

4. "A Social Contract": What is Rousseau's concept of the social contract? What implications did it contain for political thought, especially in regard to the development of democratic ideas? What does Rousseau mean by "the general will"? Might that concept lead as much to dictatorship and totalitarianism as to democracy? What does Rousseau suggest in an effort to keep the social pact from becoming an empty formula? (p. 509, in the section The Enlightenment)
5. "Opposing Viewpoints: Women in the Age of Enlightenment: Rousseau and Wollstonecraft": What arguments does Mary Wollstonecraft make on behalf of the rights of women? What does Rousseau in *Mile* claim about women's biological inferiority? Who is most convincing? Why? What contemporary trends in other aspects of eighteenth-century life would have brought the condition of women into sharper focus as an essential topic of enlightened investigation and improvement? What might explain Wollstonecraft's relative failure to achieve her objectives in her own era? (p. 511, in the section Culture and Society in the Enlightenment)
6. "The Punishment of Crime": What does this selection reveal about the punishment of crime in the eighteenth century? What impact do you think such descriptions had on the philosophes' attitudes toward justice and the current royal administrations of the state? What does Breton insinuate with his prayer, "O Religion, here is your greatest glory!..." (p. 518, in the section Culture and Society in the Enlightenment)
7. "The Conversion Experience in Wesley's Methodism": How does the emotionalism of this passage relate to enlightened thinkers' fascination with the passions and the workings of human reason? Did eighteenth-century religious thinkers and religious practices accept or reject new enlightened ideas about human nature and behavior? How would Voltaire have responded to Wesley and his revivalism? (p. 524, in the section Religion and the Churches)

CHAPTER OUTLINE

The Enlightenment

- I. The Paths to Enlightenment
 - A. Popularization of Science
 1. individuals serve as intermediaries between scientists and the public
 2. Bernard de Fontenelle (1657 – 1757), *Plurality of Worlds*
 - B. A New Skepticism
 1. Skepticism about religion and growing secularization
 2. Pierre Bayle (1647-1706) attacked superstition, religious intolerance, and dogmatism; argued for complete religious toleration
 - C. The Impact of Travel Literature
 - D. The Legacy of Locke & Newton
 1. intellectuals follow Newton's line of reasoning to discover natural laws that govern politics, economics justice, religion, and the arts
 2. John Locke, *Essay Concerning Human Understanding*: new theory of knowledge
 - a. knowledge derived from the environment (*tabula rasa*)
 - b. denied Descartes' belief in innate ideas

Evaluate the extent to which the era of the Enlightenment contributed to maintaining continuity as well as fostering change in political and economic practices during the 18th century.

Historical Thinking Skills: Continuity and Change, Argumentation, Synthesis

Key Concepts: 1.2. I, 1.2.II, 2.1.III

Learning Objectives: OS-4, OS-7, OS-9, SP-4

MAP EXERCISES

1. The Enlightenment in Europe. MAP 17.1. Where were the centers of the Enlightenment, and why were they located where they were? Did history or geography play the primary role, and if so, why and how? Why do eastern European areas have fewer centers of the Enlightenment than other European regions? (p. 503, in the section The Enlightenment)
2. Religious Populations of Eighteenth-Century Europe. Map 17.2. Had the geographical centers of the various European religions changed significantly since the sixteenth century? If so, where and why and/ or why not? What age old threat did lands with an Orthodox majority continue to face? (p. 522, in the section Religion and the Churches)

DISCUSSION QUESTIONS FOR THE PRIMARY SOURCES (BOXED DOCUMENTS)

1. "The Separation of Powers": As seen in this selection, what is Montesquieu's doctrine of the separation of powers? From which country's government might he have gotten his ideas? What are the underlying moral and political justifications of this system of government? How has this conception of the proper structure of the state clearly influenced later efforts in revolutionary rebuilding of government? Where? (p. 504, in the section The Enlightenment)
2. "The Attack on Religious Intolerance": What are Voltaire's ideas regarding religious intolerance? Compare and contrast the excerpts from Voltaire's *The Ignorant Philosopher* and *Candide* is his discussion of the problem of religious intolerance. Do you think one is more effective than the other? Why was Voltaire a controversial figure in the eighteenth century? (p. 505, in the section The Enlightenment)
3. "Diderot Questions Christian Sexual Standards": What does this passage from Diderot's *Supplement to the Voyage of Bougainville* say about enlightened conceptions of nature and the place of physical pleasure in human life? What might the connections be between writing of this kind and the simultaneous deeper investigations of the human body and human senses typical of the Enlightenment? Does Diderot's criticism of sexual chastity and monogamy justify the church's concern over enlightened thought? (p. 506, in the section The Enlightenment)

- II. The Philosophes and their Ideas
- A. The Philosophes: Background
1. came from all walks of life (international, cosmopolitan movement)
 2. Paris was the “capital”
 3. call for a spirit of rational criticism and freedom of expression
 4. evolved over time, with each generation becoming more radical
- B. Montesquieu and Political Thought
1. Persian Letters, 1721: attack on traditional religion, advocacy of religious toleration, denunciation of slavery, use of reason to combat prejudice
 2. The Spirit of the Laws, 1748: comparative study of government
 3. advocates separation of powers
- C. Voltaire and the Enlightenment
1. Philosophic Letters on the English, 1733: admires English freedoms
 2. became wealthy through writing and had leisure time to choose his subjects; best known for wit and criticism of traditional religion
 3. fought cases of intolerance (Jean Calas)
 4. Treatise on Toleration, 1763 (“Crush the infamous-thing!”)
 5. deism based on Newtonian world-machine
- D. Diderot (1713-1784) and the Encyclopedia: became a major weapon of the philosophes’ crusade against the old French society
- E. The New “Science of Man”
1. David Hume (1711 – 1776): Treatise on Human Nature
 2. Physiocrats and François Quesnay (1694-1774)
 - a. looked for natural economic laws
 - b. land is source of wealth
 - c. rejection of mercantilism (emphasis on money and controlled economy)
 3. Adam Smith (1723-1790) & Laissez-Faire Economics
 - a. The Wealth of Nations, 1776: attack on mercantilism and foundation of economic liberalism
 - b. state should not interfere in economic matters
- F. The Later Enlightenment
- G. Rousseau (1712-1778) and the Social Contract
1. Discourse on the Origins of the Inequality of Mankind; preservation of private property had enslaved the mass of society
 2. Social Contract, 1762; tried to harmonize individual liberty with governmental authority (concept of General Will)
 3. Emile, 1762; important work on education
 4. Major influence on the development of Romanticism
- H. The “Woman’s Question” in the Enlightenment
1. Most philosophes agreed that the nature of women make them inferior; Diderot and Voltaire differ (“women are capable of all that men are”)
 2. Mary Astell (1666-1731): A Serious Proposal to the Ladies, 1697, argues for better education and equality in marriage
 3. Mary Wollstonecraft (1759-1797): Vindication of the Rights of Woman, 1792, founder of modern European feminism

III. The Social Environment of the Philosophes

- A. Spread of ideas to literate elite of European society through publication and sale of books and treatises
- B. Salons bring together writers, artists, government officials, etc.
 - 1. run by women, such as Marie-Thérèse de Geoffrin (1699 – 1777)
 - 2. promoted conversation and sociability between upper-class men and women
- C. Other social centers of the Enlightenment: coffeehouses, cafes, clubs, libraries, societies (both public and secret – Freemasons)

Culture and Society in the Enlightenment

I. Innovations in Art, Music, and Literature

- A. Rococo Art emphasizes pleasure, happiness, and love – highly secular
- B. Continuing popularity of Neoclassicism (Jacques-Louis David)
- C. The Development of Music
- D. The Development of the Novel
 - 1. grew out of the medieval romances and the picaresque stories of the sixteenth century; especially popular with women
 - 2. Samuel Richardson (1689 – 1761) and Henry Fielding (1707 – 1754)
- E. The Writing of History
 - 1. secular orientation; eliminate role of God
 - 2. philosophe-historians initiated modern ideal of social history
 - 3. weakness stems from preoccupation as philosophes
 - 4. Edward Gibbon, *Decline and Fall of the Roman Empire*

II. The High Culture of the Eighteenth Century

- A. Literary and artistic world of the educated and wealthy ruling classes
 - 1. expansion of publishing and reading public
 - 2. development of magazines and newspapers for the general public
- B. Education and Universities
 - 1. reinforces traditional social structure
 - 2. secondary schools focus on Greek and Latin classics
 - 3. new schools offer modern languages, geography, and bookkeeping to prepare boys for careers in business
 - 4. reforms also occur in universities, but more slowly

III. Crime and Punishment

- A. Judicial torture, cruel punishments, and forced labor still common in the eighteenth century
- B. New approach to justice
 - 1. Cesare Beccaria (1738-1794), *On Crimes and Punishments*
 - 2. Punishment should serve only as deterrent
- C. Punishment moved away from spectacle towards rehabilitation

IV. The World of Medicine

- A. Hierarchy of Practitioners
 - 1. Physicians – very few and outrageously expensive
 - 2. Surgeons – bleeding and crude surgery, eventually became licensed
 - 3. Apothecaries, Midwives, and Faith healers primarily served the common People
- B. Terrible conditions in hospitals remain unaddressed

V. Popular Culture

- A. Collective and public: refers to the written and unwritten literature and the social activities and pursuits that are fundamental to the lives of the general populace
- B. Gradually abandoned to the lower classes as upper class devotes itself to elite culture
- C. Carnival: Indulgence and release after Lent
- D. Taverns and Alcohol
 - 1. Community centers and gathering places
 - 2. Cheap alcohol leads to social problems
- E. Literacy and Primary Education
 - 1. Chapbooks indicate growth of popular literacy
 - 2. Primary education promotes spread of literacy
 - 3. Protestant reformers emphasize Bible reading

Religion and the Churches

I. The Institutional Church

- A. Church-state relations
 - 1. 1700: strong influence in Catholic countries such as France and Spain
 - 2. hierarchical structure remains
 - 3. gradual "nationalization" of the Catholic Church during 18th century
 - a. Jesuits dissolved in 1773
 - b. papal power declines (can no longer appoint high clerical officials)
- B. Toleration and Religious Minorities
 - 1. persecution of heretics continues in many states
 - 2. Joseph II of Austria and Toleration Patent of 1781
- C. Toleration and the Jews
 - 1. some Enlightenment thinkers favored acceptance of the Jews, others still refer to "Jewish problem"
 - 2. Joseph II introduced limited reforms toward the Jews but still favored assimilation

II. Popular Religion in the Eighteenth Century

- A. Catholic Piety: difficult to assess whether 18th century Catholics are superstitious or devout; however, parish remains central to community
- B. Protestant Revivalism: Pietism
- C. John Wesley (1703-1791) and Methodism

GLOSSARY

Deism: belief in God as the creator of the universe who, after setting it in motion, ceased to have any direct involvement in it and allowed it to run according to its own natural laws.

Economic Liberalism: an economic philosophy characterized by laissez-faire economics; first popularized by the Physiocrats and Adam Smith

Enlightenment: an eighteenth-century intellectual movement, led by the philosophes, which stressed the application of reason and the scientific method to all aspects of life.

Feminism: the belief in the social, political, and economic equality of the sexes; also, organized activity to advance women's rights.

High culture: the literary and artistic world of the educated and wealthy ruling classes.

Laissez-faire: “to let alone.” An economic doctrine that holds that an economy is best served when the government does not interfere but allows the economy to self-regulate according to the forces of supply and demand.

Neoclassicism: artistic and architectural style that imitated the dignity and simplicity and classical Greece and Rome.

Philosophes: intellectuals of the eighteenth century Enlightenment who believed in applying a spirit of rational criticism to all things, including religion and politics, and who focused on improving and enjoying this world, rather than on the afterlife.

Pietism: European religious movement in the eighteenth century that emphasized the need for individuals to establish a more emotional connection with God.

Pogroms: popular outbursts in which Jewish communities were looted and massacred.

Popular culture: as opposed to high culture, the unofficial, written and unwritten culture of the masses, much of which was passed down orally; centers on public and group activities such as festivals.

Rococo: artistic movement that began to flourish in the 1730s; emphasized grace and gentle action and often made use of natural objects.

Romanticism: literary movement that dominated Europe at the start of the nineteenth century; placed significant emphasis on the role of emotion and sentiment in the search for truth.

Salons: gatherings of philosophes and other notables to discuss the ideas of the Enlightenment; so-called from the elegant drawing rooms (salons) where they met.

Skepticism: a doubtful or questioning attitude, especially about religion.

SUGGESTED INTERNET RESOURCES

Artcyclopedia

<http://www.artcyclopedia.com/history/neoclassicism.html>

This is a great site and the link connects you to some neoclassical paintings; however, the webpage also shows the connections to other art periods during the time period.

Philosophy Now - “What’s Wrong with the Enlightenment?”

http://philosophynow.org/issues/79/Whats_Wrong_With_The_Enlightenment

This is one modern perspective on the Enlightenment. Articles like this are best paired with other modern perspectives, such as the book review below.

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 18th 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 18th 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 18th 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

Internet Library of Early Journals: A Digital Library of 18th- and 19th-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 18th 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 18th 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/

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

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.

CHAPTER OUTLINE

The Conservative Order (1815 – 1830)

- I. The Peace Settlement
 - A. Quadruple Alliance: Great Britain, Russia, Austria, Prussia
 - B. Congress of Vienna (1814 – 1815): led by Prince Klemens von Metternich
 - C. The principle of legitimacy: restore pre-Napoleonic monarchs to the throne
 - D. A new balance of power: prevent any one country from dominating Europe
- II. The Ideology of Conservatism
 - A. Goal: to contain liberal and nationalist forces unleashed by the French Revolution
 - B. From Edmund Burke, *Reflections on the Revolution of France*
 1. each generation has a duty to preserve the social contract
 2. only gradual change is admissible
 - C. Joseph de Maistre: counterrevolutionary or authoritarian conservatism
 - D. General beliefs of conservatives
 1. ~~obedience to political authority~~
 2. organized religion was crucial to social order
 3. hated revolutionary upheavals
 4. unwilling to accept liberal demands or representative government
 5. community takes precedence over individual rights
- III. Conservative Domination: The Concert of Europe
 - A. The Concert of Europe
 1. goal: maintain status quo
 2. met several times: four congresses between 1818 and 1822
 3. Quintuple Alliance (added France)
 - B. The Principle of intervention
 1. proposed by Metternich
 2. meant that the great powers of Europe had the right to send armies into countries where there were revolutions to restore legitimate monarchs to their thrones
 3. British refusal to participate ultimately results in breakdown of Concert of Europe
 - C. The Revolt of Latin America: colonies become independent between 1807 and 1824; Britain began to dominate Latin American economy
 - D. The Greek Revolt, 1821-1832
 1. intervention could support revolution as well
 2. British and French defeat Ottoman armada in 1827
 3. Russia declares war on Ottomans in 1828
 4. Treaty of Adrianople, 1829, ends fighting
 5. Greece declared independent in 1830
- IV. Conservative Domination: The European States
 - A. Great Britain: Rule of the Tories
 1. landowning classes dominate Parliament
 2. Tory and Whig factions; Tories dominate
 3. little desire to change the existing political and electoral system

3. "The Voice of Liberalism: John Stuart Mill on Liberty": How do Mill's ideas fit into the concept of democracy, safety, and national security? What is more important in his thought: the individual or society? What do you believe to be the historic sources or inspirations of Mill's ideas? What are the similarities and differences between Mill's thoughts and Metternich's ideas? (p. 631, in the section The Ideologies of Change)
4. "Opposing Viewpoints: Response to the Revolution: Two Perspectives": What arguments did Macaulay use to support the Reform Bill of 1832? What do they tell you about the reasons Britain was able to avoid major revolutionary events at mid-century? In his speech, what social class in Britain was the crucial class to Macaulay? Why? Would you define Macaulay as a liberal or a conservative? Why was Schurz so excited when he heard the news about the revolution in France in 1848? Do you think being a university student would help explain his reaction? Was Schurz motivated more by liberalism or by nationalism or both? Explain. What do these selections reveal about the development of British and German politics in the nineteenth century? (pp. 636-637, in the section Revolution and Reform [1830-1850])
5. "Images of Everyday Life: Political Cartoons: Attacks on the King": Why is a free press and free speech essential to maintaining a democratic government? Who or what polices the press, or holds it accountable, if there is no government censorship? If the government cannot censor the press, what responsibilities does the press have? How does the press influence politics today? Why were political cartoons more useful tools of the press than articles? (p. 639, in the section Revolution and Reform [1830-1850])
6. "The Voice of Italian Nationalism: Giuseppe Mazzini and Young Italy": How does Mazzini define Italian nationalism in the early nineteenth century. Why do you think some have defined nineteenth-century nationalism as a "secular religion"? Could it be viewed more as a God-given right or power? Could Mazzini be described as a liberal? Why or why not? Was his hope for a republican Italy overly optimistic in 1831? Why or why not? (p. 641, in the section Revolution and Reform [1830-1850])
7. "The New British Police: 'We Are Not Treated as Men'": What were the common complaints of the British constables? What main issue did the complaints raise? Were those complaints justified? Why? What was revolutionary about the establishment of professional police departments? Why might it be said that the development of police forces is a defining characteristic of Western civilization in modern times? (p. 644, in the section The Emergence of an Ordered Society)
8. "Beethoven's Instrumental Music": What elements or characteristics of Romanticism can be found in this critique of Beethoven? In what way does the critique sound like a religious sermon? What are some other music genres that helped define other movements and time periods in history? Why does the critic consider Beethoven a "purely" romantic composer, superior to other geniuses like Mozart and Haydn? Who determines whether one artist or art form is "superior" to another? Is that justified? (p. 649, in the section Culture in an Age of Reaction and Revolution: The Mood of Romanticism)

4. Corn Law of 1815 benefits landowners but raises price of bread; resulting demonstration ends in Peterloo Massacre
- B. Restoration in France
1. Louis XVIII (r. 1814 – 1824) retains Napoleon’s Civil Code
 2. King’s moderation resented by liberals and ultraroyalists
 3. Charles X (1824-1830): conservative policies lead to another revolution
- C. Intervention in the Italian States and Spain
1. Italy divided into nine states; much under Austrian domination
 2. Carbonari in Italy conspire and plan for revolution
 3. Ferdinand VII (Bourbon) restored to Spanish throne in 1814
 4. Ferdinand’s conservative policies lead to the brink of a revolution before France intervenes
- D. Repression in Central Europe
1. Metternich and the forces of reaction
 2. liberal and national movements in Germany are weak; aristocratic landowning classes and autocratic monarchies dominate
 3. Prussia-institutes-limited reforms
 4. university professors and students organize Burschenschaften – with goal of uniting Germany
 5. Karlsbad Decrees (1819) close the Burschenschaften and censor the press
- E. Russia: Autocracy of the Tsars
1. rural, agricultural, and autocratic
 2. Alexander I (1801-1825) initially moderate but becomes reactionary
 3. Northern Union wants constitutional monarchy
 4. Decembrist Revolt upon death of Alexander I transforms Nicholas I (1825-1855) into a reactionary; strengthens bureaucracy and secret police

The Ideologies of Change

I. Liberalism

A. Economic liberalism (classical economics)

1. laissez-faire
2. Thomas Malthus, *Essay on the Principles of Population*
3. David Ricardo, *Principles of Political Economy* (“iron law of wages”)

B. Political liberalism

1. ideology
 - a. protection of civil liberties or the basic rights of all people, which included equality before the law; freedom of assembly, speech, and press; and freedom from arbitrary arrest
 - b. separation of church and state
 - c. right of peaceful opposition to the government in and out of parliament and the making of laws by a representative assembly (legislature) elected by qualified voters
 - d. limited suffrage to landowning men
2. John Stuart Mill, *On Liberty*: advocated for rights of men and women

II. Nationalism

A. Ideology

1. nation: a community with common institutions, traditions, language, and customs
2. national self-determination for subject peoples

B. Threatened to disrupt the existing order; repressed by conservatives

III. Early Socialism

A. "Utopian Socialists" are against private property and the competitive spirit of early industrial capitalism

B. Charles Fourier (1772 – 1838): proposed small model communities called phalansteries with rotating work assignments

C. Robert Owen (1771-1858): cooperative settlement at New Harmony fails

D. Louis Blanc (1813 – 1882): advocated state-run workshops

E. Female Supporters

F. Flora Tristan (1803 – 1844): absolute equality of men and women; largely ignored in her time

Revolution and Reform (1830-1850)

I. Another French Revolution

A. Charles X (1824-1830) issues July Ordinances, provoking July Revolution

B. Charles forced to flee; Louis-Philippe (1830-1848) becomes the bourgeois monarch

1. Constitutional changes favor the upper bourgeoisie
2. severe disappointment to the working class
3. legislature splits into the Party of Movement and the Party of Resistance

II. Revolutionary Outbursts in Belgium, Poland, and Italy

A. Revolt by the Belgians against the Dutch in 1830 is successful

B. Revolt attempts in Poland and Italy both crushed

III. Reform in Great Britain

A. The Reform Act of 1832

B. New Reform Legislation

1. Poor Law of 1834
2. Repeal of the Corn Laws (1846)

C. No major crisis in Britain in 1848 because of gradual reform

IV. The Revolutions of 1848

A. Yet Another French Revolution

1. scandals, graft, corruption, and failure to initiate reform
2. Louis-Philippe abdicates, February 24, 1848
3. Provisional government established, led by Louis Blanc
 - a. elections to be by universal manhood suffrage
 - b. national workshops
 - c. growing split between moderate and liberal republicans
4. Second Republic established
 - a. universal manhood suffrage
 - b. Charles Louis Napoleon Bonaparte elected in December, 1848

B. Revolution in the Germanic States

1. Frederick William IV (1840-1861) of Prussia allows elections to the Frankfurt Assembly to work towards a united Germany
2. Grossdeutsch vs. Kleindeutsch

- 3. Assembly fails because it has no authority to enforce its constitution
- C. Upheaval in the Austrian Empire
 - 1. demonstrations force Metternich to flee the country
 - 2. Hungary granted control over its internal affairs
 - 3. Francis Joseph I (1848-1916) works to reestablish imperial control
- D. Revolts in the Italian States
 - 1. Giuseppe Mazzini (1805-1872): leader of risorgimento
 - 2. Cristina Belgioioso (1808-1871)
 - 3. Charles Albert (r. 1831 – 1849) attempts unsuccessful war of liberation
- E. The Failures of 1848
 - 1. division within the revolutionaries
 - 2. divisions among nationalities

V. The Maturing of the United States

The Emergence of an Ordered Society

- I. New Police Forces
 - A. French Police protect the inhabitants of Paris
 - B. British Bobbies
 - 1. introduced in 1829 – 1830
 - 2. goal was to prevent crime
 - C. Spread of Police Systems
 - D. Other Approaches to the Crime Problem
 - 1. attempt to fight crime by fighting poverty
 - 2. Sunday schools set up to improve morals; Catholic Church revives religious orders
- II. Prison Reform
 - A. United States takes the lead (Auburn Prison in New York, Walnut Street Prison in Philadelphia)
 - B. Prison reform in France and Britain

Culture in an Age of Reaction and Revolution: The Mood of Romanticism

- I. The Characteristics of Romanticism
 - A. Balance reason with emotion, sentiment, and inner feelings
 - B. Tragic figure (Johann Wolfgang von Goethe (1749-1832), *The Sorrows of the Young Werther*)
 - C. Individualism
 - D. The Romantic hero transforms society
 - E. Interest in the past
 - 1. Grimm Brothers and Hans Christian Andersen collect and publish local fairy tales
 - 2. revival of medieval Gothic architecture
 - 3. Walter Scott, *Ivanhoe*
 - F. Gothic literature: attraction of the bizarre and unusual
 - 1. Edgar Allan Poe (1808-1849)
 - 2. Mary Shelley (1797-1851), *Frankenstein*
- II. Romantic Poets
 - A. Percy Bysshe Shelley (1792-1822), *Prometheus Unbound*
 - B. Lord Byron (1788-1824), *Childe Harold's Pilgrimage*

- C. Love of Nature
 - 1. William Wordsworth (1770-1850)
 - 2. pantheism identifies the great force in nature with God
 - D. Critique of Science: leaves no room for the imagination of the human soul
- III. Romanticism in Art
- A. Casper David Friedrich (1774-1840)
 - 1. famous for romantic landscapes
 - 2. artistic process depends on inner vision
 - B. Joseph Malford William Turner (1775-1851) seeks to convey nature's moods
 - C. Eugène Delacroix (1798-1863) combines theatricality and movement with a daring use of color (i.e. The Death of Sardanapalus)
- IV. Romanticism in Music
- A. Ludwig van Beethoven (1770-1827): bridge between classicism and Romanticism
 - B. Hector Berlioz (1803-1869): one of the founders of program music
- V. The Revival of Religion in the Age of Romanticism
- A. Catholicism
 - B. Protestantism

GLOSSARY

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

Burschenschaften: student societies in Germany dedicated to the cause of a free, united German nation.

Conservatism: an ideology based on tradition and social stability that favored the maintenance of established institutions, organized religion, and obedience to authority and resisted change, especially abrupt change.

Gothic Literature: Romantic literature that focuses on the bizarre and the unusual, such as Mary Shelley's *Frankenstein*.

Ideology: a political philosophy such as conservatism or liberalism.

Individualism: an interest in the unique traits of each person, first emphasized by the Romantics.

Liberalism: an ideology based on the belief that people should be as free from restraint as possible. Economic liberalism is the idea that the government should not interfere in the workings of the economy. Political liberalism is the idea that there should be restraints on the exercise of power so that people can enjoy basic civil rights in a constitutional state with a representative assembly.

2. “Emancipation: Serfs and Slaves”: Compare and contrast the “emancipation proclamations” of Alexander II and President Lincoln. What are the differences between them, if any? How did each of the leaders justify their actions? Were both equally effective? What was the aftermath in both nations? Was the Tsar or Lincoln more successful in meeting the goals of emancipation? (p. 668, in the section Nation Building and Reform: The National State in Midcentury)
3. “The Classless Society”: What steps did Marx and Engels believe would lead to a classless society? Marx claimed to be a scientific socialist. What might make Marxism “scientific”? Although Marx criticized early socialists as utopian, does his own socialism appear equally utopian? Are Marx and Engels overly optimistic? Why or why not? Are Marx’s thoughts more about resentment of the bourgeoisie, or is he really trying to champion the proletariat? (p. 675, in the section Industrialization and the Marxist Response)
4. “Darwin and the Descent of Man”: What is Darwin’s basic argument in *The Descent of Man*? Why did so many object to it when first published in 1871? What type of conflicts were to develop with the church? Was Darwin a product of his own times? If so, how? Darwin published a theory. What exactly is a theory? Is a theory factual or a hypothesis? (p. 677, in the section Science and Culture in an Age of Realism)
5. “Anesthesia and Modern Surgery”: How did the use of anesthesia change society? In what ways does this document demonstrate the impact that modern science made on Western society by the middle decades of the nineteenth century? What were the forces and trends that emerged in the nineteenth century to encourage Europeans and Americans in the practical application and refinement of new scientific discoveries? (p. 679, in the section Science and Culture in an Age of Realism)
6. “Flaubert and an Image of Bourgeois Marriage”: What does this excerpt from *Madame Bovary* suggest about the roles of women and the nature of bourgeois lifestyles in mid-nineteenth-century France? Was romantic love an important component of Charles and Emma’s relationship? Why or why not? (p. 681, in the section Science and Culture in an Age of Realism)

CHAPTER OUTLINE

The France of Napoleon III

- I. Louis Napoleon: Toward the Second Empire
 - A. National Assembly rejected his call for revision of constitution to allow him to stand for reelection
 - B. Responded by seizing government by force
 - C. Restored universal male suffrage and asked that the empire be restored
 - D. Assumed the title of Napoleon III, December 2, 1852
- II. The Second Napoleonic Empire
 - A. Bonapartist authoritarian government
 - B. Early domestic policies
 1. used government to stimulate economy

- 2. reconstruction of Paris under direction of Baron Haussmann
- C. Liberalization of the regime
- III. Foreign Policy: The Mexican Adventure
 - A. Sent troops to Mexico in 1861 to intervene in struggle between Mexican liberals and conservatives; French forces remained after order had been restored
 - B. Installed Archduke Maximilian of Austria as emperor in 1864; Maximilian overthrown and executed in 1867
- IV. Foreign policy: Crimean War
 - A. Disintegration of the Ottoman Empire
 - 1. encroachment of the Russian Empire
 - 2. European fear of Russian ambition
 - B. War in the Crimea
 - 1. Russian demand to protect Christian shrines (Privilege already given to the French)
 - 2. Ottomans refuse; Russia invades Moldavia and Wallachia
 - 3. Turks declare war, October 4, 1853
 - 4. Britain and France declare war on Russia, March 28, 1854
 - 5. Austria refuses to intervene on the side of Russia
 - 6. war ends in March, 1856 (Russian loss)
 - 7. destroys the Concert of Europe

National Unification: Italy and Germany

- I. The Unification of Italy
 - A. The Leadership of Cavour
 - 1. liberal-minded nobleman – became prime minister in 1852
 - 2. facilitated Napoleon III's alliance with Piedmont, 1858
 - 3. War with Austria, 1859, results in French withdrawal
 - 4. Northern states join Piedmont
 - B. The Efforts of Garibaldi
 - 1. The Red Shirts
 - 2. successful invasion of Kingdom of the Two Sicilies, 1860
 - 3. yields to Cavour in Naples, retiring to his farm
 - 4. Kingdom of Italy, March 17, 1861 under control of Piedmont and King Victor Emmanuel II
 - 5. Austro-Prussian war and annexation of Venetia, 1866
 - 6. Franco-Prussian war and annexation of Rome, 1870
- II. The Unification of Germany
 - A. The strength of Prussia
 - 1. Zollverein formed in 1834; dominated by Prussia
 - 2. 1848 constitution establishes constitutional monarchy with universal male suffrage
 - 3. King William I, 1861-1888 wanted military reforms
 - 4. Count Otto von Bismarck appointed prime minister in 1862
 - B. Bismarck
 - 1. politician and opportunist (Realpolitik)
 - 2. governed Prussia by ignoring parliament
 - 3. active foreign policy leads to war

- C. The Danish War (1864) over Schleswig and Holstein: Joint administration with Austria creates opportunity for war
- D. The Austro-Prussian War (1866)
 - 1. Russian and French neutrality + Prussian military reforms lead to victory
 - 2. created new constitution for the North German Confederation
- E. The Franco-Prussian War (1870-1871)
 - 1. dispute with France over the throne of Spain
 - 2. French declaration of war, July 15, 1870
 - 3. Battle of Sedan, September 2, 1870 leads to collapse of Second Empire
 - 4. Southern German states join Northern German Confederation
 - 5. William I proclaimed Kaiser of the Second German Empire

Nation Building and Reform: The National State in Midcentury

- I. The Austrian Empire: Toward a Dual Monarchy
 - A. Austria after 1848
 - 1. 1851: revolutionary constitutions abolished; centralized autocracy returns
 - 2. Reichsrat (imperial parliament) has German majority; alienates Hungarians
 - B. The Ausgleich of 1867
 - 1. creates a dual monarchy
 - 2. Austria and Hungary independent in domestic affairs; joined in foreign affairs by a common monarch
 - 3. German and Magyars dominate minorities; problem of nationalities persists until the demise of the empire after World War I
- II. Imperial Russia
 - A. Alexander II, 1855-1881 attempts complete overhaul
 - B. Abolition of serfdom
 - 1. March 3, 1861 emancipation has limits
 - 2. problems with emancipation: inadequate land, subjection to mir
 - C. Other reforms
 - 1. Zemstvos (local assemblies)
 - 2. students and intellectuals favor populism
 - 3. assassination of Alexander II (1881)
 - 4. Alexander III (1881-1894) returns to traditional methods of repression
- III. Great Britain: The Victorian Age
 - A. Reasons for stability
 - 1. reforms (1832)
 - 2. economic growth
 - B. Queen Victoria's sense of duty and moral responsibility reflected the age
 - C. Disraeli and the Reform Act of 1867
 - D. The Liberal Policies of Gladstone
- IV. The United States: Slavery and War
- V. The Emergence of a Canadian Nation
- Industrialization and the Marxist Response
 - I. Industrialization on the Continent
 - A. Increased mechanization of textile and cotton industries

- B. Growth of iron industries and railroads
- C. Elimination of trade barriers
- D. Government support for joint-stock investment banks

II. Marx and Marxism

- A. Karl Marx (1818-1883) and Friedrich Engels (1820-1895), *The Communist Manifesto*, 1848
- B. Ideas of *The Communist Manifesto*
 - 1. history is the history of class struggle
 - 2. last stage of history: bourgeois versus proletariat
 - 3. end result of history is a classless society
- C. After 1848 Revolutions, Marx went to London; writes *Das Kapital*
- D. Organizing the working class
 - 1. International Working Men's Association, 1864
 - 2. Internal problems cause failure in 1872

Science and Culture in an Age of Realism

I. A New Age of Science

- A. Development of the steam engine led to science of relationship between heat and mechanical energy
- B. Louis Pasteur – germ theory of disease
- C. Dmitri Mendeleev – atomic weights
- D. Michael Faraday – generator
- E. Science and Materialism: belief that everything mental, spiritual, or ideal was simply a result of physical forces

II. Charles Darwin and the Theory of Organic Evolution

- A. Charles Darwin (1809-1882), *On the Origin of Species by Means of Natural Selection*, 1859
 - 1. all plants and animals have evolved over a long period of time
 - 2. those who survived had adapted to the environment
- B. The Theory of Evolution
 - 1. organic evolution: survival of the fittest
 - 2. *The Descent of Man*, 1871
 - 3. ideas highly controversial; gradually accepted

III. A Revolution in Health Care

- A. Pasteur, Koch, and Germs
- B. New Surgical Practices
 - 1. Joseph Lister develops antiseptic principle
 - 2. sulfuric ether used as an anesthetic
- C. New Public Health Care Measures
- D. New Medical Schools
- E. Women and Medical Schools: encounter strong resistance in the late 1800s

IV. Science and the Study of Society: Auguste Comte (1798 – 1857), *System of Positive Philosophy*

V. Realism in Literature

- A. Deliberate rejection of Romanticism
- B. Gustave Flaubert (1821-1880), *Madame Bovary*, 1857
- C. William Thackeray (1811-1863), *Vanity Fair*, 1848

- D. Charles Dickens (1812-1870) focuses on Britain's industrial age
- VI. Realism in Art
 - A. Gustave Courbet (1819-1877) paints factory workers, peasants, etc.
 - B. Jean-Francois Millet (1814-1875) focuses on rural life (The Gleaners)
- VII. Music: The Twilight of Romanticism
 - A. Franz Liszt (1811 – 1886): the New German School
 - B. Richard Wagner (1813 – 1883): the national opera

GLOSSARY

Ausgleich: the “Compromise” of 1867 that created the dual monarchy of Austria-Hungary. Austria and Hungary each had its own capital, constitution, and legislative assembly, but were united under one monarch.

Materialism: the belief that everything mental, spiritual, or ideal was a result of physical forces.

Mir: village commune responsible for land payments to the government in Russia.

Natural selection: Darwin's idea that organisms that are most adaptable to their environment survive and pass on the variations that enabled them to survive, while other, less adaptable organisms become extinct; “survival of the fittest.”

Organic evolution: Darwin's principle that all plants and animals have evolved over a long period of time from earlier and simpler forms of life.

Proletariat: the industrial working class. In Marxism, the class who will ultimately overthrow the bourgeoisie.

Realism: in medieval Europe, the school of thought that, following Plato, held that the individual objects we perceive are not real but merely manifestations of universal ideas existing in the mind of God. In the nineteenth century, a school of painting that emphasized the everyday life of ordinary people, depicted with photographic realism.

Realpolitik: “politics of reality.” Politics based on practical concerns rather than theory or ethics.

Zemstvos: local assemblies in Russia responsible for public services.

Zollverein: a German customs union designed to stimulate trade.

SUGGESTED INTERNET RESOURCES

American Museum of Natural History: Darwin Exhibition
<http://www.amnh.org/exhibitions/past-exhibitions/darwin>

BBC History: The Victorians

<http://www.bbc.co.uk/history/british/victorians/>

Brown University: Garibaldi & the Risorgimento

<http://library.brown.edu/cds/garibaldi/>

Gustave Courbet: The Complete Works

<http://www.gustavecourbet.org/>

Nineteenth-Century French Realism:

http://www.metmuseum.org/toah/nd/rism/nd_rism.htm

This article discusses and places Realism in its historical context and includes a number of images from different time periods as illustrations of the differences between classical, Romantic, and Realist art.

Stanford Encyclopedia of Philosophy: Karl Marx

<http://plato.stanford.edu/entries/marx/>

The Unification of Germany: Summary, Timeline & Events

<http://study.com/academy/lesson/the-unification-of-germany-summary-timeline-events.html>

SUGGESTED VIDEO RESOURCES

A & E Biography, Charles Darwin, 2005, (50 minutes)

Empires: Queen Victoria's Empire, 2006, (3 hours, 30 minutes).

Evolution: Darwin's Dangerous Idea, 2008, PBS Video, (2 hours).