Chapter 12: Absolutism and Revolution 1550-1850

Essential Question: How much power should the government have?

Do Now: Read the powers of government below and decide whether you think each power is one the government should or should not have. Explain each response.

 Declare war in foreign lands/Arrest citizens for crimes they commit/Sign treaties/Declare marshal law/Regulate businesses/Spy on citizens' actions
Lesson 1: The Scientific Revolution

Aim: How did science lead to the Enlightenment?

Pre-Enlightenment

- Age of Absolutism
  - **Absolutism:**
  - Examples: King Louis XIV of France, Philip of Spain and Peter the Great
  - By the mid-1700's, philosophers began spreading ideas about **limited government**—> England (power is shared)

- Before this people were told what to do and followed orders, soon people would begin to reject traditional ideas and use reason to make decisions
  - **Reason:**
  - **Philosophy:**

- Who would reject traditional ideas?
  - First who held the power in Europe
    - **Monarchy**
    - **Church**
  - Which group would use reason and knowledge to form new ideas?

**The Scientific Revolution**

- emphasized observation, experimentation, investigation and speculation as a new approach to solving problems.
- How is this a rejection of old ideas?

European Thinkers

- **Natural laws:** laws that govern human behavior
- Use of reason
- hope to solve the problems of society
- 1700's this period would become known as the **Enlightenment**
- The Enlightenment caused people to reject authority and challenge old ideas established by absolute monarchs and the Church
- promotion of individualism as well as democracy
Do Now: How did the Scientific Revolution directly lead to the Enlightenment? Predict what the significance of the Enlightenment will be.

New technology was made which led to new discoveries and ideas. Scientists were using the scientific method and reason. People will start to make their own decisions. Changes in law and society.
Lesson 2: Hobbes and Locke on the Role of Government

Aim: How did Hobbes and Locke challenge traditional views?

Two English thinkers of the 1600's. Both lived through the English Civil War. Saw the fall of an absolute monarchy and the rise of a limited monarchy.

Thomas Hobbes

Book: Leviathan

View of People:
• Cruel, greedy and selfish, want power
• State of nature: war, chaos, uncertainty

Social Contract: Agreement in which people give up their rights, freedoms and power.

Role of Government: Absolute monarchy to bring order and obedience.

John Locke

Book: Two Treatises of Government

View of People:
• Believes they have natural rights, moral

Natural Rights: Life, liberty, property

Role of Government: Limited monarchy where government is there to protect our rights.

Do Now: Complete the following questions.

This painting is based off of which thinker's ideas? How do you know?

Connection to today: Where is the relevance in Locke's argument? Why were his ideas radical?
Lesson 3: The Philosophes

Aim: How did the philosophes influence the development of democratic-republican government?

FYI: Philosophe is French for philosopher.

Baron de Montesquieu
- felt government should protect natural rights
- His idea was published in *The Spirit of the Laws*.

Voltaire (François-Marie Arouet)
- “My trade is to say what I think”
- Which liberty does this describe? ____________
- writer who used his wit to make attacks at the Church and the aristocracy
- spoke out against corruption, the slave trade, inequality and superstition to name a few.
- Example: *Candide*

Jean Jacques Rousseau
- people in their natural state are good
  - are corrupted by evils of society
  - Example: unequal distribution of property
- *The Social Contract*
  - minimal control over people
  - government should be freely elected
  - good of community over individual
  - hatred of all oppression
- Diderot
  - *Encyclopedia*
    - included articles by leading thinkers of the day
    - denounced slavery, praised expression and urged education
    - attacked divine right and traditional religions
- How did they influence the development of democratic-republican government?
**Economics During the Enlightenment**

Economics:

- **Mercantilism:** They called for a laissez-faire economy which is when ___________. They also opposed ________, which are taxes on imported goods and free trade.

**Adam Smith and The Wealth of Nations**

> He argues for a free market in which supply and demand is able to operate and businesses freely.

> This will allow for a free enterprise system in which business operates with little or no government interference.

> “The sole purpose of all production is to provide the best possible goods to the consumer at the lowest possible price. Society should assist producers of goods and services only to the extent that assisting them benefits the consumer…he intends his own gain; and he is in this, as in many other causes, led by an invisible hand to promote an end which was no part of his intention…By pursuing his own interest, he frequently promotes that of society.”

2. According to Smith, what should the role of Government be in the economy?

3. What does the “invisible hand” mean?

> “Though the involvement of government must have slowed the progress of England toward wealth and improvement, it has not been able to stop it…England has never been blessed with a economical government. It’s highly foolish to believe that Kings and Ministers can watch over the economy of private people and restrain their own expenses through laws or importation of foreign luxuries. They (The politicians) are the greatest spendthrifts (cheapskates) in the society. Let them look after their own expense, and they may safely trust private people with theirs. If their own extravagance does not ruin the state, that of their subjects never will.”

4. Who does Smith think should run the economy?

5. Why does Smith think the Kings and Ministers should stay out of the economy?

**Spread of Enlightenment Ideas**

> Most people during the Age of Reason began to accept that society needed to be reformed (changed).

> Church and government authorities felt that they needed to do everything they could to protect the Old Order.

- **Censorship:**

> In response Enlightenment writers hid their ideas in works of fiction

- **Examples: Gulliver’s Travels and Candide**

> Salons: informal gatherings at which writers, artists and philosophes exchanged ideas.

- **Madame Geoffrin had one in her home Rue St. Honore**

6. Compare the salons of the Enlightenment with social media today. What do they share in common? How are they different?

- Change came to the majority of peasants living in Europe slowly.

- However by the late 1700’s and into the 1800’s war and
Lesson 5: The Enlightened Despots

Aim: How did monarchs support Enlightenment reform?

**Enlightened despots**
- Rulers who used their power to bring about political and social change
- What do they gain?

**Frederick the Great**
- King of Prussia
- "first servant of the state"
- invited Voltaire to his court
- allowed for free press and religious toleration
  - toleration: ________________

**Catherine the Great**
- abolished torture
- granted some religious toleration
- increased taxes and restrictions on Jews
- did not intend to give up power
- extended the empire

**Joseph II**
- traveled in disguise to talk to his people
- assisted the middle class
- some religious toleration
- ended censorship
- attempted to bring the Church under his control
- abolished serfdom