

6. “The Bill of Rights”: The author states that the Bill of Rights laid the foundation for a constitutional monarchy. How? What key aspects of this document testify to the exceptional nature of English state politics in the seventeenth century? Why was there no “bill of rights” in France or Russia in the late seventeenth century? Was England unique, and if so, why? (p. 462, in the section Limited Monarchy and Republics)

7. “William Shakespeare: In Praise of England”: Beside patriotism, what other motives may Shakespeare have had in writing this tribute to England? What are the elements in this excerpt from *Richard II* that makes it one of the most famous evocations of England ever written? (p. 468, in the section The Flourishing of European Culture)

## CHAPTER OUTLINE

### Social Crises, War, and Rebellions

#### I. The Witchcraft Craze

- A. Witchcraft existed before the sixteenth and seventeenth century; part of traditional village life
- B. Spread of Witchcraft
  - 1. increased prosecutions and executions starting in the sixteenth century because of Church influence
  - 2. accusations against witches: swearing allegiance to the devil, using evil incantations to kill livestock, etc.
  - 3. reasons for witchcraft prosecutions: religious uncertainty and social turmoil
  - 4. Women as primary victims, especially elderly widows
- C. Decline: begins by mid-seventeenth century

#### II. The Thirty Years War (1618 – 1648)

- A. Background to the war
  - 1. religious conflict
  - 2. dynastic-nationalist considerations – Europe-wide struggle
  - 3. tensions in the Holy Roman Empire between Habsburgs and princes
- B. The Bohemian Phase (1618 – 1625): Conflict between Archduke Ferdinand (Catholic – later Emperor Ferdinand II) and Frederick V (Protestant) for control of Bohemia
- C. The Danish Phase (1625 – 1629): King Christian IV intervenes for the Protestant cause, but is defeated, which ends Danish supremacy in the Baltic.
- D. The Swedish Phase (1630 – 1635): Gustavus Adolphus of Sweden (Lutheran) intervenes and is defeated by the imperial army.
- E. The Franco-Swedish Phase (1635 – 1648): The Catholic French support the Protestant Swedes against the Catholic Habsburgs, ending in peace negotiations.
- F. Outcomes
  - 1. Peace of Westphalia (1648) officially separates religion and politics
  - 2. widespread destruction in the HRE

6. The Ottoman Empire. MAP 15.6. Where did the Ottoman Empire gain territory by 1481? 1521? 1556? What concerns might Austria have had about the movements of the Ottoman Empire? What might be the possible explanations for those territorial acquisitions? Were the Ottomans a serious threat to most of Europe, or just southeastern Europe? Why? Was the Ottoman Empire a victim of “imperial overstretch”? Why, or why not? (p. 454, in the section Absolutism in Central, Eastern, and Northern Europe)

### DISCUSSION QUESTIONS FOR THE PRIMARY SOURCES (BOXED DOCUMENTS)

1. “A Witchcraft Trial in France”: What does this document reveal about the spread of witchcraft persecutions in the seventeenth century? What does this document indicate about the legal procedures involved in the trial of witches, and how might these procedures have worked to condemn the innocent? What do these passages suggest about early modern European conceptions of justice? What does the trial record suggest about the status of women in the seventeenth century? What might the trial suggest about superstition, religion and folklore in French society? (p. 434, in the section Social Crises, War, and Rebellions)
2. “The Destruction of Magdeburg in the Thirty Years’ War”: Total War is a concept in which all parts of society are involved in, and effected by a conflict, how does this document show that in some ways the Thirty Years War was a Total War? Considering this was a war of religion, what seemed to be a major motivation of the average foot soldier? Analyze the speaker, audience, and message of the document. Knowing those three things, why should we accept the report as credible and why should we also be suspicious of it? (p. 439, in the section Social Crises, War, and Rebellions)
3. “The King’s Day Begins”: How does Saint-Simon describe the royal waking and dressing ceremony? What does this account reveal about the authority of the Louis XIV, and what message does it communicate about his relationship with the nobles who attended him? Is this a flattering or critical account of the king? (p. 445, in the section The Practice of Absolutism: Western Europe)
4. “Peter the Great Deals with a Rebellion”: How did Peter deal with the revolt of the Streltsy? What does his approach to this problem indicate about the tsar? Was Peter’s bloody punishment of the rebels typical of seventeenth century rulers? Could Peter the Great be considered a totalitarian leader? (p. 451, in the section Absolutism in Central, Eastern, and Northern Europe)
5. “Opposing Viewpoints: Oliver Cromwell: Three Perspectives”: How do Cromwell’s own assessments differ from those of Ludlow and Clarendon? What do the selections suggest about Cromwell’s motives and actions? What might account for the different perspectives each provides about Cromwell, and picture of Cromwell emerges from the consideration of multiple points of view? (p. 460, in the section Limited Monarchy and Republics)

### III. A Military Revolution?

- A. Evolving and/or new tactics and technologies
- B. Gustavus Adolphus develops first standing army
- C. The cost of a modern military requires heavier taxes

### IV. Rebellions

- A. Peasant Revolts (1590 – 1640)
- B. Noble Revolts in France (1648 – 1652)

### The Practice of Absolutism: Western Europe

#### I. Background

- A. Absolutism: ultimate authority rests in the hands of a divine right monarch
- B. Divine-right monarchy theorized by Bossuet

#### II. Absolute Monarchy in France

- A. Foundations of French Absolutism: Cardinal Richelieu
  - 1. eliminated political/military rights of Huguenots
  - 2. undermined noble plots
  - 3. administrative reforms: intendants
  - 4. debt continues to spiral

#### III. The Reign of Louis XIV (1643 – 1715)

- A. Administration of the Government
  - 1. royal court is center of household and government
  - 2. ministers are subservient
  - 3. some degree of control over parliaments
- B. Religious Policy
  - 1. Edict of Fontainebleau (1685) revokes Edict of Nantes
  - 2. 200,000 Huguenots leave France
- C. Financial Issues: Jean Baptist Colbert (1619 – 1683) and mercantilism
- D. Daily Life at Versailles: symbol for absolutist state
  - 1. purposes of Versailles: a way to control nobility by keeping them busy
  - 2. court life and etiquette is complex; nobles forced to jockey for position
- E. The Wars of Louis XIV
  - 1. professional army: 100,000 men in peacetime; 400,000 in wartime
  - 2. four wars between 1667 – 1713
    - a. Invasion of Spanish Netherlands (1667)
    - b. Annexation of Alsace and Lorraine, occupation of Strasbourg (1679)
    - c. War of the League of Augsburg (1689 – 1697)
    - d. War of the Spanish Succession (1702 – 1713)

#### IV. The Decline of Spain

##### Absolutism in Central and Eastern Europe

#### I. The German States

- A. The Rise of Brandenburg-Prussia
  - 1. The Hohenzollern Dynasty
  - 2. Frederick William the Great Elector (1640 – 1688) lays foundations: strong army and General War Commissariat as an agency for civil government
  - 3. Junkers serve as officers – have unlimited power over peasantry
  - 4. Frederick III (1688 – 1713) named King of Prussia (1701)

- B. The Emergence of Austria
  - 1. Habsburgs and the new Austrian Empire
  - 2. Leopold I (1658 – 1705) defeats Ottomans and expands territory
  - 3. never becomes centralized and unified; holdings are too diverse
- II. Italy: From Spanish to Austrian Rule
- III. Russia: From Fledgling Principality to Major Power
  - A. Ivan IV the Terrible (1533 – 1584): first tsar
    - 1. expands Russia eastwards
    - 2. crushes power of boyars (Russian nobility)
  - B. Romanov Dynasty (1613 – 1917)
  - C. Stratified Society
  - D. The Reign of Peter the Great (1689 – 1725)
    - 1. visits the West (1697 – 1698) and seeks to emulate it
      - a. reorganizes armed forces
      - b. reorganizes central government, dividing Russia into provinces
      - c. seeks control of the Russian Church
      - d. introduces western customs
      - e. adopts mercantilist policies
    - 2. defeats Sweden and gains control of Estonia, Livonia and Karelia
    - 3. constructs St. Petersburg
- IV. The Great Northern States
  - A. Denmark
  - B. Sweden
- V. The Ottoman Empire
  - A. Suleiman the Magnificent (1520 – 1566)
  - B. Ottomans viewed as a European Power in first half of 17<sup>th</sup> century
  - C. New Offensives in the second half of the 17th century thwarted
- VI. The Limits of Absolutism
  - A. Power of rulers not actually absolute
  - B. Local institutions still had power
  - C. Landed aristocracy maintain immense power
- Limited Monarchy and Republics
  - I. The Weakness of the Polish Monarchy
    - A. elective monarchy, controlled by Sejm (Polish diet)
    - B. kings have to share power with Sejm
    - C. 1652: liberum veto reduces government to chaos
  - II. The Golden Age of the Dutch Republic
    - A. The United Provinces = Atlantic power
    - B. Internal Dissension
      - 1. The House of Orange and the Stadholders
      - 2. The States General opposes the House of Orange
      - 3. William III (1672 – 1702) dies without an heir, continuing the struggle
    - C. Trade damaged by wars with France and England
    - D. Life in Seventeenth-Century Amsterdam: commercial and financial center of Europe

## III. England and the Emergence of Constitutional Monarchy

- A. King James I (1603 – 1625) and Parliament
  - 1. first of Stuart dynasty
  - 2. alienated Parliament by claiming divine right of kings
  - 3. Parliament and the power of the purse
  - 4. Religious conflict with the Puritans
- B. Charles I (1625 – 1649) and the move toward revolution
  - 1. 1628 Petition of Right largely ignored by Charles
  - 2. “Personal Rule” (1629 – 1640): Parliament does not meet
  - 3. religious policy angers Puritans – suspected of being Catholic
  - 4. forced to call Parliament to approve new taxes in 1640 – conflict leads to civil war
- C. Civil War in England
  - 1. Oliver Cromwell leads Parliamentarians and New Model Army
  - 2. Charles I executed (January 30, 1649)
- D. Cromwell and new governments
  - 1. Rump Parliament abolishes the monarchy and House of Lords
  - 2. conflict with the Levellers
  - 3. Cromwell dissolves Parliament (April 1653)
  - 4. Cromwell named Lord Protector; first constitution, the Instrument of Government, fails
  - 5. dissolves Parliament again (1655) and divides country into 11 regions, ruling by military force
  - 6. Cromwell dies (1658); monarchy re-established
- E. Restoration of the monarchy
  - 1. Charles II (1660 – 1685) and continued conflict with Parliament
  - 2. Declaration of Indulgence (1672) – suspends religious laws
  - 3. Test Act (1673) – Only Anglicans could hold military and civil offices
  - 4. James II (1685 – 1688), Catholic, succeeds Charles II in 1685: new Declaration of Indulgence (1687) offends Parliament
- F. A Glorious Revolution
  - 1. Catholic son born to James II in 1688
  - 2. Parliament invites Mary (Protestant daughter of James II) and her husband, William of Orange, to invade England
  - 3. bloodless revolution – Mary and William of Orange are offered throne
  - 4. Bill of Rights and Toleration Act of 1689
  - 5. Parliament’s authority definitively established
- G. Responses to the Revolution
  - 1. Thomas Hobbes (1588 – 1679): Leviathan (1651): human nature is corrupt; people need a strong ruler
  - 2. John Locke (1632 – 1704): Two Treatises of Government: people have inalienable rights and form a social contract with their government

## The Flourishing of European Culture

## I. The Changing Faces of Art

## A. Mannerism

- 1. distorted rules of proportion

2. sense of suffering and strong emotional atmosphere
  3. best known artist: El Greco
- B. The Baroque Period
1. dramatic effect arouses emotions
  2. magnificent, richly detailed art
  3. artists: Peter Paul Rubens, Gian Lorenzo Bernini, Artemisia Gentileschi
- C. French Classicism: emphasized clarity, simplicity, balance and harmony of design (Poussin)
- D. Dutch Realism: realistic portrayals of secular, everyday life (Rembrandt)
- II. A Wondrous Age of Theater
- A. William Shakespeare (1564 – 1614): reflects understanding of the human condition
  - B. Spain's Golden Century: Lope de Vega wrote 1500 plays
  - C. French Drama: Racine and Molière write for an elite audience and depend on royal patronage

## GLOSSARY

**Absolutism:** a form of government where the sovereign power or ultimate authority rested in the hands of a monarch who claimed to rule by divine right and was therefore responsible only to God.

**Baroque:** an artistic movement of the late sixteenth century and early seventeenth century, characterized by the use of dramatic effects to heighten emotional intensity.

**Boyars:** members of the Russian nobility

**Divine-right monarchy:** a monarchy based on the belief that monarchs receive their power directly from God and are responsible to no one except God.

**Gentry:** well-to-do English landowners below the level of nobility; many converted to Puritanism.

**Intendants:** royal officials in seventeenth-century France who were sent into the provinces to execute the orders of the central government.

**Janissaries:** in the Ottoman Empire, an elite fighting force personally loyal to the sultan, made up of boys from Christian families who are trained from their childhood

**Mannerism:** an artistic movement, emerging in Italy in the 1520s and 1530s, characterized by a sense of spiritual anxiety and suffering.

**Parlements:** provincial law courts in France that often thwart absolutist rule by adhering to local law and custom.

## CHAPTER OUTLINE

### The European States

- I. Enlightened Absolutism?
  - A. Belief in natural laws and natural rights
  - B. Enlightened rulers should affect reform
  - C. Debate over accuracy of term “enlightened monarch” for Frederick II of Prussia, Joseph II of Austria, and Catherine the Great of Russia
- II. The Atlantic Seaboard States
  - A. France: The problems of the French monarchs
  - B. Great Britain: King & Parliament
  - C. The Decline of the Dutch Republic: economic decline, political controversy, and foreign intervention
- III. Absolutism in Central and Eastern Europe
  - A. Prussia: The Army and The Bureaucracy
    1. Frederick William I, 1713-1740
      - a. civil bureaucracy: General Directory
      - b. rigid class stratification
      - c. army run by Junkers
    2. Frederick II, the Great, 1740-1786
      - a. well educated in Enlightenment thought
      - b. reforms: law code, civil liberties
      - c. socially and politically conservative – does not interfere with serfdom
      - d. enlarges the army, making Prussia a great European power
  - B. The Austrian Empire of the Hapsburgs
    1. culturally and ethnically divided
    2. Empress Maria Theresa, 1740-1780: practical administrative reforms
    3. Joseph II, 1780-1790: far-reaching reform program
      - a. abolishes serfdom and institutes new penal code
      - b. alienates nobility and Church
  - C. Russia under Catherine the Great, 1762-1796
    1. attempts reform of law code (Instruction, 1767)
    2. ultimately strengthens landholders at expense of serfs
    3. rebellion of Emelyan Pugachev, 1773-1775
    4. territorial expansion
  - D. The Destruction of Poland
    1. weak, elected King controlled by nobility
    2. three partitions of Poland by Austria, Russia, and Prussia in 1772, 1793, and 1795
- IV. The Mediterranean World
  - A. Spain
  - B. Portugal: temporary revival under the Marquis of Pombal (1699 – 1782)
  - C. The Italian States: Austria is dominant force in the 18<sup>th</sup> century
- V. The Scandinavian States
  - A. Sweden
  - B. Christian VII (1766 – 1808) of Denmark attempts reform

duties and concerns of monarchs (like Frederick William) may have reshaped relations between kings and their sons? (p. 534, in the section The European States)

3. “Opposing Viewpoints: Enlightened Absolutists: Enlightened or Absolute?”: What positive and negative attributes of Catherine are identified in the letter of the French ambassador? How do the selections from Catherine herself reflect these attributes? Do they suggest she was an enlightened monarch? (p. 536, in the section The European States)

4. “British Victory in India”: What differences, if any, would Clive have likely mentioned if the battle of Plassey had occurred in Europe? According to the letter, what part did native Indians seemingly play in the battle? If so, what? Why were the Indians’ casualty numbers high? Plassey was a crucial battle in the Seven Years’ War. Why? (p. 542, in the section Wars and Diplomacy)

5. “Marital Arrangements”: What does Sheridan suggest about marriage among the upper classes in the eighteenth century? What were the social, political, and economic considerations that were significant? Could Sheridan be overstating the issue? Why, or why not? Was it likely that most upper-class parents would be so crass and cruel regarding the marriage of their children in the eighteenth century? If so, why? If not, why not? (p. 544, in the section Economic Expansion and Social Change)

6. “The Impact of Agricultural Changes”: How does the author link farming with patriotism and argue that enclosure will make Englishmen less attached to their nation? How does this argument contribute to the fact that for a long time only men who owned property could vote? What other consequences does he see as a result of enclosure? The last paragraph suggests that the author’s motivation in writing isn’t entirely driven by his concern for the displaced, what else may be of concern to him? (p. 547, in the section Economic Expansion and Social Change)

7. “The Beginnings of Mechanized Industry: The Attack on New Machines”: What arguments did the Leeds woolen workers use against the new machines? What does the petition reveal about the concept of “progress” at the end of the eighteenth century? Given the multiplication of worker discontents about mechanization across Europe, what do you believe to be the broader economic, social, and political tensions introduced by the mechanization of the European textile industry? What are the issues raised about the children and idleness? Why is this a concern? (p. 550, in the section Economic Expansion and Social Change)

8. “Poverty in France”: What does this document reveal about the nature of poverty in France in the eighteenth century? Was there anything new about the events of 1708 as described in the document? If so, what were they? If not, why not? How would growing ranks of the poor in Europe further destabilize this society? Would traditional European modes of poor relief be in any way up to the challenge posed by more and more poor? Why, or why not? (p. 556, in the section The Social Order of the Eighteenth Century)



## VI. Enlightened Absolutism Revisited

- A. Only Joseph II sought radical changes based on Enlightenment ideas
- B. Political and social realities limit reform

## Wars and Diplomacy

### I. European Rivalries

- A. Focus on diplomacy and balance of power
- B. Concept of “reason of state” focuses on long-term goals
- C. International rivalry leads to increasing bureaucratic centralization

### II. The War of the Austrian Succession (1740 – 1748)

- A. Charles VI (1711-1740) negotiates the Pragmatic Sanction
- B. Involves most major European powers
- C. Treaty of Aix-la-Chapelle reinstates status quo antebellum

### III. Seven Years’ War (1756 – 1763)

- A. Diplomatic revolution of 1756
- B. Conflict in Europe: Britain and Prussia against Austria, Russia, and France
- C. War in India (Great War for Empire): India left to the British by 1763 Treaty of Paris
- D. The French and Indian War: Britain becomes the world’s greatest colonial power

### IV. European Armies and Warfare

- A. Rise of the professional standing army
- B. Composition of Armies
  - 1. reflected social hierarchy
  - 2. rank-and-file soldiers came from lower classes
  - 3. armies partly composed of foreign troops
  - 4. Britain had no standing army
  - 5. Britain and the Dutch Republic emphasized naval power
- C. The Nature of Warfare
  - 1. larger armies did not lead to greater destruction
  - 2. emphasis on strategy and tactics

## Economic Expansion & Social Change

### I. Growth of the European Population

- A. Population growth begins 1750 and rises steadily
- B. Falling death rate due to improvements in diet and end of the plague

### II. Family, Marriage, and Birthrate Patterns

- A. Nuclear family is heart of European social organization
- B. Eighteenth century witnesses change in attitudes towards child care
  - 1. viewed as a phase in human development
  - 2. attacks on primogeniture
  - 3. increasing burden of childcare on the poor results in infanticide or abandonment
- C. Marriage and birthrates
  - 1. late marriages limit birthrates
  - 2. children contribute to the “family economy”

### III. An Agricultural Revolution?

- A. Four factors increase food production
  - 1. more farmland

- 2. increased yields per acre
- 3. healthier and more abundant livestock
- 4. improved climate
- B. Enclosure acts increase number of large estates, especially in England
- IV. New Methods of Finance
  - A. New public and private banks
  - B. Paper currency and government bonds
  - C. Problems in France (John Law's bubble)
  - D. Britain has strong public credit
  - E. Dutch Republic is leader of European financial life
- V. European Industry
  - A. Cottage industry – textile production – cannot keep up with demand
  - B. New methods and new machines (i.e. mechanized looms) signal beginning of Industrial Revolution
  - C. The New Consumers - mass production leads to a consumer revolution beginning in England
- VI. Mercantile Empires and Worldwide Trade
  - A. Trade between Europe and colonies increases dramatically in 18<sup>th</sup> century
  - B. Results in dramatic growth of towns and cities
- The Social Order of the Eighteenth Century
  - I. Patterns of Society – traditional orders or “estates”
  - II. The Peasants
    - A. As much as 85% of the population – situation varies widely
    - B. Compulsory services (i.e. tithe)
    - C. Serfdom in eastern Europe
    - D. The village
      - 1. maintains public order, provides poor relief, etc.
      - 2. often dominated by wealthy landowners
    - E. The Peasant Diet: mostly grains and vegetables; bad harvests sometimes lead to starvation
  - III. The Nobility
    - A. Characteristics
      - 1. 2 to 3 percent of the European population
      - 2. legal privileges of the nobility
      - 3. set apart by lifestyle and diet, but not averse to profit-seeking endeavors
      - 4. important roles in military and government
      - 5. lifestyles and economic status varies widely throughout Europe
      - 6. wealthy non-nobles can purchase titles of nobility
    - B. The Aristocratic Way of Life: the Country House
      - 1. court society as center of culture
      - 2. landed aristocrats invest time, energy, and money in estates
      - 3. many 18<sup>th</sup> century estates built in the Georgian style
      - 4. new desire for greater privacy reflected in layout of home; some rooms especially for women
    - C. The Aristocratic Way of Life: The Grand Tour
      - 1. cosmopolitan nature of high culture

2. travel as a manifestation of the Enlightenment
  3. difficulties of travel: dangerous sea voyages, thieves, etc.
  4. purpose of travel: education
- IV. The Inhabitants of Towns and Cities
- A. Still a minority of the population
  - B. Social structure: patricians, upper middle classes, petty bourgeoisie, laborers, unskilled workers
  - C. Problems: unsanitary living conditions, polluted water, and a lack of sewerage facilities
  - D. The Problem of poverty
    1. private charitable institutions overwhelmed by demand
    2. mixed feelings regarding poor prevent concerted action

## GLOSSARY

**Agricultural revolution:** the application of new agricultural techniques that allowed for a large increase in productivity in the eighteenth century.

**Balance of power:** a distribution of power among several states such that no single nation can dominate or interfere with the interests of another.

**Cottage industry:** a system of textile manufacturing in which spinners and weavers worked at home in their cottages using raw materials supplied to them by capitalist entrepreneurs.

**Enlightened absolutism:** an absolute monarchy where the ruler follows the principles of the Enlightenment by introducing reforms for the improvement of society, allowing freedom of speech and the press, permitting religious toleration, expanding education, and ruling in accordance with the laws.

**Natural laws:** a body of laws or specific principles held to be derived from nature and binding upon all human society even in the absence of positive laws.

**Natural rights:** certain inalienable rights to which all people are entitled; include the right to life, liberty, and property, freedom of speech and religion, and equality before the law. 'Reason of state (raison d'état): the principle that a nation should act on the basis of its long-term interests and not merely to further the dynastic interests of its ruling family.

**Tithe:** a tenth of one's harvest or income; paid by medieval peasants to the village church.

## SUGGESTED INTERNET RESOURCES

**Biography.com**

<http://www.biography.com/people/maria-theresa-9398965>

<http://www.biography.com/people/joseph-ii-9358214>

<http://www.biography.com/people/frederick-ii-9301742>

Short biographies of important people. The above are just a few of the many people featured.

**Catherine the Great**

<https://www.youtube.com/user/historyteachers>

Music video written and performed by The History Teachers

**Crash Course in World History (YouTube)**

The Seven Years War (#26)

<http://www.youtube.com/watch?v=j0qbzNHmfW0>

**Metropolitan Museum of Art**

**Heilbrunn Timeline of Art History - The Grand Tour**

[http://www.metmuseum.org/toah/hd/grtr/hd\\_grtr.htm](http://www.metmuseum.org/toah/hd/grtr/hd_grtr.htm)

**Internet Library of Early Journals: A Digital Library of 18<sup>th</sup>- and 19<sup>th</sup>-century Journals:**

<http://www.bodley.ox.ac.uk/ilej>

A site containing online copies in English of early journals tracking the major and minor issues of these centuries. Recommended for student access to primary print sources of the times.

**The Military Revolution:**

<https://faculty.history.wisc.edu/sommerville/351/351-16.htm>

Militarily speaking, the 18<sup>th</sup> century is known as the Age of Limited War. This site, though very brief, introduces the tactics, technologies, and social impact of the change in armed conflict during the 18<sup>th</sup> century.

**SUGGESTED VIDEO RESOURCES**

**Catherine the Great**, 2005, PBS, (2 hours). Available on DVD.

**Russia: Land of the Tsars**, 2003, The History Channel, (120 minutes).

Documentary that traces the Russian tsars from Ivan III through Nicholas II. The section on Catherine the Great is outstanding.

4. “Justice in the Reign of Terror”: Was there anything “just” about the revolutionary courts? What explanations or rationales could be given to justify such a system? In the late nineteenth century, the guillotine was considered a humane instrument. Why? Compare the Bastille and the guillotine as revolutionary symbols. (p. 577, in the section The French Revolution)
5. “Robespierre and Revolutionary Government”: How did the radical revolutionary leader Robespierre justify the violent activities of his regime? In your opinion, how justifiable are his explanations of his actions? How does this document glorify the state and advance preservation of the state as the highest goal of modern politicians and statesmen? (p. 578, in the section The French Revolution)
6. “De-christianization”: How does this de-christianization program reflect the ideas of the philosophes of the Enlightenment? Whose ideas in particular? Would all the philosophes have supported the de-christianization campaign? Who might not? Could the substitution of the goddess of Reason for the Judeo-Christian God be perceived as a total rejection of all religion? Why, and/or why not? What aspects of the Old Regime does the hymn to Reason explicitly reject? (p. 580, in the section The French Revolution)
7. “Napoleon and Psychological Warfare”: What themes did Napoleon use to play upon the emotions of his troops and inspire them to greater efforts? In 1796, which of those themes might have been most inspiring and convincing? Do you think Napoleon believed any of these words? Was Napoleon a revolutionary? Why, or why not? (p. 584, in the section The Age of Napoleon)

## CHAPTER OUTLINE

### The Beginning of the Revolutionary Era: The American Revolution

- I. War for Independence
- II. Forming a New Nation
- III. Impact of the American Revolution on Europe
  - A. Seemed to confirm legitimacy of Enlightenment ideas
  - B. Army officers such as the Marquis de Lafayette influence early stages of the French Revolution
  - C. Ultimately much less important to Europe than the French Revolution

### Background to the French Revolution

- I. Social Structure of the Old Regime
  - A. The First Estate: Clergy
    1. approximately 130,000 people own approximately 10% of land
    2. exempt from the taille (chief tax)
    3. divided between higher clergy (usually nobles) and priests (usually poor commoners)
  - B. The Second Estate: Nobility
    1. approximately 350,000 people own 25 to 30 percent of the land
    2. privileges include exemption from the taille

- C. The Third Estate: Commoners
  - 1. Peasants
    - a. 75-80% of the population
    - b. own 35-40% of the land
    - c. still subject to some feudal obligations
  - 2. Skilled artisans, shopkeepers, and wage earners – town dwellers
  - 3. Bourgeoisie (middle class)
    - a. 8% of the population
    - b. own 20-25% of the land
    - c. merchants, industrialists, bankers, professionals
- II. Other Problems Facing the French Monarchy
  - A. Bad Harvests (1787 and 1788)
  - B. Poverty
  - C. Ideas of the Philosophes
  - D. Failure to Make Reforms
  - E. Financial Crisis
    - 1. mounting debt
    - 2. Calonne's "assembly of notables" (1787) attempts reform
    - 3. summoning of the Estates General (1789) in hopes of raising taxes

### The French Revolution

- I. From Estates-General to a National Assembly
  - A. Composition of the Estates-General
    - 1. 300 delegates each to the First and Second Estate
    - 2. 600 delegates to the Third Estate
    - 3. strong legal and urban presence in the Third Estate
  - B. Cahiers de doléances advocate constitutional government
  - C. Estates General meets and debates question of voting by order or head
  - D. National Assembly
    - 1. Abbé Sieyès "What is the Third Estate?"
    - 2. National Assembly declared June 17
    - 3. Tennis Court Oath, June 20
  - E. Intervention of the Common People
    - 1. attack on the Bastille, July 14
    - 2. Marquis de Lafayette appointed commander of National Guard
    - 3. popular revolutions in numerous cities
  - F. Peasant rebellions and the Great Fear
- II. Destruction of the Old Regime
  - A. Seigneurial rights abolished, August 4, 1789
  - B. Declaration of the Rights of Man and Citizen, August 26
    - 1. reflected the ideas of the philosophes
    - 2. women excluded from political rights
    - 3. Olympe de Gouges, Declaration of the Rights of Woman and the Female Citizen, 1791
  - C. The Women's March to Versailles, October 5, 1789
    - 1. demanded bread
    - 2. supported by National Guard, forced return of the king to Paris

- D. The Catholic Church
    1. land confiscated to issue assignats
    2. Civil Constitution of the Clergy, July, 1790
  - E. A New Constitution
    1. completed 1791
    2. establishment of a constitutional monarchy with real power residing in the Legislative Assembly
    3. distinction between active and passive citizens
    4. administrative restructuring
  - F. Opposition from Within
    1. clerics opposed Civil Constitution of the Clergy
    2. lower classes resent inflation
    3. peasants want more reform
    4. radical political clubs offer new solutions (Jacobins)
    5. continuing financial pressure
    6. king attempts to flee, undermining confidence in monarchy
  - G. Opposition from Abroad
    1. Declaration of Pillnitz (1791)
    2. declaration of war on Austria, April 20, 1792
    3. war initially goes badly for France
    4. Marseillaise becomes national anthem
    5. sans-culottes herald a more radical stage
    6. insurrection in August 1792 suspends the monarchy, taking king captive
- III. The Radical Revolution
- A. Paris Commune led by George Danton – executes suspected traitors
  - B. National Convention meets in September 1792
    1. universal male suffrage
    2. abolition of the monarchy, September 21
    3. split into factions – Girondins and “the Mountain” (Montagnards)
  - C. Domestic Crisis
    1. factional disputes between Girondins and Montagnards
    2. execution of Louis XVI, January 21, 1793
    3. counterrevolution in the Vendée
  - D. Foreign Crisis
    1. Military losses
    2. Committee of Public Safety seeks to mobilize the people and curb Counterrevolution (Robespierre is an important member).
  - E. A Nation in Arms: army of the people; significant in the creation of modern nationalism
  - F. Committee of Public Safety and Reign of Terror (July 1793-July 1794): thousands of people killed in the Vendée; considered a temporary expedient
  - G. “Republic of Virtue”
    1. goal is to create a new republican order
    2. attempts to provide some economic controls; not very successful

- H. The Role of Women
    1. women make their needs known and establish the Society for Revolutionary Republican Women
    2. men are hesitant to involve women in revolutionary activity
  - I. Dechristianization and a New Calendar face popular opposition
  - J. Equality and Slavery
    1. slavery abolished, first in France, then in the colonies
    2. revolt in Saint Domingue
  - K. Decline of the Committee of Public Safety: Execution of Maximilien Robespierre, July 28, 1794
- IV. Reaction and the Directory
- A. Thermidorian Reaction curtails much of the Terror's policies
  - B. Constitution of 1795 establishes a two-chamber legislature and five person Directory
  - C. Period of stagnation and reliance on the military for political power
- The Age of Napoleon
- I. The Rise of Napoleon
    - A. Born in Corsica, 1769
    - B. Commissioned a lieutenant, 1785
    - C. Self-educated in Enlightenment philosophy
    - D. Napoleon's military career
    - E. Napoleon in control
      1. Republic of France proclaimed, 1799
      2. Napoleon acts as First Consul; full executive authority
      3. First Consul for life, 1802
      4. crowned Emperor Napoleon I, 1804
  - II. Domestic Policies of Emperor Napoleon
    - A. Napoleon and the Catholic Church: reconciliation through Concordat of 1801
    - B. A New Code of Laws: Code Napoleon (Civil Code)
      1. preserves revolutionary gains
      2. protects property and individuals
      3. restores control of fathers over their families
    - C. The French Bureaucracy
      1. centralization of administration
      2. prefects responsible to central government
      3. systematic, efficient system of tax collection
      4. new aristocracy based on merit
    - D. Napoleon's growing despotism
  - III. Napoleon's Empire and the European Response
    - A. Peace of Amiens, 1802
    - B. Renewal of war, 1803
    - C. By June 1807, Napoleon's Grand Army had defeated the Continental members of the coalition, giving him the opportunity to create a new European order.
    - D. Napoleon's Grand Empire
      1. composed of the French empire, dependent states, and allied states
      2. Napoleon demanded obedience but allowed legal equality, religious toleration, and economic freedom



- E. The Problem of Great Britain: Continental System 1806-1807 fails
  - F. Nationalism arises, especially in German states
- IV. The Fall of Napoleon
- A. Invasion of Russia, 1812
  - B. Defeat of Napoleon, April 1814
  - C. Exiled to Elba, but escapes 1815
  - D. Battle of Waterloo, June 18, 1815
  - E. Exiled to St. Helena

## GLOSSARY

**Continental System:** Napoleon's effort to bar British goods from the Continent in the hope of weakening Britain's economy and destroying its capacity to wage war.

**De-Christianization:** an attempt during the French Revolution to create a new, secular order by eliminating evidence of the Christian faith in France.

**Girondins:** a faction of Jacobins within the National Convention that was against the execution of the king.

**Mountain:** a faction of Jacobins within the National Convention that supported the execution of the king.

**Nation in arms:** the people's army raised by universal mobilization to repel the foreign enemies of the French Revolution.

**Nationalism:** a political creed that involves the unique cultural identity of a people based on a common language, religion, and national symbols.

**Old regime/old order:** the political and social system of France in the eighteenth century before the Revolution.

**Revolution:** a fundamental change in the political and social organization of a state.

**Sans-culottes:** the common people who did not wear the fine clothes of the upper classes (sans-culottes means "without breeches") and played an important role in the radical phase of the French Revolution.

## SUGGESTED INTERNET RESOURCES

**Exploring the French Revolution:**

<http://chnm.gmu.edu/revolution/>

This website, published by George Mason University, includes articles, images, and primary sources relating to the revolution.

**Biography.com**

<http://www.biography.com/people/napoleon-9420291#synopsis>

<http://www.biography.com/people/maximilien-de-robespierre-37422>

Short biographies of important people. The above are just a few of the many people featured.

**The French Revolution, Marie Antoinette, and Napoleon**

<https://www.youtube.com/user/historyteachers>

Three different music videos written and performed by The History Teachers

**PBS: Napoleon**

<http://www.pbs.org/empires/napoleon/>

This website is designed to accompany the PBS video Empires: Napoleon. There are some solid teaching materials that can be modified for an AP classroom.

**Liberty, Equality, Fraternity: Exploring the French Revolution**

<http://chnm.gmu.edu/revolution/>

A website hosted by George Mason University's Center for History and New Media. Includes numerous essays, images, maps, etc. relating to the French Revolution.

**Internet Modern History Sourcebook:**

<http://www.fordham.edu/halsall/mod/modsbook.html>

**SUGGESTED VIDEO RESOURCES**

**Empires: Napoleon**, 2000, PBS, (3 hours).

**Egalite for All: Toussaint Lverture and the Haitian Revolution**, 2009, PBS, (51 minutes).

**The French Revolution**, 2005, A&E Home Video, (1 hour, 40 minutes).

**Marie Antoinette: A Film by David Grubin**, 2006, PBS Home Video, (2 hours).

**Napoleon Bonaparte: The Glory of France**, 2010, A&E Video, (50 minutes)

8. “Child Labor: The Mines”: Why was it claimed that working in the coal mines was worse even than labor in the cotton mills and factories? Other than cheaper wages, what might be the advantage to using young children in mines? How does this reflect social attitudes between the urban and rural societies throughout England? What were the possible reasons it took until 1842 to get legislation pertaining to child labor in the mines, and then it only prohibited the employment of boys under the age of ten? (p. 615, in the section The Social Impact of the Industrial Revolution)

## CHAPTER OUTLINE

### The Industrial Revolution in Great Britain

- I. Origins
    - A. Agricultural revolution
    - B. Population growth
    - C. Supply of capital for investment
    - D. Early industrial entrepreneurs
    - E. Mineral resources (coal, iron ore, etc.)
    - F. Government favorable to business
    - G. Markets (domestic, European, colonial)
  - II. Technological Changes and New Forms of Industrial Organization
    - A. The Cotton Industry
      1. new inventions: flying shuttle, spinning jenny, water frame, Crompton’s mule, Edmund Cartwright’s power looms, 1787
      2. bring people to factories for more efficient production
    - B. The Steam Engine
      1. coal-powered steam engines (James Watt (1736-1819))
      2. increased cotton production from 2.5 million pounds to 22 million pounds in under 30 years
      3. cheap cotton cloth easily accessible to everyone
    - C. The Iron Industry
      1. Henry Cort develops puddling
      2. produces high quality iron called “wrought iron”
    - D. A Revolution in Transportation
      1. railways originally used in mining operations
      2. Richard Trevithick’s locomotive: steam-powered
      3. George Stephenson’s Rocket reaches 16 mph
      4. new opportunities for investors and for jobs – Industrial Revolution is self-sustaining
    - E. The Industrial Factory
      1. factory laborers no longer own means of production
      2. time-work discipline
      3. churches reinforce values of discipline and thrift
  - III. Britain’s Great Exhibition of 1851
- The Spread of Industrialization
- I. Industrialization on the Continent

- A. Obstacles to rapid industrialization on the European continent
  - 1. lack of a transportation system
  - 2. internal toll stations and customs barriers
  - 3. guild restrictions
  - 4. commitment to traditional business attitudes
- B. Borrowing techniques and practices
  - 1. British try unsuccessfully to keep “trade secrets”
  - 2. technical schools established on the Continent
- C. Role of government
  - 1. provided education and awarded grants
  - 2. used tariffs to protect fledgling industries
- D. Centers of Continental Industrialization
  - 1. traditional methods persisted alongside the new methods in cotton manufacturing
  - 2. the new steam engine used primarily in mining and metallurgy
  - 3. iron and coal more significant for heavy industry in Germany and France
- II. The Industrial Revolution in the United States
- III. Limiting the Spread of Industrialization in the Nonindustrialized World
- The Social Impact of the Industrial Revolution
  - I. Population Growth
    - A. Background
      - 1. accelerates dramatically in the nineteenth century
      - 2. reasons: decline of the death rate and general increase in the food supply
      - 3. composition of population changes
    - B. The Great Hunger
      - 1. Irish population growth because of reliance on the potato
      - 2. potato crop fails, 1845-1851
      - 3. millions die of starvation and disease; millions more emigrate
    - C. Emigration
    - D. The Growth of Cities
      - 1. becoming places for manufacturing and industry
      - 2. rapid, unplanned, growth in London
      - 3. slower growth on the continent
    - E. Urban Living Conditions in the Early Industrial Revolution
      - 1. inner cities are miserable; the wealthy live in suburbs
      - 2. overcrowding and poor sanitary conditions
      - 3. adulteration of food
    - F. Urban Reformers
      - 1. James Kay-Shuttleworth describes the masses as “volcanic elements”
      - 2. Edwin Chadwick (1800-1890) advocates a system of modern sanity reforms
      - 3. fear of cholera helps support public health reforms
  - II. New Social Classes: The Industrial Middle Class
    - A. The New Industrial Entrepreneurs
      - 1. challenges of industrialization: raising capital, determining markets, setting company objectives, etc.

2. diverse social origins, many from a mercantile background
  3. members of dissenting religious minorities prominent
  4. participation of aristocrats, especially in Britain
  - B. Significance of the Industrial Entrepreneurs: rise of the new business aristocracy
- III. New Social Classes: Workers in the Industrial Age
- A. Composition of working class
    1. factory workers a minority of the working class in first half of century
    2. artisans and craftspeople: largest group of urban workers in the first half of the century
    3. servants are another significant group
  - B. Working conditions for the industrial working class
    1. dreadful conditions: long hours, no job security, high temperatures
    2. coal mines: cramped conditions, danger of explosions, dampness
    3. child labor exploited more than ever (e.g.: pauper apprentices)
    4. women made up 50 percent of the labor force in textiles before 1870
    5. new pattern of separation of work and home
    6. Poor Law Act of 1834 uses fear of workhouses to attack poverty
  - C. Standards of Living
    1. widening gap between rich and poor
    2. wide fluctuations of wages and prices
    3. consumption patterns vary
    4. real gainers in the early Industrial Revolution were members of the middle class
- IV. Efforts at Change: The Workers
- A. The trade union movement
    1. strikes in the early 1800s
    2. movement towards national unions
    3. Robert Owen (1771-1858), Utopian Socialism
  - B. Luddites: attacking machines to fight industrial capitalism
  - C. Chartism: goal of political democracy, rejected by Parliament
- V. Efforts at Change: Reformers and Government
- A. Reform-minded individuals campaign against the evils of industrialization
  - B. Government action
    1. Factory acts, 1802-1819
    2. Factory Act of 1833
    3. Coal Mines Act, 1842

## GLOSSARY

**Agricultural revolution:** the application of new agricultural techniques that allowed for a large increase in productivity in the eighteenth century.

**Capital:** material wealth used or available for use in the production of more wealth.

**Cholera:** an infectious epidemic disease common in many urban areas during the nineteenth century; concern about the disease and the filthy conditions that helped it spread led to public health measures.

**Tariffs:** duties (taxes) imposed on imported goods; usually imposed both to raise revenue and to discourage imports and protect domestic industries.

**Trade unions:** an association of workers in the same trade, formed to help members secure better wages, benefits, and working conditions.

## SUGGESTED INTERNET RESOURCES

**The Industrial Revolution & The Railway System:**

[https://www.mtholyoke.edu/courses/rschwart/ind\\_rev/](https://www.mtholyoke.edu/courses/rschwart/ind_rev/)

**British Library: The Great Exhibition of 1851**

<http://www.bl.uk/learning/histcitizen/victorians/exhibition/greatexhibition.html>

**British Library: Chartism**

<http://www.bl.uk/learning/histcitizen/21cc/struggle/chartists1/chartism.html>

**BBC History: Why the Industrial Revolution Happened in Britain**

<http://www.bbc.co.uk/history/0/20979973>

**Internet Modern History Sourcebook (at Fordham University):**

<http://legacy.fordham.edu/halsall/mod/modsbook.asp>

As previously mentioned, a great site for all aspects of scientific development over time arranged by regions/cultures and eras.

## SUGGESTED VIDEO RESOURCES

**Civilization**, 2006, Public Media Video/BBC Television, (50 minutes each program), Program 13, "Heroic Materialism." (Covers nineteenth-century industrialization, rise of materialism and materialist values, and the growth of European cities.)

**Coal, Steam, and the Industrial Revolution**, Crash Course, (10 minutes, 31 seconds).

Available at <https://www.khanacademy.org/partner-content/crash-course1/crash-course-world-history/you-aint-the-boss-of-me/v/crash-course-world-history-32>

**It's History: The Industrial Revolution;**

[https://www.youtube.com/playlist?list=PL2NN2rktA4yOH5dPl\\_e8eHqQ5Hk94W7D8](https://www.youtube.com/playlist?list=PL2NN2rktA4yOH5dPl_e8eHqQ5Hk94W7D8)

This YouTube documentary channel produced an entire series of videos on the Industrial Revolution, major figures, and significant events and ideas within the revolution. Each clip runs between 7 and 10 minutes.