak, there had in fact been no remission of fighting in India, even while France and Great Britain were officially at peace after 1748.” * “The possession of a station at Calcutta placed them at the door to that part of India which was potentially the richest prize - Bengal and the lower Ganges valley.” * “The huge and growing Caribbean market for slaves and imported European goods was added to that already offered by a Spanish empire increasingly unable to defend its economic monopoly. * Mason *”A long struggle between Parliament and the Stuart kings in England? and essentially replaced the absolute monarchy with a constitutional monarchy” * “ ‘Sovereign power resides in my person alone It is from me alone that my policies take their existence and their authority’ ” *

1.3 | **Claim Synthesis (Babingtonization)**

1.3.1 | **Development phase – How and So-What**

- *CLAIM*
 - How THING THAT ATTACKS INTERGRITY OF CLAIM
 - EVIDENCE and SPECIFICITY
 - So what (local), THING THAT ATTACKS THE RELEVANCE OF CLAIM TOWARDS THE BROADER PICTURE
- *CLAIM*
 - Repeat...

1.3.2 | **Testing phase – Why and So-What**

- *CLAIM*
 - Why DOES THE CLAIM ANSWER THE PROMPT?
 - So what (global), THING THAT ATTACKS THE BROADER IMPACT OF THE CLAIM
- *CLAIM*
 - Repeat...

1.4 | **Defluffifying**

CHOSEN THESIS CLAIM

- Point a
- Point b
- Point c

So what? SO WHAT

Now, defluffify by re-writing the three points + so what in as little words as possible.

RESTATED CLAIM

1.5 | Outline

- Claim 1: *claim*
 - How
 - HOW IS CLAIM TRUE?
 - Evidence -> HOW IS YOUR REASONING TRUE?
 - So What
 - WHY DO I CARE?
 - Claim 2: *claim*
 - How
 - HOW IS CLAIM TRUE?
 - Evidence -> HOW IS YOUR REASONING TRUE?
 - So What
 - WHY DO I CARE?
 - Claim 3: *claim*
 - How
 - HOW IS CLAIM TRUE?
 - Evidence -> HOW IS YOUR REASONING TRUE?
 - So What
 - WHY DO I CARE?
-

There is always UCLA Writing Lab