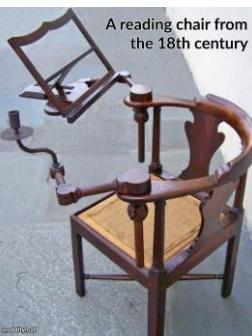


**THE ENLIGHTENMENT**

"The Century of Light"  
"Siecle de Lumiere"



A reading chair from the 18th century



**Definition of the Enlightenment**

A TIME in which SCIENCE, KNOWLEDGE, and REASON were used to Improve Society

- Enlightenment means "to shine a light on."
- During the Enlightenment, the scientific method was applied to theology, history, morality, and politics.
- The Enlightenment was a time when people were optimistic about their ability to improve their lives.
- It was the culmination of hundreds of years of revolutionary changes that took place during the Renaissance, the Reformation, the first age of globalism, and the Scientific Revolution.
- The Enlightenment spread from England to France, then throughout Europe and to the Americas.

3

**Major Events of the Enlightenment**

- 1687 Isaac Newton's *Principia Mathematica*
- 1688 England's Glorious Revolution
- 1651 Thomas Hobbes' *Leviathan*
- 1690 John Locke's *An Essay Concerning Human Understanding*
- 1712 Industrial Revolution begins
- 1762 Jean-Jacques Rousseau's *The Social Contract*
- 1775-1783 The American Revolution
- 1776 The United States Declaration of Independence
- 1776 Adam Smith's *The Wealth of Nations*
- 1789-1799 The French Revolution
- 1803-1815 Napoleonic Wars

4

**I. What was it?**



- Progressive, Rationalistic, Humanistic worldview
- Emerged out of the Scientific Revolution and culminated in the French Revolution
- Spokesmen = Rising Middle Class
- Paris = Center of Enlightenment
- Optimism about mankind's abilities

**II. Key Ideas**



- Distrust of Tradition and Revealed Religion
- Scientific method could be applied to society as well
- Society can get better as risks are taken
- Man is naturally good
- Good life is on earth



***The Age of Reason & Enlightenment***

### 18<sup>c</sup> Politics

- ▶ BRITAIN → Constitutional Monarchy
- ▶ FRANCE → Royal Absolutism  
(cultural and religious unity)
- ▶ PRUSSIA, HABSBURG EMPIRE, RUSSIA →  
“Enlightened Despotism”
- ▶ OTTOMAN EMPIRE → traditional empire

### The Origins of Enlightenment?

- ▶ SCIENTIFIC:
  - ▣ Newton's system was synonymous with the empirical and the practical.
  - ▣ Scientific laws could be expressed as universal mathematical formulas.
  - ▣ Science allowed alternatives to be imagined in everything from politics to religion.

### William Blake's *Newton*, 1795

### The Royal Academy of Sciences, Paris

Official Scientific Academies in Europe During the Eighteenth Century

	Official Scientific Societies in all Europe (excluding colonies)	Official Scientific Societies in France
1700	5	2
1789	65	29

### Zoology & Biology

A dissection at the Royal Academy, London.

### Chemistry Labs & Botany Gardens

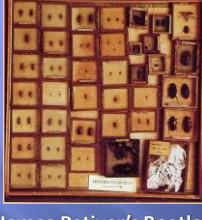
**Natural History Collections**





- ▶ Cocoa plant drawing.
- ▶ Sir Hans Sloane (1660-1753).
- ▶ Collected from Jamaica.

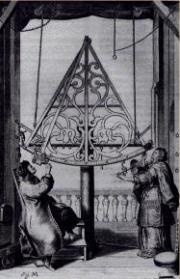
**Natural History Collections & Private Collections**




James Petiver's Beetles (London apothecary)

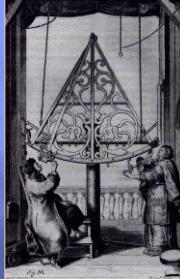
The Origins of Modern Museums.

**Women & Science**



The German astronomer Hevelius & his wife examine the heavens.

**Women & Science**



The German astronomers Johannes Hevelius and Elisabeth making observations

[https://en.wikipedia.org/wiki/Elisabeth\\_Hevelius](https://en.wikipedia.org/wiki/Elisabeth_Hevelius)

**The Origins of Enlightenment?**

► **RELIGIOUS:**

- ▣ **physico-theology** → an attempt (inspired by science) to explain God's Providence by reference to his work in nature & not primarily through his biblical Word.
- ▣ support of a “rational” religion, free from mysteries, miracles, and superstitions.

**The Origins of Enlightenment?**

► **RELIGIOUS:**

- ▣ **Deism**

The belief in the existence of a God or supreme being but a denial of revealed religion, basing one's belief on the **light of nature and reason**.

- ▣ Deists saw no point in any particular religion; they recognized only a distant God, uninvolved in the daily life of man.

## The Origins of Enlightenment?

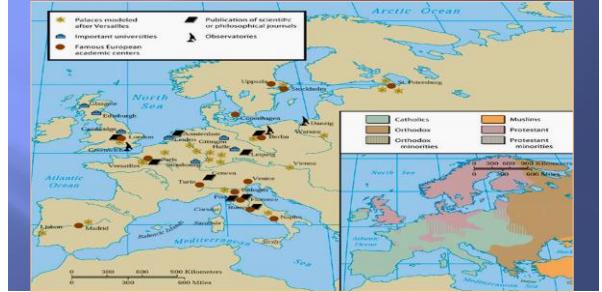
### ► RELIGIOUS:

#### ▣ Pantheism

The belief that God and nature are one and the same.

- ▣ Gradually, highly educated Protestants & Catholics thought more about God's work as revealed through science, rather than through the Scriptures.

## Centers of the Enlightenment



## The Characteristics of the Enlightenment

1. Rationalism → reason is the arbiter of all things.
2. Cosmology → a new concept of man, his existence on earth, & the place of the earth in the universe.
3. Secularism → application of the methods of science to religion & philosophy.

## The Characteristics of the Enlightenment

4. Scientific Method
  - Mathematical analysis
  - Experimentation
  - Inductive reasoning.
5. Utilitarianism → the greatest good for the greatest number.
6. Tolerance → *No opinion is worth burning your neighbor for.*

## The Characteristics of the Enlightenment

7. Optimism & Self-Confidence
  - The belief that man is intrinsically good.
  - The belief in social progress.
8. Freedom
  - Of thought and expression.
  - Bring liberty to all men (modern battle against absolutism).
9. Education of the Masses

## The Characteristics of the Enlightenment

10. Legal Reforms
  - Justice, kindness, and charity → no torture or in discriminant incarceration.
  - Due process of law.
11. Constitutionalism
  - Written constitutions → listing citizens, rights.
12. Cosmopolitanism.

### III. An Attack on the Old Regime



#### B. Conflict with the Capitalistic Middle Class



- ❑ Support for the Middle Class social order against the traditional social order
- ❑ Size and increasing power of the Middle Class
- ❑ New notion of wealth
- ❑ Tension and discord created by the Middle Class

#### D. A New World of Uncertainties



- ❑ The Idea of Progress
- ❑ The anti-religious implications of the Enlightenment
- ❑ The relativity of truth and morality
- ❑ John Locke's New Psychology
  - Essay Concerning Human Understanding (1690)
  - "Tabula Rasa"

#### A. The World of the Old Regime



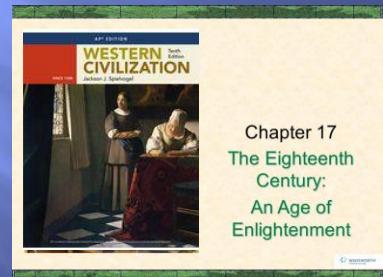
- ❑ Built on tradition
- ❑ World of hierarchy, privilege and inequality
- ❑ Allied with the Church
- ❑ Challenged by the reform impulse of supporters of the Enlightenment

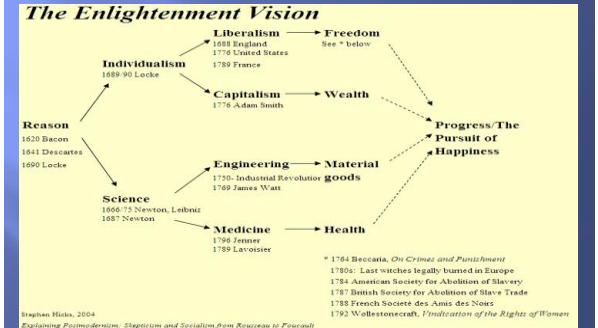
#### C. Popularization of Science



- ❑ The popularity of science in the 17<sup>th</sup> and 18<sup>th</sup> centuries
- ❑ *Conversations on the Plurality of the Worlds* (1686) – Bernard de Fontenelle
- ❑ The Scientific Revolution promised the comprehensibility of the workings of the universe

#### SPIELVOGEL CHAPTER 17





## THE AGE OF ENLIGHTENMENT

- The 18<sup>th</sup> century = the Age of Enlightenment
- Also known as the Age of Reason
- The motto of the Enlightenment – “Dare to Know”
- The Enlightenment was built on and followed the Scientific Revolution –
  1. use reason to understand the nat. world
  2. use reason to understand human society

The core of Enlightenment was reason, rationality, logic, human ability

- Key words/key ideas of the 18<sup>th</sup> century:
  1. Reason
  2. Hope
  3. Progress
  4. Natural law



## The Enlightenment project

- Know and understand society using reason
- Improve/reform society
- Human progress
- Social and human perfectibility??? -> social engineering

## ENEMIES OF THE ENLIGHTENMENT

1. The dead hand of tradition
2. Organized religion/the church



## THE POPULARIZATION OF SCIENCE

- Popularize = to make more widely known
- Science was spread to a wider segment of educated society by popularizers
- **Bernard de Fontenelle**
  1. scientist-philosopher who linked science of 17<sup>th</sup> century to the philosophes of the 18<sup>th</sup> cent
  2. Author of *Plurality of Worlds*
  3. Translate the new science in a clear/entertaining way



*"It takes time to ruin a world, but time is all it takes."*  
—Bernard le Bovier de Fontenelle

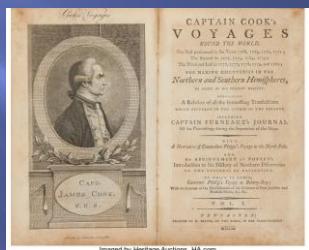
## A NEW SKEPTICISM

- **Pierre Bayle**
  1. Leading critic of traditional religion
  2. Attacked → superstition, religious intolerance, and dogmatism
  3. Advocated religious toleration
  4. Author – *Historical and Critical Dictionary*




## THE IMPACT OF TRAVEL LITERATURE

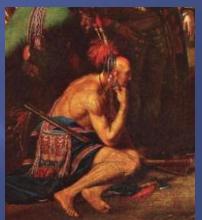
- 1. Exposed Europeans to new cultures, ideas, and behaviors
- 2. Showed Europeans that their ways were not the only ways = cultural relativism → other fields other grasshoppers
- 3. Europeans began to compare their civilization with others



Imaged by Heritage Auctions, HA.com

## “the noble savage”

- The term noble savage (French, *bon sauvage*), expresses the concept an idealized indigene, outsider (or "other").
- The idea that in a state of nature humans are essentially good.



## THE LEGACY OF LOCKE AND NEWTON

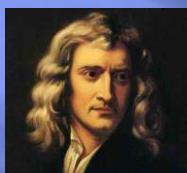
- Locke and Newton = the inspiration for and idols of 18<sup>th</sup> century Enlightenment thinkers
- 1. Isaac Newton – greatest figure of the Sci. Rev.
- 2. John Locke – political thinker and philosopher



*Newton & Locke*

## F. Isaac Newton (1642-1727)

- Newton far from the perfect rationalist
- A great synthesizer
- Blends inductive and deductive methods
- Argues for a universe governed by natural laws
  - views the universe as a vast, perfect mechanical clock
- *Principia: Mathematical Principles of Natural Philosophy* (1687)
- Law of Gravity



## Newton Explains the Law of Gravity

- ❑ Newton's Theories (cont)
  - Motion in space and earth linked by the law of universal gravitation – holds that every object in universe attracts every other object
  - Newton views the universe as a vast, perfect mechanical clock



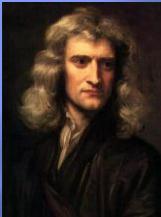
## SIR ISAAC NEWTON – THE GREATEST FIGURE OF THE SCIENTIFIC REVOLUTION



Isaac Newton in 1702

1. Professor of mathematics at Cambridge University
2. Invented the calculus = advanced math
3. Published the Principia = The Mathematical Principles of Natural Philosophy
  - a. the three laws of motion
  - b. applies terrestrial laws to planetary bodies
  - c. Universal Law of Gravitation = could explain all motion in the universe

## THE NEWTONIAN SYNTHESIS

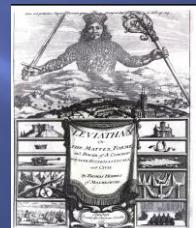
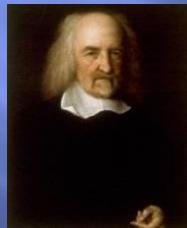


The combination of the new science + astronomy + mechanics + advanced math/calculus =

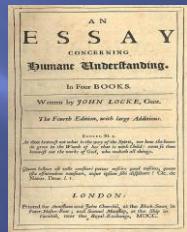
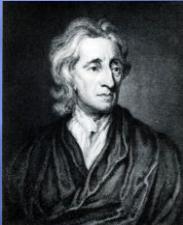
the universe was a regulated and uniform machine that operated according to natural laws



## THOMAS HOBBES – “LIFE IN THE STATE OF NATURE IS SHORT, NASTY, AND BRUTISH



## JOHN LOCKE – NATURAL RIGHTS AND LIMITED GOVERNMENT



## LOCKE'S SOCIAL CONTRACT

1. People agree to obey and follow the ruler
  2. Ruler agrees to protect the people and their natural rights
  3. If the ruler abuses the people -> he has broken the agreement/contract -> he can be legitimately replaced
- ❑ Locke provides legal/philosophical justification for revolution

## THE LIMITS OF ABSOLUTISM

- ❑ Absolute monarchs were not able to establish absolute power
- ❑ Local power was still mostly in the hands of the nobles
- ❑ Landowning aristocracy was immensely powerful -> they limited what monarchs could do



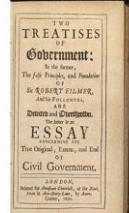
### The Age of Absolutism



## John Locke (1632-1704)

- ▶ *Letter on Toleration, 1689*
- ▶ *Two Treatises of Government, 1690*
- ▶ *Some Thoughts Concerning Education, 1693*
- ▶ *The Reasonableness of Christianity, 1695*

**John Locke,**  
Father of  
Classical  
Liberalism.  
The Equal  
Right to Life,  
Liberty, and  
Property.



## John Locke's Philosophy (I)

- ▶ The individual must become a "rational creature."
- ▶ Virtue can be learned and practiced.
- ▶ Human beings possess free will.
  - they should be prepared for freedom.
  - obedience should be out of conviction, not out of fear.
- ▶ Legislators owe their power to a [contract with the people](#).
- ▶ Neither kings nor wealth are divinely ordained.

## John Locke's Philosophy (II)

- ▶ There are certain natural rights that are endowed by God to all human beings.
  - *life, liberty, property*
- ▶ The doctrine of the Divine Right of Kings was nonsense.
- ▶ He favored a republic as the best form of government.



## Essay Concerning Human Understanding

- ❑ EMPIRICISM = knowledge comes through experience and observation
  1. Theory of knowledge – epistemology
  2. Rejected innate ideas – not born with ideas
  3. We are born as a *tabula rasa* = blank slate
  4. Knowledge comes from exp./observation
  5. We are products of our environment

## The Legacy of Locke and Newton

- ❑ The intellectual inspiration for the Enlightenment were Locke and Newton
- ❑ Intellectuals believed that by following Newton's laws of reasoning, they could discover the natural laws that governed politics, economics, justice, religion, and art
- ❑ Newton frequently singled out
  - "the greatest and rarest genius that ever rose for the ornament and instruction of the species"
  - "God said, 'Let Newton be, and all is light'"
- ❑ Philosophes enchanted by Newton's world machine

**The Philosophes – "Lovers of Wisdom"**

**The philosophes** were a group of 18th-century intellectuals. They promoted reason, knowledge and education as the way to overcome superstition and ignorance. Many of the philosophes wrote plays, novels, and reference books to avoid open confrontation with the church.




Denis Diderot and Jean le Rond d'Alembert were leading philosophes.

56

## The Legacy of Locke and Newton

- Lock denied Descartes' belief in innate ideas. Locke argued that every person was born with a tabula rasa, a blank mind
- Our mind is developed from our environment, not from heredity; from reason, not from faith
- People molded through experiences they received through their senses from their surrounding world

11/19/2020

57



You are a blank slate that must be written on with the chalk of experience.

## The Legacy of Locke and Newton

- By changing the environment, peoples and societies can be changed
- Reason enabled enlightened people to discover natural laws to which all institutions should conform
- The philosophes were enamored with Locke and Newton. Taken together, their ideas seem to offer the hope of a "brave new world" built on reason

11/19/2020

58



TABULA RASA  
ταβούλα ράσα  
An absence of preconceived ideas or predilections; a clean slate. The human mind, especially at birth, in its blank or empty state before exposure to outside impressions or social contacts.

## THE PATHS TO ENLIGHTENMENT

Influenced by 17<sup>th</sup> century thinkers, what changes occurred with 18<sup>th</sup> century thinkers that culminated in the Enlightenment?

11/19/2020

59

## The Popularization of Science

- Spread of scientific information was not direct from scientist to people.
- Books were tough to read – written by the best brains of the time – and tough to get
- Much was done through education by "popularizers" or philosophes themselves
- The link to the people of the scientific discoveries the philosophes

11/19/2020

60

## The Popularization of Science

- Bernard de Fontenelle, Secretary of the French Royal Academy from 1691 to 1741, wrote books on discoveries
- Fontenelle possessed vast knowledge of discoveries

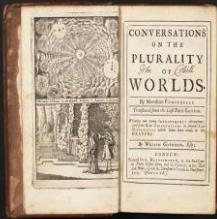
11/19/2020

61



Bernard de Fontenelle

## The Popularization of Science



11/19/2020

- ▣ Fontenelle was very witty and scientifically wise
- ▣ His book, *Plurality of Worlds*, two people discussing discoveries
  - Conversation between lady aristocrat and lover
  - "Tell me", she exclaims, "about these stars of yours"
- ▣ Fontenelle showed that science need not be the monopoly of experts, but part of literature
- ▣ He downplayed the religious side of scientists
- ▣ He was a "skeptic" about religion and portrayed churches as enemies of scientific progress

## A New Skepticism



Pierre Bayle

11/19/2020

63

## A New Skepticism (cont)

- ▣ Bayle believed
  - that individual conscious should determine one's action
  - the existence of many religions would benefit rather than harm a state
  - the Bible should not be exempt from criticism

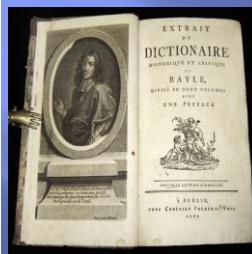


Pierre Bayle

11/19/2020

64

## A New Skepticism



11/19/2020

- ▣ In Bayle's most famous work, *Historical and Critical Dictionary*, he wrote of King David in a very different way
  - David was portrayed as a sensual, cruel, treacherous, and evil man
  - The "Dictionary" attacked traditional religious practices and heroes
- ▣ One critic of *Dictionary* called it the "Bible of the eighteenth century"

65

## The Impact of Travel Literature

- ▣ Skepticism about religion and European culture was nourished by travel reports
  - Traders, missionaries, medical practitioner, and explorers – all wrote travel books
- Geographical discoveries, e.g. Tahiti, New Zealand, and Australia by James Cook
- Aroused much enthusiasm

11/19/2020

66

## The Impact of Travel Literature

- Exotic peoples, such as natives from Tahiti, presented an image of "natural man"
- The idea of the "noble savage" would impact the work of some philosophers



11/19/2020

67

## The Impact of Travel Literature

- The literature also demonstrated there were highly developed cultures in other parts of the world
  - China and Confucian morality were singled out
  - Europeans began to evaluate their culture compared to others

 Confucius

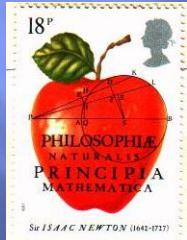


## The Impact of Travel Literature

- Certainties about European practices gave way to “cultural relativism”
  - Accompanied by religious skepticism
  - The Christian perception of God was one of many
  - “...Every day they see a new religion, new customs, and new rites

11/19/2020

## IV. The Philosophes



- 18<sup>th</sup> century French intellectuals
- Interest in addressing a broad audience
- Committed to reform
- Celebrated the scientific revolution
- The “Mystique of Newton”
- Science applied to society

## PHILOSOPHES

1. Intellectuals of the Enlightenment
2. Not philosophers -> they were literary people, journalists, economists, social reformers
3. Mostly nobility and middle class
4. Majority were French

- Paris was the center of the Enlightenment
- Enlightenment spread from France and became an international movement

The “Enlightened” Individual → The Philosophe



- ▶ NOT really original thinkers as a whole, but were great publicists of the new thinking → CHANGE & PROGRESS!
- ▶ They were students of society who analyzed its evils and advanced reforms.

A TIME in which SCIENCE, KNOWLEDGE, and REASON were used to Improve Society

The “Great Debate”



<b>Reason &amp; Logic</b> <ul style="list-style-type: none"> <li>▷ rationalism</li> <li>▷ empiricism</li> <li>▷ tolerance</li> <li>▷ skepticism</li> <li>▷ Deism</li> </ul>	<b>Traditions and Superstitions</b> <ul style="list-style-type: none"> <li>▷ nostalgia for the past</li> <li>▷ organized religions</li> <li>▷ irrationalism</li> <li>▷ emotionalism</li> </ul>
---	--

## CENSORSHIP

- ❑ The philosophes called for freedom of expression and battled censorship
- 1. The state exercised censorship
- 2. Penalties included seizure of books, imprisonment of authors, publishers, and booksellers
- 3. Philosophes found ways around it -
  - a. pseudonyms
  - b. publishing abroad
  - c. Aesopian writing and double meanings
- ❖ Censorship often made books more popular and desired



A medieval fortress in Paris that represented royal authority, the Bastille

## The Problem of Censorship



- ❑ The attempt of the Old Regime to control new thinking
- ❑ Publishers and writers hounded by censors
- ❑ Over 1000 booksellers and authors imprisoned in the Bastille in the early 1700's

## THE 4 GREATEST OF THE FRENCHY PHILOSOPHES

1. Montesquieu
2. Voltaire
3. Diderot
- ❖ Jean Jacques Rousseau



### A. Baron de Montesquieu (1689-1755)



- ❑ Despotism could be avoided if political power were divided and shared by a diversity of classes
- ❑ Power must check power
  - **A separation of political powers ensured freedom and liberty.**
- ❑ Admires British government
- ❑ French parliaments must be defenders of liberty
- ❑ Influence in the US

**The Baron de Montesquieu (1689-1755)**

► *Persian Letters*, 1721

► *On the Spirit of Laws*, 1748  
Three types of government:  
▪ Monarchy.  
▪ Republic.  
▪ Despotism.

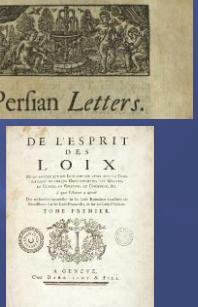


## MONTESQUIEU

□ *The Persian Letters* -> a disguised critique/attack on French institutions

□ *The Spirit of the Laws* 1748 -> most famous and important work -> use enlightenment thinking to look at govt and structure of govt

□ Key idea - separation of power/checks and balances -> makes sure the govt isn't too powerful



**The Persian Letters**

■ *The Persian Letters* is a satirical novel by Montesquieu.  
■ The novel is about two Persian noblemen, Usbek and Rica, who are traveling through France.  
■ Montesquieu uses the novel to critique all aspects of Parisian life, from the church and nobility to the cafes and salons, through the debates of Usbek and Rica.



Montesquieu 82

**Charles-Louis Montesquieu, French philosopher**

■ Montesquieu popularized the idea that a democracy should be governed by a separation of powers called a tripartite system.  
■ Montesquieu was inspired by ancient Greek and Roman models of government and by the British constitutional system.  
■ James Madison was directly influenced by Montesquieu when he included the tripartite system and the principle of checks and balances in the U.S. Constitution.



83

**B. Voltaire (1694-1778)**  
Francois-Marie Arouet



- Enthusiasm for English institutions
- Reformer not a revolutionary
- Admirer of Louis XIV
- Relationship with Frederick the Great
- "Ecrasez l'infame"
  - Crush the infamous thing
- Deism

## DEISM = enlightenment religion

According to deists, the creator does not intervene in human affairs or suspend the natural laws of the universe. Deists typically reject supernatural events such as prophecy and miracles, tending instead to assert that a god (or "the Supreme Architect") does not alter the universe by intervening in it. This idea is also known as the Clockwork universe theory, in which a god designs and builds the universe, but steps aside to let it run on its own.



## Voltaire (1712-1778)

► AKA → Francois Marie Arouet.

► *Essay on the Customs and Spirit of Nations*, 1756

► *Candide*, 1759

► *Philosophical Dictionary*, 1764



## Voltaire

► François-Marie Arouet, better known by his pen name Voltaire, was an important French Enlightenment thinker who influenced the American and French revolutions.

► Voltaire was famous for his sense of humor. He often used humor to criticize of the Catholic Church and the French political establishment.

► Voltaire was a strong supporter of natural rights, especially freedom of religion.

► Voltaire's most famous book is *Candide*, which makes fun of the philosophy of optimism, that is, the idea that the world is perfect and that everything that happens is for the best.



## Candide

^Voltaire's *Candide*, written in 1759, is a satire about a young man named Candide and his travels in Europe and South America.

^*Candide* is a parody of the morals and values of 18th-century Europe. It criticizes religion, government, and various philosophical viewpoints.

^Voltaire especially makes fun of philosopher and mathematician Gottfried Leibniz, who claimed that this world was the best of all possible worlds, created by a perfect God.



88

## Voltaire's "Wisdom" (I)

- Every man is guilty of all the good he didn't do.
- God is a comedian playing to an audience too afraid to laugh.
- If God did not exist, it would be necessary to invent him.
- It is dangerous to be right when the government is wrong.
- Love truth and pardon error.

## Voltaire's "Wisdom" (II)

- Judge of a man by his questions rather than by his answers.
- Men are equal; it is not birth, but virtue that makes the difference.
- Prejudice is opinion without judgment.
- The way to become boring is to say everything.
- I may not agree with what you have to say, but I will defend to the death your right to say it.

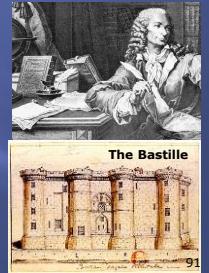
## Voltaire's Imprisonment and Exile

► Voltaire's outspoken criticism of the government and the church led to numerous arrests.

► In 1716 Voltaire was arrested and exiled from Paris for five months. From 1717 to 1718, he was imprisoned in the Bastille for his lampoons of the royal family.

► During his year of imprisonment, he wrote the tragedy *Œdipe* and adopted the pen name Voltaire.

► He was arrested again in 1726 and left France in exile to England until 1729.



Lampoon: satirical humor

## VOLTAIRE AND THE ENLIGHTENMENT

- ❑ Writer and playwright
- ❑ Humor and wit
- ❑ *Philosophic Letters on the English* 1733
- ❑ Ferney, France
- ❑ *Candide*
- ❑ Freedom of Expression and religious toleration
- ❑ “*Ecrasez l’Infame*” = “crush the monstrous thing” - meaning ignorance, superstition, intolerance, and religious fanaticism



## VOLTAIRE AND THE PHILOSOPHES ADMIRE ENGLAND

1. Freedom of the press
2. Limited government
3. Parliamentary government
4. Intellectual freedom/openness
5. Open to science and technology
6. Religious toleration



### C. Diderot's Encyclopedia



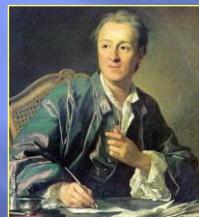
- ❑ Ultimate strength of the philosophes lay in their numbers, dedication and organization
- ❑ Written between 1751-1772
- ❑ Attempted to illustrate all human knowledge
- ❑ Problems with publication
- ❑ Emphasis on practical science

### C. Diderot's Encyclopedia (cont)



- ❑ Desire to change the “general way of thinking”
- ❑ Greater knowledge leads to human progress
- ❑ Emphasized moderation and tolerance
- ❑ Human nature can be molded
- ❑ Inalienable rights and the social contract
- ❑ Knowledge improves goodness

### Denis Diderot (1713-1784)



- *All things must be examined, debated, investigated without exception and without regard for anyone's feelings.*
- *We will speak against senseless laws until they are reformed; and, while we wait, we will abide by them.*

## Diderot's *Encyclopédie*



- Complete cycle of knowledge .....  
change the general way of thinking. Collect all  
the useful knowledge in the world -> make it  
available to people. Spread knowledge and  
enlightenment thinking
  - 28 volumes.
  - Alphabetical, cross-referenced, illustrated.
  - First published in 1751.
  - 1500 *livres* a set.
  - Many of the great philosophes wrote articles for  
the encyclopedia

## KEY THEMES OF THE ENCYCLOPEDIA

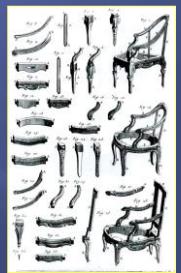
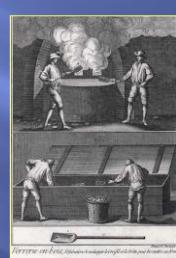
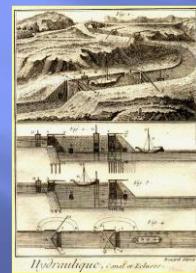
- ❑ Attack ignorance
  - ❑ Attack intolerance
  - ❑ Attack superstition
  - ❑ Social reform
  - ❑ Political reform
  - ❑ Legal reform
  - ❑ Cosmopolitanism = open mindedness
  - ❑ Humane
  - ❑ reasonable



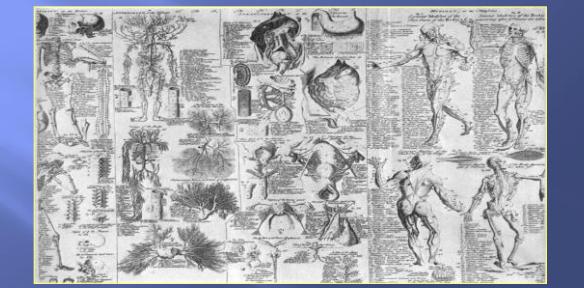
## Pages from Diderot's *Encyclopédie*



## Pages from Diderot's *Encyclopédie*

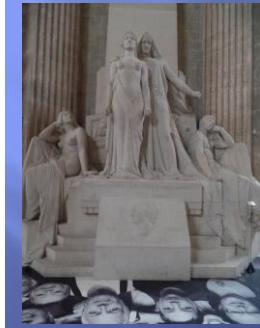


## Pages from Diderot's *Encyclopédie*



## **Subscriptions to Diderot's *Encyclopedie***





### D. Jean-Jacques Rousseau (1712-1778)

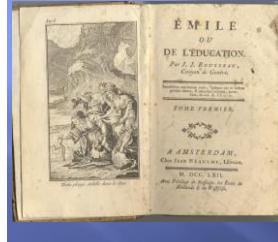


- ▣ His life
- ▣ Turns his withering critique of the Old Regime increasingly on the Enlightenment itself
- ▣ Rather than liberation, rationalism and civilization destroys the individual
- ▣ Man by nature was solitary, good and free

### JEAN-JACQUES ROUSSEAU

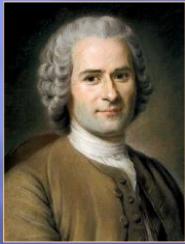
1. Born in Geneva -> kicked out then wandered around
2. Always felt separate from and apart from society and people
3. Settles in Paris -> joins up with the philosophes
4. Anti-reason/anti-logic -> the anti-enlightenment enlightenment thinker
5. Political philosophy - **Discourse on the Origins of Inequality, The Social Contract**
6. Social and educational ideas - **Emile, The Nouvelle Eloise**

### D. Rousseau (cont)



- ▣ Civilization represents decay, not progress
- ▣ *Emile* – protect children from too many books
- ▣ *The Social Contract* (1762) and the "General Will"
- ▣ Civilized man is an alienated man
- ▣ Transitional intellectual figure

### Jean Jacques Rousseau (1712-1778)



- ***A Discourse on the Sciences and Arts, 1750***
- ***Emile, 1762.***
- ***The Social Contract, 1762.***

### Discourse on the Origins of Inequality

1. Man starts out in a primitive condition = "the state of nature"
2. Man is happy and everyone is equal in the state of nature
3. The noble savage
4. The 1<sup>st</sup> fence = private property = inequality = unhappiness
5. Private property leads to law and order -> man gives up his natural freedom

### The Social Contract

1. Rousseau's social contract is different from Locke's
2. Each of us has an individual will
3. We combine into a society -> individual wills combine into "the General Will"
4. The general will governs -> it represents what is best for all
5. What is best for all is best for the individual-> no one can go against
6. A dangerous idea? - is this the foundation for totalitarian dictatorship? Or is it true democracy?

### The Emile

1. Work of philosophy disguised as novel
2. Subject is education
3. Education should nurture natural instincts not restrict them
4. Follow your heart not your head
5. Use feeling and sentiment not just reason and logic

### Rousseau's Philosophy (I)

► Question → Does progress in the arts and sciences correspond with progress in morality?

**NO!**

- As civilizations progress, they move away from morality.
- Science & art raised artificial barriers between people and their natural state.
- Therefore, the revival of science and the arts had corrupted social morals, not improved them!

### Rousseau's Philosophy (II)

- Virtue exists in the "state of nature," but lost in "society."
- Government must preserve "virtue" and "liberty."
- *Man is born free, yet everywhere he is in chains.*
  - The concept of the "Noble Savage."
- *Liberty, Equality, Fraternity.*
  - Civil liberty → invest ALL rights and liberties into a society.

### Rousseau's Philosophy (III)

► In *The Social Contract*:

- The right kind of political order could make people truly moral and free.
- Individual moral freedom could be achieved only by learning to subject one's individual interests to the "General Will."
- Individuals did this by entering into a social contract not with their rulers, but with each other.
  - ▼ This social contract was derived from human nature, not from history, tradition, or the Bible.

### Rousseau's Philosophy (IV)

- People would be most free and moral under a republican form of government with direct democracy.
- However, the individual could be "forced to be free" by the terms of the social contract.
  - He provided no legal protections for individual rights.
- Rousseau's thinking:
  - Had a great influence on the French revolutionaries of 1789.
  - His attacks on private property inspired the communists of the 19<sup>c</sup> such as Karl Marx.

## Jean-Jacques Rousseau

Rousseau believed that the best democracy is one in which people make the laws directly and not through any representative body.

Rousseau believed that citizens should submit to a government following the general will of the people as a whole.

In this respect his philosophy differs from Locke, who believed that an individual's natural rights could not be abandoned as they are "inalienable."

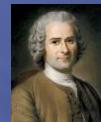
Rousseau believed that the primary role of government is to enforce the laws that the people make.



116

Rousseau's *Julie* was one of the most popular novels of the Enlightenment.

*Julie, or the New Heloise*, published in 1761, was one of the best-selling novels of its time. In *Julie*, Rousseau suggests that you should only do what government asks of you when it agrees with your personal values. The idea of personal freedom found in *Julie* was inspirational during the French Revolution. The novel's style was also important in the development of Romanticism.



117

## Social Progress

Social progress is the idea that free people can improve society.

Before the Enlightenment, people believed that social conditions were the outcome of the will of God.

Rousseau wrote that "People are born free, but are everywhere in chains."

The German philosopher Hegel believed that the history of humanity is a story of progress and always-increasing freedom.



Rousseau



Hegel

118

"MAN WAS BORN FREE, YET EVERYWHERE HE IS IN CHAINS"

Jean Jacques Rousseau



## Jean-Jacques Rousseau Tomb



## THE NEW "SCIENCE OF MAN"

- Use scientific methods to discover natural laws in all areas of human life = the "science of man"
- The science of man = the social sciences
- David Hume
  1. Scottish philosopher
  2. Enlightenment thinker
  3. Leading advocate of the social sciences
- 1<sup>st</sup> of the new social sciences -> economics

## THE LATER ENLIGHTENMENT

- ❑ Baron D'Holbach

  1. German enlightenment thinker
  2. Author of – System of Nature 1770
  3. Strict atheism and materialism

- ❑ Condorcet -> French philosophe -> human perfectability

### Baron Paul d'Holbach (1723-1789)



- ❑ Deterministic view of human beings
- ❑ Free will, God and immortality of the soul are foolish myths
- ❑ His views dealt the unity of the Enlightenment a severe blow
- ❑ Other thinkers repelled by this inflexible atheism

### David Hume (1711-1776)



- ❑ Human mind is nothing but a bundle of impressions
- ❑ Reason cannot decipher anything about the origins of the universe or the existence of God
- ❑ Hume's rationalistic inquiry results in undermining the Enlightenment confidence in reason itself

### Immanuel Kant (1724-1804)



- ❑ One of few philosophes to live to see the French Révolution
- ❑ Enlightenment was a personal process – release from immaturity
- ❑ More optimistic than Rousseau
- ❑ “Dare to Know” – Enlightenment was an act of personal courage

### Immanuel Kant (1724-1804)

- *Critique of Pure Reason*, 1781
- “What is Enlightenment?”, 1784
- *Metaphysical Foundations of Natural Science*, 1786



### Kant's Philosophy

- **Dare to Know!**
- He introduced the concept of **transcendentalism** → some things are known by methods other than empirically.
  - The belief in the existence of a non-rational way to understand things.
- The existence of neither time nor space is determined by empirical understanding.
  - These type of things are *a priori*.
    - ∨ They transcend sensory experience.
    - ∨ They are pure, not empirical [[concepts like faith, pre-existence, life after death]].

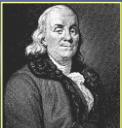
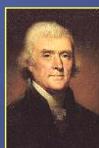
**Thomas Paine (1737-1809)**



- ▶ **Common Sense, 1776**
- ▶ **The Rights of Man, 1791**

**The American “Philosophes”**



 John Adams (1745-1826)	 Ben Franklin (1706-1790)	 Thomas Jefferson (1743-1826)
--	---	--

.....life, liberty, and the pursuit of happiness.....

**Natural Rights**



Thomas Hobbes also believed that if people want to live peacefully they have to give up some natural rights.	John Locke thought that the three most important natural rights are life, liberty, and property.
--	--

**Natural Rights**



Thomas Paine believed that governments do not give people rights, but that people are born with natural rights, some of which they <i>voluntarily</i> give up to governments.	Thomas Jefferson included the natural rights of life, liberty, and the pursuit of happiness in the Declaration of Independence.
---	---

**4**



**The American Revolution**

Enlightenment ideas help spur the American colonies to shed British rule and create a new nation.

**Britain and Its American Colonies**

- The American Colonies Grow
  - American colonies grow large and populous during the 1600s and 1700s
- Colonies thrive economically through trade with Europe
  - Britain's Navigation Act restricts that trade (1651)
  - Other trade laws add restrictions and taxes
- Colonists identify less and less as British subjects

## Americans Win Independence

- British-Colonial Tensions Arise
  - Britain and American colonies win the French and Indian War in 1763
  - Britain taxes colonists to help pay the war debts
  - Colonists argue that British cannot tax them without their consent

## Americans Win Independence

- Growing Hostility Leads to War
  - Colonists protest tea tax with “Boston Tea Party” in 1773
  - Colonists meet in Philadelphia to address British policies (1774)
  - British and Americans exchange fire at Lexington and Concord in 1775

## Americans Win Independence

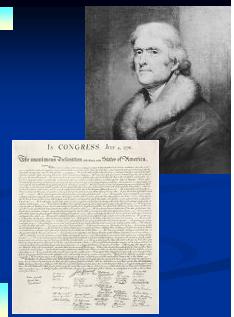
- The Influence of the Enlightenment
  - Colonial leaders push for independence, rely on Enlightenment ideas
  - Declaration of Independence—document justifying colonial rebellion
  - Leader Thomas Jefferson writes Declaration, uses ideas of John Locke

Changing Idea: Colonial Attachment to Britain	
Old Idea	New Idea
American colonists considered themselves to be subjects of the British king.	After a long train of perceived abuses by the king, the colonists asserted their right to declare independence.

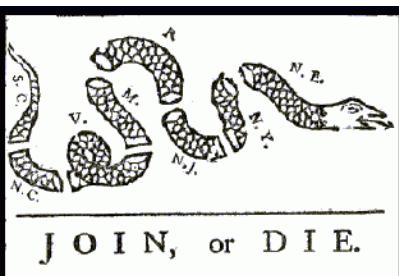


### Thomas Jefferson

- Thomas Jefferson was directly influenced by the ideas of John Locke when he wrote the U.S. Declaration of Independence.  
 ■ Jefferson was a man of the Enlightenment who corresponded with Enlightenment figures in Europe.  
 ■ Jefferson supported the separation of church and state.  
 ■ He wanted to limit the power of the federal government.



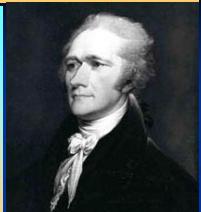
Declaration of Independence



This cartoon by Benjamin Franklin was used to encourage the colonies to unite against British rule.

### Alexander Hamilton

- Alexander Hamilton was a political philosopher and the first secretary of the U.S. treasury.  
 ■ He was a leader in bringing the colonies together to write the constitution.  
 ■ Hamilton was a Federalist and supported strong central government, a central bank, and a standing military.  
 ■ The New York Evening Post was established by Hamilton in 1801.



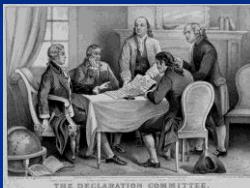
139

## Checks and Balances

- "Checks and balances" refers to the separation of powers of government.
- It was introduced by French philosopher Charles-Louis Montesquieu (slide 56).
- Under this model, government is divided into three branches: the executive, the legislative, and the judicial.
- Each branch has limited power.
- Each branch oversees the other branches, thus keeping the system balanced.



On July 6, 1775, the Congress approved "A Declaration by the Representatives of the United Colonies of North-America, now met in Congress at Philadelphia, setting forth the causes and necessity of their taking up Arms."



Second Continental Congress forms a committee to write and then Signs the Declaration of Independence

142

The Treaty of Paris of 1783 recognized the 13 colonies as free and sovereign states.

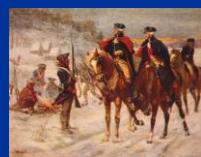


Painting by Benjamin West depicting (from left to right) John Jay, John Adams, Benjamin Franklin, Henry Laurens, and William Temple Franklin. The British commissioners refused to pose, so the painting was never finished.

144

## The American Revolution

- On June 14, 1775, the Continental Congress voted to create the Continental Army. Congressman George Washington of Virginia was appointed commanding general of the Continental Army.



141

## Americans Win Independence

- Success for the Colonists
  - Despite British military might, colonists have advantages:
    - Motivating cause of freedom
    - French assistance
    - War's expense for Britain
  - British surrender at Yorktown in 1781; colonists win the war

## SOCIAL CONTRACT THEORY



- John Locke was an English philosopher during the late 1680s.
- He wrote several books on how people should be governed.
- His ideas influenced Thomas Jefferson.

■ The power of government comes from the people....We give the government certain powers to force people to do things for the common good of the community.....If the government does not reflect the will of the people, than the people can change it.....

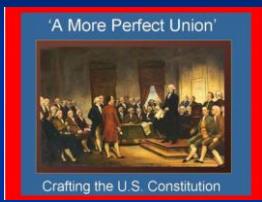
## SOCIAL CONTRACT THEORY

John Locke	Declaration of Independence
<b>Authority of Government</b>	A government's power comes from the consent of the people.
	The people have the right to abolish an oppressive government and establish a new one.
<b>Natural Rights</b>	All people are born free and equal with natural rights to life, liberty and property.
	All men are endowed with certain unalienable rights among which are life, liberty and the pursuit of happiness.
<b>Purpose of Government</b>	To preserve himself, his liberty and property
<b>Limited Government</b>	Government of laws not man
<b>Equality</b>	Men being by nature all free, equal and independent
	All men are created equal

## Americans Create a Republic

- A Weak National Government
  - Articles of Confederation set government plan for new republic
  - Articles create legislature only, no executive or judicial branches
  - Result is weak national government that fails to provide unity and order

## Americans Create a Republic



- A New Constitution
  - Leaders call Constitutional Convention in 1787 to revise articles
  - Group instead creates a new government under U.S. Constitution
  - Constitution contains many political ideas of the Enlightenment

	Articles	Constitution
Federalism	A Firm League of Friendship	A More Perfect UNION
Sovereignty		Shared
Representation of States	EQUAL	Proportional (House) Equal (Senate)
Taxation	States ONLY	State & Federal
Powers of Congress	Foreign Relations Army and Navy Declare War Ambassadors Treaties	In Addition: Taxation Interstate Commerce Currency Crush Rebellions
Legislation	2/3	Senate + House + President
Amendments	UNANIMOUS	2/3 Congress + 3/4 States

## Enlightenment Ideas and the Constitution

Enlightenment Idea	U.S. Constitution
<b>Locke</b> A government's power comes from the consent of the people.	<ul style="list-style-type: none"> <li>• Preamble begins "We the people of the United States" to establish legitimacy.</li> <li>• Creates representative government</li> <li>• Limits government powers</li> </ul>
<b>Montesquieu</b> Separation of powers	<ul style="list-style-type: none"> <li>• Federal system of government</li> <li>• Powers divided among three branches</li> <li>• System of checks and balances</li> </ul>
<b>Rousseau</b> Direct democracy	<ul style="list-style-type: none"> <li>• Public election of president and Congress</li> </ul>
<b>Voltaire</b> Free speech, religious toleration	<ul style="list-style-type: none"> <li>• Bill of Rights provides for freedom of speech and religion.</li> </ul>
<b>Beccaria</b> Accused have rights, no torture	<ul style="list-style-type: none"> <li>• Bill of Rights protects rights of accused and prohibits cruel and unusual punishment.</li> </ul>

## Americans Create a Republic

- The Federal System
  - Constitution creates three branches of government
  - Provides checks and balances—ensures branches share power equally
  - Promotes federal system—power divided between nation and states
- The Bill of Rights
  - Some fear too much national power, few protections of rights
  - Leaders win support for Constitution by adding a Bill of Rights
  - Ten amendments to Constitution that protect freedoms

**The United States Constitution**

- James Madison and Alexander Hamilton played key roles in writing a new constitution.
- The delegates elected George Washington to preside over the constitutional convention.
- The result of the convention was the United States Constitution.



James Madison is sometimes called the Father of the Constitution. George Washington is called the Father of America.

**James Madison**

- James Madison was the primary author of the U.S. Constitution and Bill of Rights.
- Madison believed strongly in checks and balances in order to limit the powers of special interest groups.
- Madison was anti-aristocracy and pro-republicanism.



153

**The United States Constitution was adopted in 1787.**

- The Bill of Rights includes the first 10 amendments to the U.S. Constitution.
- The Constitution limits the powers of the federal government.
- It protects the rights of citizens.
- The Constitution was written by James Madison and was directly influenced by Enlightenment ideas.

154



On September 17, 1787, the final draft of the Constitution was signed. Benjamin Franklin commented that it still had faults, but it was the best that could be done to create a new government.



155

**Benjamin Franklin, September 17, 1787**

"In these sentiments, Sir, I agree to this Constitution with all its faults, if they are such; because I think a general Government necessary for us, and there is no form of Government but what may be a blessing to the people if well administered, and believe farther that this is likely to be well administered for a course of years, and can only end in Despotism, as other forms have done before it, when the people shall become so corrupted as to need despotic Government, being incapable of any other. I doubt too whether any other Convention we can obtain, may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men, all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. From such an assembly can a perfect production be expected?"

156

**VI. The Role of the Salon**

- Protection and encouragement offered by French aristocratic women in their private drawing rooms
- Feminine influence on the Enlightenment

**A Parisian Salon****Madame Geoffrin's Salon****The Salonnieres**Madame Geoffrin  
(1699-1777)Mademoiselle  
Julie de Lespinasse  
(1732\*-1776)Madame  
Suzanne Necker  
(1739-1794)**Other Female Salons**

- ▶ Wealthy Jewish women created nine of the fourteen salons in Berlin.
- ▶ In Warsaw, Princess Zofia Czartoryska gathered around her the reform leaders of Poland-Lithuania.
- ▶ Middle-class women in London used their salons to raise money to publish women's writings.

**Female Philosophes**

- ▶ Emilie du Chatalet, a French noblewoman (1706-1749).
- ▶ Wrote extensively about the mathematics and physics of Gottfried Wilhelm von Leibnitz and Isaac Newton.
- ▶ Her lover, Voltaire, learned much of his science from her.



**Élisabeth-Louise Vigée-Le Brun** was one of the most famous woman painters of the 18th century. Her style is generally considered rococo. She was accepted as a member of France's Académie Royale de Peinture et de Sculpture. In her memoirs she refers to the salons as a time when "women ruled."



**Enlightenment academies** were founded to provide a place for intellectuals to develop and spread their ideas. By the middle of the 18th century there were hundreds of academies throughout Europe and its colonies. They were supported by both royal and private benefactors.

The French Academy, Paris, France



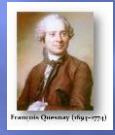
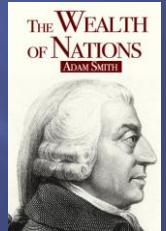
Enlightenment academies were modeled after ancient Greek schools of philosophy



### The founders of modern economics

1. The physiocrats in France

2. Adam Smith in Scotland

**From Mercantilism to Adam Smith:**

**The Evolution of the Modern Capitalist System**



### Mercantilism

**Characteristics of Mercantilism**

1. **"Bullionism"** → the eco. health of a nation could be measured by the amount of precious metal [gold or silver] which it possessed.
  - 'Hard' money was the source of prosperity, prestige, and strength for a nation.
  - Bullionism dictated a **"favorable balance of trade."**
    - Export more than you import [a trade surplus].
      - High tariffs on imported manufactured good.
      - Low tariffs on imported raw materials.
2. Each nation must try to achieve economic self-sufficiency.
  - Those founding new industries should be rewarded by the state.

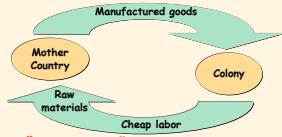
**Characteristics of Mercantilism**

3. Thriving agriculture should be carefully encouraged.
  - Less of need to import foods.
  - Prosperous farmers could provide a base for taxation.
4. Sea power was necessary to control foreign markets.
  - Less need to use the ships of other nations to carry your trade goods.
  - Your own fleet adds to the power and prestige of the nation.
5. Impose internal taxes of all kinds.



### Characteristics of Mercantilism

6. Colonies would provide captive markets for manufactured goods & sources of raw materials.



Trade is a **"zero-sum" game.**

- A nation can gain in international trade only at the expense of other nations.



### Characteristics of Mercantilism

8. A large population was needed to provide a domestic labor force to people the colonies.

9. Luxury items should be avoided

- They took money out of the economy unnecessarily.

10. State action was needed to regulate and enforce all of these economic policies.

- State-sponsored trade monopolies.



### Jean Baptiste Colbert [(1619-1683)]



- £ Architect of French mercantilism or "Colbertism."
- £ He was a bullionist.
- £ There are four professions of importance to the nation:
  - Agriculture
  - Trade
  - Army
  - Navy
- £ Uniform weights & measures.
- £ Opposed tolls on internal trade.



### Jean Baptiste Colbert [(1619-1683)]

- £ Supported mandatory labor on national roads.
- £ Favored a large population.
  - Father of 10 or more children would be exempt from taxes.
- £ Favored low wages and child labor.



Colbert & Louis XIV



### Who Benefited Most From Mercantilism?

- £ Monarchs.
- £ Merchant capitalists.
- £ Joint-stock companies.
- £ Government officials.



## The Physiocrats

(The "Government of Nature")



### Francois Quesnay (1694-1774)



- £ A surgeon who turned to medicine because of failing eyesight.
- £ He began publishing economics treatises at the age of 62.
- £ No single document or book summarizes his economic system.
- £ He was concerned about the state of the French economy, especially of French agriculture.



### Quesnay's Economic Theories

- £ Tableau Économique [1759].
  - A reaction against the extreme mercantilist policies of Colbert.
- £ Three economic classes:
  1. "Proprietary class" → landowners.
  2. "Productive class" → agricultural laborers.
  3. "Sterile class" → artisans & merchants.
- £ Productive work was the source of national wealth.



### Quesnay's Economic Theories

- £ Therefore, the wealth of the nation was derived from agriculture.
- Agriculture was the productive sector of an economy.



- £ Tax only the landowning class.



### Capitalism



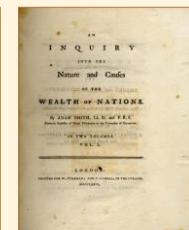
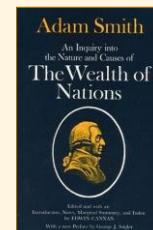
### Adam Smith (1723-1790)



- £ Appointed to the chair of logic in 1751 at the University of Glasgow, Scotland.
- £ In 1752 he transferred to the chair of philosophy.
- £ On his travels to France, he was influenced by the writings of the physiocrats.
- £ 1776 → The Theory of Moral Sentiments and an Inquiry Into the Nature of Causes of the Wealth of Nations was published.
  - A vehement attack of the mercantilist system.



### The Wealth of Nations (1776)





### Adam Smith's Attack on Mercantilism

- £ He was making a political argument, NOT an economic one.
  - Part of the argument was for new economic policy, but...
  - An essential part of the argument was for new social and political arrangements.
- £ He argued that the basic unit for social analysis should be the nation, not the state.
- £ He was against the belief that trade was a zero-sum game
  - It was a positive-sum game.
  - Both nations gained.



### Basic Capitalist Principles

1. Goods and services are produced for profitable exchange.
2. Human labor power is a commodity for sale → LABOR IS THE SOURCE OF VALUE.



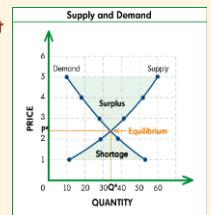
### Basic Capitalist Principles

3. The "**Invisible Hand**" of the market
  - **Problem** → How do we survive in a world where we must depend on many others, but where humans are by nature self-interested individuals??
  - **Solution** → the free market, while appearing chaotic and unrestrained, is actually guided to produce the right amount and variety of goods by a so-called "invisible hand."
  - Therefore, the basic market mechanism is self-regulating!



### Basic Capitalist Principles

4. Individuals seeking success are driven by self-interest → **Profit Motive**
5. The **Law of Supply and Demand**
  - Individuals who are free to pursue their self-interest will produce goods and services that others want, at prices others will be willing to pay.



### Basic Capitalist Principles

6. **Law of Competition**
  - The competitive market system compels producers to be increasingly efficient, and to respond to the desires of consumers.
7. A social division of labor will maximize the satisfaction of individual wants and needs, given scarce resources.
8. Government should interfere minimally with the free and efficient workings of the market
  - **Laissez faire** ["Leave things alone."]

### PHYSIOCRATS

1. Led by Francois Quesnay  
 2. Natural economic laws governed society  
 3. Land only source of wealth – primacy of agriculture.  
 4. Rejection of mercantilism  
 5. Supply and demand  
 6. Laissez-faire = let people do as they choose -> govt hands off economy

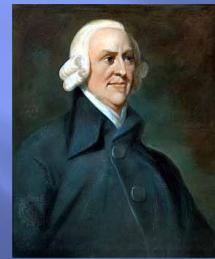


F. QUESNAY.

## ADAM SMITH AND LAISSEZ-FAIRE ECONOMICS

- 1. Scottish philosopher and Enlightenment thinker
  - 2. THE WEALTH OF NATIONS 1776  
= the bible of laissez-faire
  - 3. Attacked/condemned mercantilism
  - 4. Free trade -> no tariffs
  - 5. Competitive advantage = make what you're good at + trade for the rest
  - 6. Govt noninterference in econ matters
- Govt has only 3 basic functions
  - 1. National defense/army
  - 2. Law and order/police and legal system
  - 3. Public works/infrastructure

## ADAM SMITH



- The economic liberty(freedom) of the individual
- Sets the foundation for economic liberalism

## THE "WOMAN'S QUESTION" IN THE ENLIGHTENMENT

- The traditional view of women
  - New perspectives on the "women's question"
- 1. Women = weak, inferior, dangerous, built for home and babies
  - 2. Men = required to dominate, control, protect women
- 1. Mary Astell – advocated education for women
  - 2. Mary Wollstonecraft – founder of modern Euro feminism

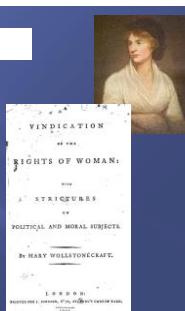
## MARY WOLLSTONECRAFT

- 1. Author of – Vindication of the Rights of Women
- 2. Argued that women had the same innate reason and should have same rights
- 3. Women's obedience to men was like slavery or bad government
- Women should be equally educated along with men.
- Women should enter professions traditionally dominated by men like medicine and politics.



## Mary Wollstonecraft

- Mary Wollstonecraft wrote novels, treatises and political works, including a history of the French Revolution.
- In 1792 she published *Vindication of the Rights of Woman*.
- Wollstonecraft advocated equal rights for men and women.
- Her two novels, *Mary: A Fiction* and *Maria, or, The Wrongs of Woman*, criticize traditional women's roles.
- Wollstonecraft believed that equal education would bring equality between the sexes.



192

## Mary Shelley

- Daughter of Mary Wollstonecraft.
- Mistress and later wife of poet Percy Bysshe Shelley.
- Author of *Frankenstein* in the summer of 1816, Later published in 1818.



## Climate and the writing of *Frankenstein* (continued)



Illustration from the 1831 edition.

- ▣ The Shelley's (Mary Wollstonecraft Godwin calling herself Mary Shelley though she is not yet married to Percy) spend the summer with Lord Byron at his villa by Lake Geneva in Switzerland.
- ▣ The weather being too cold to carry out normal summer activities, the group reside indoors staying up all night in intellectual discussions. They often sit around the fire reading German ghost stories.

## Climate and the writing of *Frankenstein* (continued)

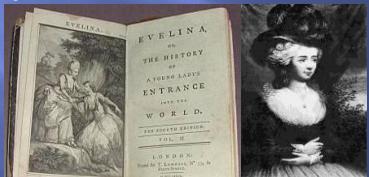


Boris Karloff as the Monster in 1931.

- ▣ Lord Byron suggests that to entertain themselves indoors each of them write his or her own supernatural tale.
- ▣ During this time Mary Godwin conceived of the idea for *Frankenstein*.

## Fanny Burney

- ▣ Frances (Fanny) Burney was an English novelist.
- ▣ *Evelina* was her first novel, published anonymously in 1778.
- ▣ *Evelina* is a satire on the lives of English aristocrats.
- ▣ It is the story of a young woman who enters urban society and finds love with a nobleman.



196

## Catherine Macaulay

- ▣ Catherine Macaulay was a writer and philosopher.
- ▣ She wrote an 8-volume history of England.
- ▣ She was closely associated with leading participants in the American Revolution, particularly George Washington, who consulted her about theories of government.
- ▣ Her controversial views were influential during her lifetime.



Catherine Macaulay, seated, far left.

197

## Moses Mendelssohn

- ▣ Moses Mendelssohn was a Jewish philosopher who contributed to the German Enlightenment.
- ▣ Mendelssohn distinguished between the roles of church and state, demonstrating that the two institutions are complementary because they serve different needs of the citizenry.
- ▣ In 1781 he published *On the Civil Amelioration of the Condition of the Jews*, which opened up Jewish life to Christians and helped to increase social tolerance of Jews.



198

## Pseudoscience in the Enlightenment

A frenzy to discover new scientific facts caused some unsubstantiated scientific theories to become very popular.

Scientist Johann Beringer collected and studied amazing fossils that no one had ever seen before. The fossils were found to be complete fakes, made and buried by rival scientists.



Franz Mesmer was a doctor who claimed he could cure disease by placing pressure on parts of the body and staring into the patient's eyes. This is the origin of the word *mesmerize*.



The theory of physiognomy was the belief that a person's personality could be discovered simply by studying the person's face. This idea is now considered scientifically false.



199

## THE SOCIAL ENVIRONMENT OF THE PHILOSOPHES

- The enlightenment and enlightenment thinking was the product of the upper middle class and nobility -> vast majority of people were ignorant of it and unaffected by it
- The Salon
  1. Meeting places in drawing rooms of wealthy urban aristos
  2. Gathering places for enlightenment thinkers, aristocrats, govt officials, and wealthy middle class
  3. Exchange and transmission of Enlightenment ideas
  4. Wealthy women hosted
  5. Madame Geoffrin -> most famous of the salonistas

## THE SPREAD OF ENLIGHTENMENT THINKING

- Other ways Enlightenment thinking was spread -
  1. Coffeehouses and cafes
  2. Reading clubs
  3. Public lending libraries
  4. Learned societies -> American Philosophical Society
  5. Secret societies -> the Freemasons

### Baroque

■ Baroque is an artistic style that began in 17th-century Italy.  
 ■ Baroque style is known for being grandiose and dramatic.  
 ■ The Roman Catholic Church supported baroque artists who painted strong, emotional religious scenes.  
 ■ Monarchs and aristocrats used baroque architecture and art as a means of displaying power and wealth in order to impress others.



Castle Howard, England



The Adoration of the Magi,  
1624, Rubens

202

### Louis XIV, King of France

■ King Louis XIV of France was a great patron of the arts and spent tremendous wealth on the royal court.  
 ■ He supported the Académie Française and funded writers such as Molière, Charles Le Brun, and Jean-Baptiste Lully.

The Palace of Versailles, constructed under Louis XIV, is an example of French baroque.



203

### Rococo art appeared during the Enlightenment in 18th-century France.

It is an ornate, refined, and elegant style. In painting, rococo artists used delicate colors, curved forms, and other decorative flourishes.

Le Déjeuner  
by François Boucher



204

### ROCOCO



## ROCOCO

1. New style of art began in 1730's
2. Grace and gentle action
3. Rejected strict geometrical patterns -> favored curves
4. Delicacy, lightness, charm
5. Secular - expressed pleasure, happiness, and love

## ANTOINE WATTEAU

1. One of the greatest of the Rococo painters
2. Depictions of aristocratic life
3. Fat ladies in frilly dresses, ribbons and bonnets, hanging out in flowery gardens
4. Pleasure and joy

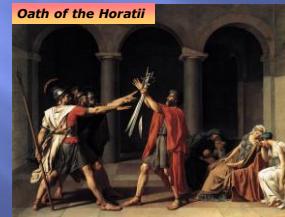
## NEOCLASSICISM



- Continued from the 17<sup>th</sup> into the 18<sup>th</sup> century
- 1. Dignity and simplicity of the classical style of ancient Greece and Rome
- 2. Influenced by the excavations of Herculaneum and Pompeii
- 3. Jacques-Louis David = *The Oath of the Horatii*

**Neoclassical painting was popular during the French Revolution. The French artist Jacques-Louis David is considered the best painter of his time.**  
Right: *Self-Portrait*

**Oath of the Horatii**



**Napoleon at the St. Bernard Pass**



209

**Neoclassical architectural style developed at the beginning of the Enlightenment. It was influenced by the architecture of ancient Greece. Neoclassical design replaced the rococo style.**



The White House was built between 1792 and 1800 in the neoclassical style.



The Parthenon of ancient Greece influenced the neoclassical style.

210

**Jean-Honoré Fragonard was a French painter of the rococo style. His paintings express a feeling of energy and enthusiasm for life.**

**The Swing**



211

### Rosalba Giovanna Carrier

- Rosalba Carrier was a Venetian rococo painter.
- She began specializing in portrait miniatures.
- In Paris she became known for her pastel work and painted for all levels of nobility.
- She was elected to the Académie Royale de Peinture et de Sculpture (Royal Academy of Painting and Sculpture).



212

Thomas Gainsborough was a British Enlightenment painter. He highlighted the beauty of nature and the unique qualities of the individual.



213

Jean-Baptiste-Siméon Chardin was a French rococo painter. His paintings showed ordinary people doing ordinary things.



214

## THE DEVELOPMENT OF MUSIC

- The 17<sup>th</sup> and 18<sup>th</sup> centuries were the formative years for classical music = Baroque music 1600-1750



Music during the Enlightenment is divided into the baroque, classical and romantic periods. The post-Enlightenment romantic period was a reaction against Enlightenment ideas regarding form and rationalism.

The baroque period from 1600 to 1760 is known for its operas, sonatas, and concertos. Johann Sebastian Bach was a major composer during this period.



The classical period from 1730 to 1820 is known for its symphonies. Wolfgang Amadeus Mozart was the most important composer during this period.



The romantic period lasted from 1815 to 1910. Expressive qualities of the music became more important than formal structures. Ludwig van Beethoven was important during this period.

Beethoven's 15<sup>th</sup> Sonata

216

## Baroque Music

- Representative Composers
- Antonio Vivaldi
- Johann Sebastian Bach
- George Friedrich Handel

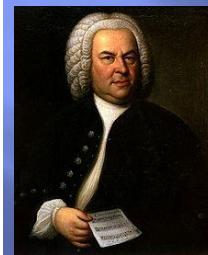
## Antonio Vivaldi (1678-1741)

- ▣ Representative Works
  - Most famous work *Le quattro stagioni* (*The Four Seasons*) written in 1723.
  - 46 operas
  - 76 sonatas
  - Chamber music
  - Sacred music



## JOHANN SEBASTIAN BACH

1. Greatest of the baroque composers
2. German
3. Produced a large family of musicians
4. Worked as organist, court music director, choir master/kapellmeister
5. Majority of work was church music



## Johann Sebastian Bach (1685-1750)

- ▣ Representative Works
  - cantatas
  - chorales
  - organ works
  - lute music
  - chamber music
  - canons and fugues
- ▣ Famous piece: "Jesu Joy of Man's Desiring"



## significant Bach compositions

- ▣ Brandenburg Concertos
- ▣ Toccatta and Fugue
- ▣ Mass in B Minor
- ▣ Goldberg Variations
- ▣ Christmas Oratorio
- ▣ Jesu, joy of man's desiring



## GEORGE FREDERICK HANDEL



1. German baroque - lived and worked in England
2. Primarily secular
3. Significant compositions - *Music for the Royal Fireworks*, *Water Musik*, *Messiah*

## George Frederick Handel (1685-1759)

- ▣ Representative Works
  - 42 operas
  - 29 oratorios
  - 120 cantatas, trios, duets
  - numerous arias
  - chamber music
- ▣ Most famous work: *Messiah* oratorio traditionally performed during the Christmas season, including "Hallelujah Chorus".



## NEW COMPOSITIONAL FORMS IN MUSIC

1. Opera
2. The Oratorio
3. The sonata
4. The Concerto
5. The Symphony



## Changes in music during the Enlightenment

□ Classical music, with a new, lighter style, emerged during the Enlightenment. Haydn, Mozart, and Beethoven were three classical composers from Austria.

## THE CLASSICAL ERA IN MUSIC

- THE CLASSICAL ERA 1750-1830 = period of music which followed the baroque era
- Orchestral music
- New musical instruments -> bigger and more diverse sounds
- Larger groupings of musicians

## Classical Music

- Representative Composers
- Joseph Haydn
  - Wolfgang Amadeus Mozart
  - Ludwig van Beethoven

## FRANZ JOSEPH HAYDN



1. Austrian classical composer
2. Worked for Prince Esterhazy in Hungary
3. Composed 104 symphonies
4. *The Surprise Symphony, The Philosopher Symphony, The Farewell Symphony*

## Joseph Haydn (1732-1809)

- Known as "Father of the Symphony" and "Father of the String Quartet"
- Representative Works
  - 104 Symphonies
  - numerous concertos for various instruments
  - 15 operas
  - other music



## WOLFGANG AMADEUS MOZART

1. Austrian classical composer
2. Genius and child prodigy -> 1<sup>st</sup> concert at age 6, 1<sup>st</sup> opera at age 12
3. Wrote 41 symphonies
4. Operas = *Don Giovanni*, *The Marriage of Figaro*, *The Magic Flute*
5. Died miserable and penniless at age 35



## Wolfgang Amadeus Mozart (1756-1791)

- ❑ Representative works
  - 23 operas
  - numerous symphonies
    - "Toy Symphony"
  - concertos
    - "Flute concerto no. 2 in D Major, K 314"
  - piano music
  - chamber music
  - sacred music
    - masses



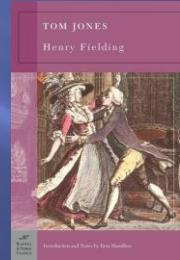
## Ludwig van Beethoven

- ❑ Representative Works
  - Symphonies (5<sup>th</sup> and 9<sup>th</sup> probably the most famous)
  - Piano music
    - "Für Elise"
  - Vocal music
    - Operas
    - Choral music



## THE DEVELOPMENT OF THE NOVEL

- ❑ 18<sup>th</sup> century marked the full development of the novel as a literary genre
- ❑ English writers are key to establish the centrality of the novel
- ❑ Samuel Richardson - *Pamela* = a good girl
- ❑ Henry Fielding - *Tom Jones* = a bad boy



## Daniel Defoe

Daniel Defoe was an English writer, journalist, and spy, the latter a result of a plea bargain made after being arrested for his political and religious writing. He is best known for his novel *Robinson Crusoe*.

Defoe was one of England's first novelists. He also wrote more than 500 books, pamphlets, and articles on politics, crime, religion, marriage, psychology and the supernatural.



234

## Samuel Richardson

❑ Samuel Richardson was an 18th-century English writer. He wrote three epistolary novels, the best known being *Pamela: Or, Virtue Rewarded*, written in 1740.

❑ It is the story of a young woman who marries a nobleman to improve her social status.

An epistolary novel is written in the form of a series of letters.



235

## THE WRITING OF HISTORY

- The enlightenment transformed the study and writing of history
  1. Remove god from historical study
  2. Secular explanations and causation
  3. New social science approach
  4. Broadened scope of study -> economic, social, intellectual, cultural

□ Edward Gibbon



## The Writing of History

- Philosophes writing history...
- *Decline and Fall of the Roman Empire*, by Edward Gibbon
  - Portrayed the growth of Christianity as a major reason for Rome's eventual collapse
  - Also thought the decline had many causes

Edward Gibbon

11/19/2020 237

## Before and After the Ball

Jean-François de Troy



Jean-François de Troy developed the tableau de mode, depictions of scenes from upper-class life with an emphasis on sumptuous costumes, opulent interiors, and hints of amorous intrigue. At the time, some critics disapproved of the aristocratic life of leisure celebrated by paintings like this one. Before the Ball was exhibited at the Paris Salon of 1737 with its companion piece, After the Ball. When exhibited, the pair was declared De Troy's finest work.

## THE HIGH CULTURE OF THE 18<sup>TH</sup> CENTURY

- **High culture** = the literary and artistic world of the educated and wealthy
- **Popular culture** = the culture of the masses
- Expansion of
  1. The reading public
  2. Publishing
- Magazines
- Newspapers
- Public libraries
- Private circulating libraries = rental books

## EDUCATION AND UNIVERSITIES

- 18<sup>th</sup> century secondary schools -
- 1. The grammar and public school - England
- 2. The gymnasium - Germany
- 3. The college - France and Spain
- Curriculum of secondary schools -
  1. Mostly focused on Greek and Latin classics
  2. Little attention to math, science, modern languages
  3. Middle class wanted more practical educ.

## CRIME AND PUNISHMENT

- Torture standard method to gain evidence
- Punishments for crimes -
  1. Cruel and spectacular
  2. Public executions -> deterrence
  3. Beheadings, breaking at the wheel, drawing and quartering
  4. 200 crimes in 1800 had death penalty
  5. Forced labor - mines, military service
  6. Sent to overseas colonies as laborers

The breaking wheel, also known as the Catherine wheel or simply the wheel, was a torture device used for capital punishment in the Middle Ages and early modern times for public execution by bludgeoning to death. It was used during the Middle Ages and was still in use into the 19th century.

### CESARE BECCARIA

- 1. Italian philosopher
- 2. Author of [On Crime and Punishment](#)
- 3. Punishment should deter people from crime – not inflict cruelty
- 4. Opposed capital punishment
- 5. Advocated imprisonment as alternative to death penalty

### THE WORLD OF MEDICINE

- Hierarchy of medical practitioners-
  - 1. Physicians -> univ grads/high social status
  - 2. Surgeons ->bleeding patients and performing surgery
  - 3. Apothecaries, midwives, and faith healers
- 18<sup>th</sup> century hospitals
  - 1. Deadly and dangerous
  - 2. Crowded
  - 3. Dirty
  - 4. Germ filled

### POPULAR CULTURE

- The written and unwritten literature and social activities of the majority of the people
  - 1. Collective and public in nature
  - 2. The festival
  - 3. Local taverns
  - 4. Gin and vodka
  - 5. Separation of elite and popular culture
  - 6. Oral traditions -> songs and stories
  - 7. Emergence of pop lit = chapbooks

### CARNIVAL

Nicolas Regnier's cheeky Carnival Scene. Regnier was a contemporary of Caravaggio in Rome

- 1. Excessive, eating, drinking, celebrating
- 2. Relaxation and enjoyment
- 3. Intense sexual activity
- 4. Aggression and release of pent up energy
- 5. Suspension of rules and order of society

### Taverns and Alcohol

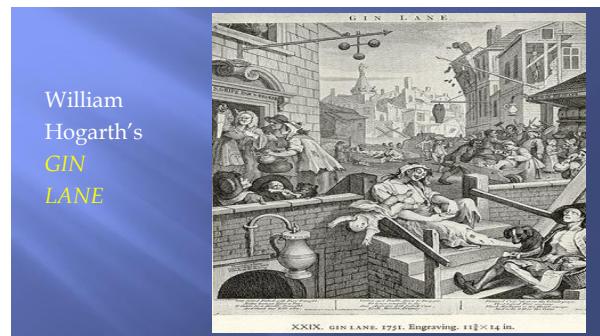
- People also gathered in taverns and cabarets
- Social gatherings in neighborhoods
- Cheap alcoholic beverages led to physical and monetary problems for average people
  - The rich drank different beverages such as port or brandy causing fewer physical problems
- The differences in drinking habits and the abandoning of festivals by the rich was symbolic of abandoning the popular world view as well

## Taverns and Alcohol

- Abandoning the world view
- Upper classes now viewed such things as witchcraft, faith healing, fortune telling, and prophesy as the beliefs, "such are of the weakest judgment and reason, as women, children, and ignorant and superstitious persons."

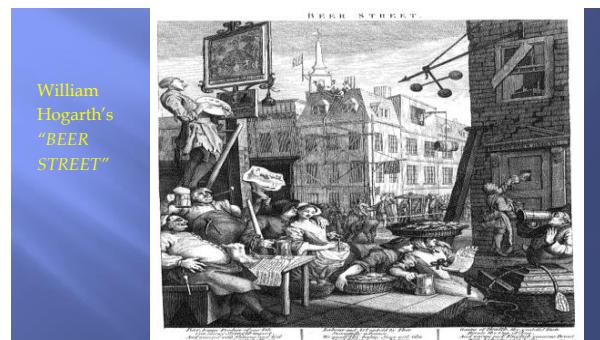


11/19/2020 248 John 3:16



## Gin Lane

Set in the parish of St Giles, a notorious slum district which Hogarth used in several of his works around this time, Gin Lane depicts the squalor and despair of a community raised on gin. Desperation, death and decay pervade the scene. The only businesses that flourish are those which serve the gin industry: gin sellers; distillers (the aptly named Kilman); the pawnbroker where the avaricious Mr. Gripe greedily takes the vital possessions (the carpenter offers his saw and the housewife her cooking utensils) of the alcoholic residents of the street in return for a few pennies to feed their habit; and the undertaker, for whom Hogarth implies at least a handful of new customers from this scene alone. Most shockingly, the focus of the picture is a woman in the foreground, who, addled by gin and driven to prostitution by her habit—as evidenced by the syphilitic sores on her legs—lets her baby slip unheeded from her arms and plunge to its death in the stairwell of the gin cellar below. Half-naked, she has no concern for anything other than a pinch of snuff. This mother was not such an exaggeration as she might appear: in 1734, Judith Dufour reclaimed her two-year-old child from the workhouse where it had been given a new set of clothes; she then strangled it and left the infant's body in a ditch so that she could sell the clothes (for 1s. 4d.) to buy gin. In another case, an elderly woman, Mary Estwick, let a toddler burn to death while she slept in a gin-induced stupor. Such cases provided a focus for anti-gin campaigners such as the indefatigable Thomas Wilson and the image of the neglectful mother became increasingly central to anti-gin propaganda.



## INCREASE IN LITERACY

- Late 17<sup>th</sup> century France - 29%
- late 18<sup>th</sup> century - 47%
- Upper class and upper middle most all literate
- Greatest growth among lower middle class
- Primary education -> increased lit -> a local issue
- Primary education pushed more in protestant countries -> read that bible!!

### Reading During the Enlightenment

- ▶ Literacy:
  - 80% for men; 60 % women.
- ▶ Books were expensive (one day's wages).
- ▶ Many readers for each book (20 : 1)
  - novels, plays & other literature.
  - journals, memoirs, "private lives."
  - philosophy, history, theology.
  - newspapers, political pamphlets.

## The High Culture of the Eighteenth Century

- ❑ Expansion of reading public and publishing
- ❑ Authors making money, less dependent on patrons
- ❑ Development of magazines, Great Britain leading the way
  - Twenty five published in 1700, 158 in 1780
  - Best known, *Spectator*, by Joseph Addison and Richard Steele, started in 1711

11/19/2020

254

## The High Culture of the Eighteenth Century

- ❑ *The Female Spectator* featured articles by female writers
- ❑ Newspapers began to appear
  - First newspaper printed on London in 1702
  - By 1780, 37 other towns had newspapers
  - Cheap and provided free in coffeehouses
- ❑ Books circulated more widely
  - Public libraries and private circulating libraries

11/19/2020

255

## An Increase in Reading



Literacy Rates: France and the German States

Literacy in Urban France		Literacy in the German States	
Males	Females	c. 1500	3-4%
1683	51%	c. 1800	50%
1770	60%	(Males 50-66%; Females 33-47%)	
Source: E. Leiby-Lodder, <i>The Ancien Régime: A History of France 1610-1714</i> (Cambridge, MA: Belknap Press, 1986), p. 308.		Source: J. Memmott, <i>A History of Modern Europe: From the Renaissance to the Age of Napoleon</i> (New York: W. W. Norton, 1998), pp. 38, 47.	

Literacy in Rural Normandy	
Males	Females
Late 17th Century	37%
Late 18th Century	73% (48%)

Source: P. Four and M. Dostal, *Reading and Writing Literacy in France from Gallo to Juillet* (New York: Cambridge University Press, 1983), p. 180.

The eighteenth century was a time when great numbers of Europeans learned to read and write for the first time. Though measures of literacy are notoriously inaccurate (partly because of problems defining specifically what level of ability constitutes literacy), the figures above provide a good guide to overall trends.

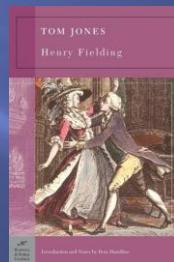
## "Must Read" Books of the Time

- Isaac Newton** *Mathematical Principles of Natural Philosophy* (1687)
- John Locke** *Essay Concerning Human Understanding* (1690)
- John Locke** *Two Treatises of Civil Government* (1690)
- Voltaire** *Philosophical Letters* (1734)
- Montesquieu** *The Spirit of Laws* (1748)

- Jean-Jacques Rousseau** *The Social Contract* (1762)
- Jean-Jacques Rousseau** *Emile; or On Education* (1762)
- Denis Diderot and Jean d'Alembert** *Encyclopedia* (1751-81)
- Condorcet** *Sketch for a Historical Picture of the Progress of the Human Mind* (1795)

## THE DEVELOPMENT OF THE NOVEL

- ❑ 18<sup>th</sup> century marked the full development of the novel as a literary genre
- ❑ English writers are key to establishing the centrality of the novel
- ❑ Samuel Richardson - *Pamela* = a good girl
- ❑ Henry Fielding - *Tom Jones* = a bad boy



### Daniel Defoe

Daniel Defoe was an English writer, journalist, and spy, the latter a result of a plea bargain made after being arrested for his political and religious writing. He is best known for his novel *Robinson Crusoe*.



Defoe was one of England's first novelists. He also wrote more than 500 books, pamphlets, and articles on politics, crime, religion, marriage, psychology and the supernatural.



259

**Samuel Richardson**

- Samuel Richardson was an 18th-century English writer.
- He wrote three epistolary novels, the best known being *Pamela: Or, Virtue Rewarded*, written in 1740.
- It is the story of a young woman who marries a nobleman to improve her social status.

An epistolary novel is written in the form of a series of letters.




260

**THE WRITING OF HISTORY**

- The enlightenment transformed the study and writing of history
- 1. Remove god from historical study
- 2. Secular explanations and causation
- 3. New social science approach
- 4. Broadened scope of study -> economic, social, intellectual, cultural

Edward Gibbon



**The Writing of History**

- Philosophes writing history...
- *Decline and Fall of the Roman Empire*, by Edward Gibbon
  - Portrayed the growth of Christianity as a major reason for Rome's eventual collapse
  - Also thought the decline had many causes

Edward Gibbon

11/19/2020 262

**RELIGION AND THE CHURCHES**

Life was becoming secularized and men of reason attacked the churches. Yet much of the art and music was religious. Most Europeans were Christian. Accepted by most church critics was that society could not function without faith

11/19/2020 263

**THE INSTITUTIONAL CHURCH**

- The established Catholic and Protestant churches in the 18<sup>th</sup> centuries –
- 1. Conservative institutions
- 2. Supported the hierarchical structure of society
- 3. Supported the privileged classes
- 4. Supported tradition
- 5. The local priest/pastor was center of religious life
- 6. The local church provided -> religious services, kept birth, death and marriage records, supervised primary education

**The Institutional Church**

- Churches of 18<sup>th</sup> century upheld society's hierarchical structure
- No dramatic internal changes
- Church, run by priest or pastor, was center of religious practice
- Kept records of births, deaths, and marriages
- Provided charity for the poor
- Supervised primary education
- Cared for orphans

11/19/2020 265

## CHURCH-STATE RELATIONS

- ❑ **LUTHERANISM** = Scandinavia, N. Germany
- ❑ **ANGLICANISM** = England
- ❑ **CALVINISM** = Scotland, Dutch Republic, parts of Switzerland
- ❑ **CATHOLICISM** = Spain, Portugal, France, Italy, Habsburg Empire, Poland, S. Germany

## TOLERATION AND RELIGIOUS MINORITIES

- ❑ 18<sup>TH</sup> century rulers believed it was their duty to have citizens be religious
- ❑ Beginnings of religious toleration in 18<sup>th</sup> cent
- ❑ Toleration Patent of 1781 = issued by Joseph II of Austria -> granted religious toleration and civil/legal rights to non-Catholics in Habsburg Empire

## Toleration and Religious Minorities

- ❑ Philosophes had called for religious toleration
- ❑ Many rulers still found toleration difficult to accept
  - Louis XIV had suppressed the rights of Huguenots
  - It was seen as true duty of ruler not to allow subjects to be condemned to hell by being heretics
  - Persecution continued and the last burning of heretics took place 1781



11/19/2020

268

## Toleration and Religious Minorities

- ❑ Some progress made toward religious toleration through Joseph II of Austria
  - Toleration Patent of 1781
  - Granted Lutherans, Calvinists, and Greek Orthodox the right to worship privately
  - In all ways, all subjects were now equal

11/19/2020

269

## Toleration of the Jews

- ❑ Treatment of Jews...
  - They were still set apart and socially resented
  - Many philosophes denounced persecution of Jews
  - Many Europeans favored assimilation of Jews but only if they converted to Christianity – not acceptable to most Jews

11/19/2020

270

## TOLERATION AND THE JEWS

### ASHKENAZI(C) JEWS

1. Largest group of Jews
2. Lived in E. Europe
3. Freedom of movement restricted
4. Forbidden to own land or hold certain jobs
5. Special taxes
6. Pogroms = organized attacks on Jews and Jewish communities
7. Except for Poland



### SEPHARDIC JEWS

1. Originally expelled from Spain
2. Many went to turkish land others to large cities in euro like Amsterdam, Venice, London, Frankfurt,
3. Free to practice banking and commercial activities
4. Subject to social resentment and discrimination

## Toleration of the Jews

- Austrian emperor Joseph II tried new policy
- Too limited
- Freed the Jews from nuisance taxes
- Allowed more freedom of movement and jobs
- Restricted from owning land
- Could not worship in public
- Encouraged them to learn German
- Encouraged greater assimilation into German society

11/19/2020

272

## POPULAR RELIGION IN THE EIGHTEENTH CENTURY

Despite the rise of skepticism and the intellectuals' belief in deism and natural religion, religious devotion remained strong in the 18<sup>th</sup> century

11/19/2020

273

## CATHOLIC PIETY

- No one knows how many Catholics went to church regularly
- Catholic religiosity was selective
- People still favored external forms of worship – veneration of saints and the virgin, pilgrimages, devotion to relics and images

## Catholic Piety

- European Catholic religiosity difficult to assess
- Parish was important center for community
- Hard to establish regular attendance figures
- Ninety-plus percent attended Mass on Easter Sunday
- Much externalized form of worship, e.g., prayers to saints, pilgrimages, and devotion to relics and images
- Parishioners “more superstitious than devout”
- Feared witches and prayed to Virgin Mary to save them from personal disasters caused by the devil

11/19/2020

273

## Protestant Revivalism: Pietism

- Protestant state-run churches established good patterns and served by well-educated clergy
- Bureaucratic and bereft of religious enthusiasm
- In Germany and England, where there was more “rational” Christianity, ordinary Protestants wanted a deeper religious experience leading to new religious movements
  - Pietism was one response to rationalism

11/19/2020

276

## Protestant Revivalism: Pietism

- Pietism
- Begun in 17<sup>th</sup> century by German clerics
- Spread by teachings of Count Nikolaus von Zinzendorf and his Moravian Brethren (sect)
- “Personal experience of God” – true religious experience
- Zinzendorf: “He who wishes to comprehend God with his mind becomes an atheist”

11/19/2020

277

## Protestant Revivalism: Pietism (cont)

- Protestant churches offered little excitement in England as well
- Anglican church offered little excitement
- Dissenting Protestants—Puritans, Quakers, Baptists, were relatively subdued
- Deeper spiritual experience gone unmet until John Wesley

11/19/2020

278

## PROTESTANT REVIVALISM

- In the 18<sup>th</sup> century many protestants wanted a deeper personal devotion/relationship with god
- 1. **Pietism** in Germany
- 2. **John Wesley** in England = **Methodism**/spiritual revivalism



## Wesley and Methodism

- John Wesley, ordained Anglican minister (1703-1791)
  - Experienced deep spiritual, mystical experience
  - "...an assurance was given me, that He had taken away my sins...saved me from the law of sin and death"
  - "The gift of God's grace" assured him of salvation
  - Criticized by Anglican church as emotional mysticism

11/19/2020

280

## Wesley and Methodism

- To Wesley, all could be saved by experiencing God and opening the doors to His grace



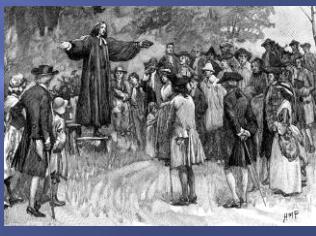
John Wesley

11/19/2020

281

## Wesley and Methodism

- Wesley...
  - Spoke to masses in open fields
  - Concentrated on lower classes neglected by elitist Anglicans
  - Charismatic preaching fostered highly-charged conversion experiences



11/19/2020

282

## Wesley and Methodism

- Wesley...
  - Converts organized into Methodist societies for good works
  - Became separate religious sect after Wesley's death despite his preference to keep Methodism within Anglican church
  - Proved need for spiritualism not expunged by search for reason

11/19/2020

283

## Conclusion

- The 18<sup>th</sup> century was about change and, to some degree, tradition
- Influenced by Scientific Revolution and particularly ideas of Locke and Newton
- Philosophes hoped they could create new society through natural laws, like laws of science
- Believed education could produce better human beings and better society

11/19/2020

284

## Conclusion

- Attacking traditional religion and creating the “new science of man” in economics, politics, justice, and education, the philosophes laid the foundation for a modern worldview based on rationalism and secularism
- Despite secular thought, most people still lived in God, religious worship, and farming.

11/19/2020

285

## Church-State Relations

- Protestant Reformation established state control over the churches
- Protestant state churches flourished throughout Europe in 18<sup>th</sup> century
  - Scandinavia, north German states, England, Scotland, etc.

11/19/2020

286

## Church-State Relations

- Catholic church still exercised much control by 1700. Church had enormous wealth
- In Spain, 3000 monastic institutions housing 100,000 men and women controlled enormous land estates
- Spain, Portugal, France, Italy, Hapsburg empire, Poland, and southern Germany

11/19/2020

287

## Church-State Relations

- Catholic church remained on top of the hierarchy structure
  - Bishops, archbishops, abbots, and abbesses were members of the upper classes
  - Received revenues from landed estates and faithful tithes
  - Wide gulf between upper and lower clergy
    - Bishop of Strasburg received 100,000 livres a year, parish priests paid 500

11/19/2020

288

## Church-State Relations

- States sought to control (nationalize) the Catholic churches
  - Meant controlling the papacy and Society of Jesus
  - Jesuits had created special enclaves within states and French, Spanish, and Portuguese colonies
    - Much political influence
    - Created many enemies
    - Spain and France demanded the Society be dissolved and Pope Clement XIV complied

11/19/2020

289

## Church-State Relations

- ❑ Jesuits had acquired much success and power
- ❑ Monarchs distrust Jesuits
  - Portugal, Spain, France expelled the Jesuits
  - Spain and France asked Pope Clement XIV to dissolve the Jesuits – he reluctantly did

11/19/2020 290



## State attacks on and the dissolution of the Jesuits



JESUITS

1. Expelled from Portugal 1759
2. Expelled from France 1764
3. Expelled from Spain & Spanish colonies 1767
4. Spain and France demand entire order be dissolved in 1773
5. Destruction of the Jesuits went along with decline in papal power
6. By mid 18<sup>th</sup> papacy played little role in international affairs

11/19/2020 291

## Church-State Relations

- ❑ The termination of the Jesuits paralleled the decline in papal power
- ❑ Mid-eighteenth century, papacy played only minor role in diplomacy and international affairs
- ❑ The papacy could no longer appoint high clerical officials

11/19/2020 292



## Conclusion

- ❑ The most brilliant architecture and music of the age were religious
- ❑ Yet, secular changes were underway and would lead to both political and social upheavals before century's end

11/19/2020 293

## THE ENLIGHTENMENT SPREADS

11/19/2020 294

**The Enlightenment brought an end to serfdom in Western Europe.**

- ❑ Peasants were no longer bound to the land.
- ❑ Peasants could become property owners, although most were tenant farmers who provided a portion of their crop as rent.
- ❑ Many peasants moved to the cities to work as laborers.
- ❑ Although their overall conditions improved, peasants continued to have fewer rights than nobles.
- ❑ Serfdom continued in Russia and Eastern Europe.

11/19/2020 295



