



## The Enlightenment Unit 1 Notes

**Important symbols to know when taking notes for the course this year.**

- means that the notes that need to be filled in will physically be on the slide in front of you.
- means that the notes that need to be filled in will be verbally given by the instructor

**When taking notes you need to be attentive and on task so you can be sure you've gotten all the needed material.**

### The Enlightenment

#### Slide 1- The Enlightenment

- The era known historically as the Enlightenment marks the intellectual beginning of the \_\_\_\_\_ world.
- Ideas originating in this era would gradually spread around the world creating \_\_\_\_\_ to existing \_\_\_\_\_ and ways of \_\_\_\_\_.
- Many governments today have \_\_\_\_\_ principles as the basis of their constitutions and forms of government.
- In addition, the expansion of suffrage [ability to vote] to \_\_\_\_\_, blacks and people of all classes is the legacy of the \_\_\_\_\_.

#### Slide 2- What Was the Enlightenment?

- The Enlightenment was an \_\_\_\_\_ movement in Europe during the 17th and 18th centuries that led to a whole new world view.



- When historians discuss the "Enlightenment," they are usually referring to the 18th century (1700's) in Europe (France and \_\_\_\_\_ in particular), although other parts of the world (including the \_\_\_\_\_) are often included as well.
- The \_\_\_\_\_ was a period of intellectual ferment that gave rise to a range of new \_\_\_\_\_ about society, government, philosophy, economics, and \_\_\_\_\_.

### **Slide 3- Immanuel Kant**

-According to the 18th century (1700's) \_\_\_\_\_ Immanuel Kant, the "motto" of the \_\_\_\_\_ was "Sapere aude! Have courage to use your own \_\_\_\_\_!" (Kant, "What Is Enlightenment?" 1784)

- The term "enlightenment" --gaining of intellectual insight--was first coined by Immanuel Kant, a German philosopher. "Sapere aude" means "dare to know" in Latin.
- Kant also wrote in his essay, "All that is required for this enlightenment is \_\_\_\_\_; and particularly the least harmful of all that may be called freedom, namely, the freedom for man to make \_\_\_\_\_ use of his reason in all matters."
- In other words, in order to be "\_\_\_\_\_, " a person had to \_\_\_\_\_ independently rather than simply follow society's \_\_\_\_\_ and traditions.



#### **Slide 4- The Scientific Revolution**

- The Enlightenment \_\_\_\_\_ largely out of the new \_\_\_\_\_ and discoveries \_\_\_\_\_ in the Scientific Revolution.

- The most important \_\_\_\_\_ in the development of the \_\_\_\_\_ was the Scientific \_\_\_\_\_ of the 16th (1500's) and 17th (1600's) centuries.

#### **Slide 5- Francis Bacon and the Scientific Method**

- The scientific \_\_\_\_\_

- \_\_\_\_\_ and experimentation

- Testable \_\_\_\_\_

- Sir Francis Bacon laid the theoretical groundwork for what became known as the \_\_\_\_\_ method.
- In \_\_\_\_\_, science had been almost a combination of magic and academics, and scientists were not concerned with careful \_\_\_\_\_, methodical actions, logic, or \_\_\_\_\_.
- Bacon believed that all scientific \_\_\_\_\_ should rely on careful observation and \_\_\_\_\_ rather than simply relying on one's own thought and reasoning, as earlier scientific \_\_\_\_\_ had.
- The data obtained should then be recorded and analyzed according to \_\_\_\_\_ and reason, then used to produce a \_\_\_\_\_ hypothesis.



### **Slide 6- Isaac Newton and the Scientific Method**

- Used the \_\_\_\_\_ method to make a range of

\_\_\_\_\_

- \_\_\_\_\_ achievements using the scientific \_\_\_\_\_

helped inspire Enlightenment thinkers

- Although earlier \_\_\_\_\_ had already put Bacon's ideas into practice, Sir Isaac Newton is the scientists most associated with the scientific method.
- \_\_\_\_\_ made a range of groundbreaking \_\_\_\_\_ in the fields of mathematics, physics, optics, and more.
- Newton's \_\_\_\_\_ provided the inspiration of the Enlightenment; if the scientific method had worked so well for finding scientific \_\_\_\_\_, perhaps it could be applied to social sciences as well so that the truths about \_\_\_\_\_ itself could be discovered.

### **Slide 7- Enlightenment Principles**

- Religion, \_\_\_\_\_, and superstition limited

\_\_\_\_\_ thought

- Accept knowledge based on \_\_\_\_\_, logic, and

\_\_\_\_\_, not on faith

- Scientific and \_\_\_\_\_ thought should be secular

- The Enlightenment era was characterized by secularism, challenges to \_\_\_\_\_, and the glorification of reason.



- Many Enlightenment thinkers felt that although the great minds of the medieval and Renaissance eras had achieved much, they also had been overly constrained by \_\_\_\_\_, tradition and superstition.
- To truly achieve \_\_\_\_\_ thought, one had to throw off all limits and rely solely on \_\_\_\_\_.
- Like the pioneers of the Scientific \_\_\_\_\_, Enlightenment thinkers also strove to make conclusions based on observation, \_\_\_\_\_, and reason, rather than on faith.
- Enlightenment thinkers revived the spirit of the Renaissance quest for knowledge, choosing to focus on \_\_\_\_\_ nature and the workings of society rather than on spiritual matters and religious tenets.
- This secular (non-religious) approach led to the development of the \_\_\_\_\_ sciences.

**Slide 8- The Marquis de Condorcet**

- French \_\_\_\_\_

- Sketch for a \_\_\_\_\_ Picture of the Progress of the Human Spirit

- The Marquis de Condorcet was a renowned mathematician who played an active role early on in the \_\_\_\_\_ Revolution, leading a redesign of the educational \_\_\_\_\_ and helping to write the first French constitution.
- When the Radicals (Jacobins) took over the \_\_\_\_\_, however, he went into hiding.



- During this time, he wrote his most \_\_\_\_\_ work, Sketch for a Historical Picture of the Progress of the Human Spirit.
- His book provided a clear expression of many \_\_\_\_\_ ideals: an unbending faith in "reason" as the means to discover all "\_\_\_\_\_, " continual advancements both in science and in social mores and attitudes, and a belief that \_\_\_\_\_ can realistically strive for "perfectibility" in all areas of life.

**Slide 9- Condorcet (continued)**

- Universal \_\_\_\_\_

- \_\_\_\_\_ and "perfectibility"

- Condorcet felt that not just elite scientists and \_\_\_\_\_ could make great discoveries, but people of "ordinary intelligence" as well.
- He therefore favored "\_\_\_\_\_ education," stating that "by giving more people the elementary knowledge that can \_\_\_\_\_ them with a taste for more advanced study and give them the capacity for making \_\_\_\_\_ in it...and that, therefore, the number of men destined to push back the frontiers of the \_\_\_\_\_ by their discoveries will grow in the same proportion."
- Condorcet firmly believed that a devotion to \_\_\_\_\_ could ensure a better future.
- He stated that eventually "the progress of reason will have gone hand in hand with progress in the \_\_\_\_\_ and sciences"; consequently, people **would come to**



realize that "their object is the \_\_\_\_\_ welfare of the human species."

- To this end, society would move towards providing a larger intellectual life for everyone, innovations that would ease the burden of \_\_\_\_\_ on the working classes, freedom from want and a greater " \_\_\_\_\_ " among members of society.
- Condorcet's optimistic belief in the "perfectibility" of \_\_\_\_\_ was shared by many Enlightenment thinkers.

#### **Slide 10- Enlightenment Thinkers**

- Many Enlightenment thinkers were also mathematicians and \_\_\_\_\_.
- The viewed changes in \_\_\_\_\_ as going hand in hand with changes in philosophy.

#### **Slide 11- Rene` Descartes**

- French philosopher and \_\_\_\_\_

- \_\_\_\_\_ basis of his own knowledge

-"Cogito ergo sum"

- Rene` Descartes was one of the most important \_\_\_\_\_ and mathematicians of the modern era.
- In his Discourse on Method and the The Meditations, he reasoned that all of his prior \_\_\_\_\_ was subject to doubt because it was based on traditional beliefs rather than in rational, empirical thought.



- He pondered what he could honestly say he knew to be \_\_\_\_\_, going so far as to doubt whether he was awake or dreaming--or if he even existed.
- He then began to reconstruct his \_\_\_\_\_ view: he knew that his thoughts existed, which then suggested the existence of a \_\_\_\_\_ being--himself.
- Descartes then came to his famous conclusion, "Cogito ergo sum," which means "\_\_\_\_\_, therefore, \_\_\_\_ am."

### **Slide 12- The French Salon and the Philosophes**

- Madame de Pompadour

-Salons: gatherings for \_\_\_\_\_ to discuss new \_\_\_\_\_ and ideas

-Philosophes: \_\_\_\_\_ Enlightenment thinkers who attended the \_\_\_\_\_

- Madame de Pompadour, mistress of King Louis XV (1715-1774) of France, was a devotee of \_\_\_\_\_ and philosophy.
- Around the middle of the 18th century (1700's), she began holding what became known as the \_\_\_\_\_.
- Salons were a sort of high class cocktail \_\_\_\_\_ for socialites, aristocrats, and intellectuals, where people demonstrated their knowledge of new theories and tried to outwit each other.
- Madame de Pompadour held the most famous and best attended salons in \_\_\_\_\_.





- Enlightenment thinkers in \_\_\_\_\_ who went to salons were known as philosophes.
- For a salon to be truly successful, it had to have a \_\_\_\_\_ in attendance as a sort of showpiece.

**Slide 13- Voltaire (1694-1778)**

- Most \_\_\_\_\_ philosophe
- Wrote plays, \_\_\_\_\_, poetry, philosophy, and books
- Attacked the "relics" (something that has survived the passage of time, especially an object or custom whose original culture has disappeared) of the medieval \_\_\_\_\_ order
- Championed \_\_\_\_\_, political, and \_\_\_\_\_ tolerance
  - Francois-Marie Arouet, know more famously as \_\_\_\_\_, was the most renowned (well known) of the philosophes.
  - A prolific writer, much of his work either satirized or attacked what he called the " \_\_\_\_\_ " of the medieval social order--in particular, the \_\_\_\_\_ and the aristocracy.
  - Despite--or perhaps because of--his controversial \_\_\_\_\_, he was in high demand at salons not just in \_\_\_\_\_ but throughout Europe as well.
  - He lived in the court (inner circle of advisors and friends) of Frederick the Great for a time and was \_\_\_\_\_ with Catherine the Great of Russia.



- Above all, \_\_\_\_\_ attacked intolerance in society, \_\_\_\_\_, and religion.
- A famous quote usually attributed to Voltaire states, "I disapprove of what you \_\_\_\_\_, but I will defend to the \_\_\_\_\_ your right to say it."
- He felt that all governments were susceptible to tyranny, but he greatly admired the \_\_\_\_\_ model of government.

#### **Slide 14- The Encyclopédie**

- Major \_\_\_\_\_ of the philosophes
- Begun in \_\_\_\_\_; completed in 1765
  - Perhaps the most notable achievement of the \_\_\_\_\_ as a group was the 17-volume Encyclopédie, known in \_\_\_\_\_ as Encyclopedia: The Rational Dictionary of the Sciences, the Arts, and the Crafts.
  - In 1745 \_\_\_\_\_ publisher André le Breton asked writer Denis Diderot to help him translate the seminal (highly influential in an original way; constituting or providing a basis for further development) English Cyclopedia into French.
  - Diderot served as co-editor of the \_\_\_\_\_ along with mathematician Jean Le Rond d'Alembert.

#### **Slide 15- The Encyclopédie (continued)**

- Denis \_\_\_\_\_ and Jean Le Rond d'Alembert
- Banned by the \_\_\_\_\_ Church



- Shortly after beginning, Diderot came up with a much more ambitious goal than mere \_\_\_\_\_.
- He wanted instead to create a comprehensive work that would include the most up-to-date knowledge on the \_\_\_\_\_, arts, and crafts.
- To this end, he enlisted several of the best \_\_\_\_\_ of the era-- many of whom were well-known philosophes--to write new articles for the Encyclopédie.
- He also wanted to make the \_\_\_\_\_ accessible to a wide audience rather than just for scholars
- Although Diderot and d'Alembert ended up writing the majority of the \_\_\_\_\_, contributions also came from many noted figures (especially Voltaire, as well as Rousseau and Montesquieu).
- By the time the Encyclopédie finally reached completion, it contained nearly \_\_\_\_\_ articles accompanied by numerous illustrations.
- The work as a whole represents an outstanding example of \_\_\_\_\_ thought: it praised science while also questioning religion, social institutions, the legal system, and more.
- As a result, the Catholic \_\_\_\_\_ viewed it as undermining its authority and placed the Encyclopédie on its index of forbidden works.
- Nevertheless, it was widely \_\_\_\_\_, with people often obtaining cheaper reprint editions published in Switzerland.



**Slide 16- Deism**

-Deists believed in God but rejected \_\_\_\_\_ religion

- \_\_\_\_\_ could be achieved by following \_\_\_\_\_

rather than the teachings of the church

- Voltaire was also a \_\_\_\_\_, as were many other leading figures of the Enlightenment.
- Founded by Lord Edward Herbert in the early \_\_\_\_\_, the philosophy of deism took the technique of rational analysis and applied it to religion, coming up with conclusions that were not to the liking of many followers of Christianity.
- Deists firmly believed in God but \_\_\_\_\_ organized religion.
- Rather than looking to the \_\_\_\_\_ or the supernatural for moral guidance, deists believed that \_\_\_\_\_ could be achieved by following reason.
- Even though deism affirmed the existence of God, it discarded virtually all Church \_\_\_\_\_ and practices as irrational and unnecessary, a fact which led many to criticize \_\_\_\_\_ as anti-Christian, or even to portray them as atheists.

**Slide 17- Deism (continued)**

- The "\_\_\_\_\_ watchmaker"

- Thomas \_\_\_\_\_



- Enlightenment philosophy emphasized experience and \_\_\_\_\_, while the Church asked worshipers to accept its principles on \_\_\_\_\_, so a conflict here was inevitable.
- Deists viewed God as the " \_\_\_\_\_ " whose creation--the universe--operated as smoothly as a fine Swiss watch.
- The task, as \_\_\_\_\_ thinkers envisioned it, was to try to discover the principles that governed the functioning of this "watch."
- Deism thus centered around a \_\_\_\_\_ in a God who operated according to reason and whose existence could be seen in the \_\_\_\_\_ order and logic of all that He had created.
- Thomas Paine, famous primarily for writing the classic pamphlet \_\_\_\_\_, was also a key theorist of deism.
- In his \_\_\_\_\_ "Of the Religion of Deism Compared with the Christian Religion," Paine asserted that "there is happiness in Deism, when rightly understood, that is not to be found in any other \_\_\_\_\_ of religion" because deism did not force its followers to "stifle \_\_\_\_\_" in order to accept its tenets.

**Slide 18- Thomas Hobbes (1588-1679)**

-Applied \_\_\_\_\_ analysis to the study of

\_\_\_\_\_

-Attached the concept of \_\_\_\_\_, yet

supported a strong monarchy



-Believed that \_\_\_\_\_ were basically driven by passions and needed to be kept in \_\_\_\_\_ by a powerful ruler

- Englishman \_\_\_\_\_ was one of the first thinkers to apply rational analysis to the study of government.
- In his \_\_\_\_\_ work Leviathan, Hobbes attacked the notion of the "divine right of kings," which held that monarchs (kings and queens) ruled because they had been appointed by God.
- Instead, he believed that a \_\_\_\_\_ derived sovereignty (power over) from the implicit consent of the \_\_\_\_\_. Not surprisingly, this radical concept met with near-universal disdain.
- Although it seemed to many that Hobbes was attacking \_\_\_\_\_, in reality he favored having strong, authoritarian rulers because of conclusions he drew about human \_\_\_\_\_.
- Hobbes somewhat pessimistically believed that people were driven by their passions, and that only a \_\_\_\_\_ ruler could keep society from degenerating into conflict and chaos. Without a monarch to exercise control, Hobbes wrote that people's lives would be "solitary, poor, nasty, brutish, and short."

**Slide 19- John Locke (1632-1704)**

- The "\_\_\_\_\_ of Nature"

- Tabula \_\_\_\_\_



- John Locke, another \_\_\_\_\_ theorist, also disagreed with the notion of divine right; however, he held a very different view of \_\_\_\_\_ nature than Hobbes did.
- Locke posited that in the past, before people formed \_\_\_\_\_, they lived in a "state of nature."
- He believed that all men were \_\_\_\_\_ in the state of nature because they were "creatures of the same species and rank" with the "same advantages" and "same faculties."
- Locke also had an interest in how humans \_\_\_\_\_.
- In his Essay Concerning Human Understanding, he argued that the \_\_\_\_\_ of a newborn baby was a "tabula rasa"--a "blank slate" upon which environment and experience would transcribe \_\_\_\_\_ and beliefs.
- Locke saw human nature as something that was externally determined rather than internally determined; correspondingly, he stressed the importance of \_\_\_\_\_.

**Slide 20- Locke (continued)**

-Treatises of \_\_\_\_\_

- \_\_\_\_\_

- In his two Treatises of Government, \_\_\_\_\_ attacked the divine right of kings and authoritarian government.
- He promoted a constitutional \_\_\_\_\_ that derived its power from the law and from the consent of the people.



- He also believed that a government's primary responsibility was to \_\_\_\_\_ individual property: he wrote, "The great and chief end, therefore, of men uniting into commonwealths, and putting themselves under \_\_\_\_\_, is the preservation of their property; to which in a state of Nature there are many thing wanting."
- Locke believed that in the state of nature, individuals had \_\_\_\_\_ rights, which he referred to as "all the rights and privileges of the law of Nature."
- Locke claimed that one such \_\_\_\_\_ was to defend one's "property" against the "injuries and attempts of other men."
- Locke built on this assumption, suggesting that if any \_\_\_\_\_ or government violated these natural rights, the people would have the right to change the \_\_\_\_\_ --by force if necessary.

**Slide 21- Jean-Jacques Rousseau (1712-1778)**

- Philosophized on the nature of \_\_\_\_\_ and government
- The Social \_\_\_\_\_
  - Like Locke, Jean-Jacques Rousseau also used the concept of the "state of nature" to draw \_\_\_\_\_ about society and government
  - Rousseau is probably best known for his \_\_\_\_\_ of the "social compact," which he outlined in his book The Social Contract.
  - Locke had viewed societies as having been created through mutual consent of all \_\_\_\_\_.





- Rousseau went a step further, claiming that instead of mere consent, individuals forming a \_\_\_\_\_ entered into a "social compact" with one another.
- The social compact balanced benefits with \_\_\_\_\_.
- Those who entered into it would receive mutual protection and \_\_\_\_\_, along with assistance in overcoming obstacles that they could not conquer individually.
- In return, the social \_\_\_\_\_ obligated members of society to subordinate their "natural liberty" (i.e., the freedom enjoyed by individuals in the state of nature) to "the supreme direction of the general will."

**Slide 22- Baron de Montesquieu (1689-1755)**

-French \_\_\_\_\_ and political philosopher

- The \_\_\_\_\_ of the Laws

- The Baron de Montesquieu was a \_\_\_\_\_ nobleman whose primary contributions to the Enlightenment's political thought came in his 1749 treatise *The Spirit of the Laws*.
- Years before writing the \_\_\_\_\_, Montesquieu had visited several European countries, carefully observing the workings of each nation's \_\_\_\_\_.
- In *The Spirit of the Laws*, he laid out a comparative study of \_\_\_\_\_ of governments, then put forward his own theory of government.



**Slide 23- Montesquieu (continued)**

- Separation of \_\_\_\_\_

- \_\_\_\_\_ monarchy

- Montesquieu identified three sorts of governmental \_\_\_\_\_:  
legislative, executive "in respect to things dependent on the law of nations," and  
executive "in regard to those things that depend on civil \_\_\_\_\_" (i.e., the  
judiciary).
- Montesquieu believed that if one person or group of \_\_\_\_\_ held  
any two or all three of these powers, it would result in "tyrannical laws" executed  
in a "tyrannical manner."
- His ideas here provided the basis for the doctrine known as "separation of  
\_\_\_\_\_, " which significantly influenced the framers of the  
U.S. Constitution and thus the shaping of the American Government.
- Montesquieu did not believe that \_\_\_\_\_ was the best  
form of government.
- Instead, he favored a constitutional \_\_\_\_\_ based on the British  
model.
- He greatly admired Britain's government because he felt that Parliament, the king,  
and the courts worked separately and efficiently since each could  
\_\_\_\_\_ the power of the other.
- This idea of the different \_\_\_\_\_ of government each  
preventing the others from obtaining too much power later led to the theory of



"checks and balances," which also influenced the framers of the U.S.

Constitution.

**Slide 24- Women and the Enlightenment**

- Changing \_\_\_\_\_

- Role of \_\_\_\_\_

- Equality

- One of the offshoots of \_\_\_\_\_ philosophy was a changed view of the role of women in society.
- Enlightenment thinkers held reason supreme and valued \_\_\_\_\_ as the best way to develop a person.
- They also viewed education as crucial for moral development and for \_\_\_\_\_ to function as close to ideal as possible.
- Many thinkers, therefore, advocated education for \_\_\_\_\_; however, they differed on the specific thing they believed women should be taught, and most male thinkers did not extend their arguments to advocate full \_\_\_\_\_ for women. Not surprisingly, some women disagreed with this position and wrote important works advocating equality for women.

**Slide 25- Mary Wollstonecraft**

- Declaration of the \_\_\_\_\_ of Man

- A Vindication of the Rights of \_\_\_\_\_

- During the early days of the \_\_\_\_\_ Revolution, the National Assembly adopted the Declaration of the Rights of Man.



- The document drew equally upon Enlightenment \_\_\_\_\_ and current events at the time to make statements both about basic political rights and the particular abuses which many had suffered under the rule of Louis XVI (18th).
- In 1792, Mary Wollstonecraft, a \_\_\_\_\_ and writer from Great Britain, composed A Vindication of the Rights of Women.
- Wollstonecraft had been living in \_\_\_\_\_ during the French Revolution and knew many of its leaders.
- The publication of the Declaration prompted her to outline her philosophy on the inequalities that \_\_\_\_\_ between the sexes.
- She was disheartened by the fact that in spite of their belief in \_\_\_\_\_, the leaders of the Revolution did not extend the equality to women.
- She saw this as hypocritical and hoped her work would convince \_\_\_\_\_ leaders to recognize that women had the same natural rights and intellectual capacity as men.

**Slide 26- Wollstonecraft (continued)**

- Education

- \_\_\_\_\_ rights movement

- Wollstonecraft believed \_\_\_\_\_ were kept in ignorance "under the specious name of innocence."



- She refers here to a common argument of the time which held that women should not be \_\_\_\_\_ because it would ruin their natural "innocence" and have a detrimental effect on their character.
- She felt that denying education to women would deprive them of the \_\_\_\_\_ they needed to properly exercise their reason.
- In the first chapter of her book, Wollstonecraft proclaimed, "it is time to effect a \_\_\_\_\_ in female manners--time to restore them to their lost dignity--and make them as a part of the human species, labour by reforming themselves to reform the \_\_\_\_\_."
- Many regard A Vindication of the Rights of Women as marking the beginning of the \_\_\_\_\_ women's rights movement.

**Slide 27- Olympe De Gouges**

- Criticized the French \_\_\_\_\_
- The \_\_\_\_\_ of Women
- "Declaration of the Rights of \_\_\_\_\_ and the Female Citizen"
- Executed in 1793
- Olympe de Gouges also lived in \_\_\_\_\_ during the French Revolution and also produced a response to the Declaration of the Rights of Man.
- Her 1791 work, The Rights of Women, criticized the \_\_\_\_\_ of the Revolution for continuing to "oppress" women even though they had just been freed from oppression themselves.



- The heart of the Rights of Women consisted of a "Declaration of the \_\_\_\_\_ of Woman and the Female Citizen" that mimicked the language of the Declaration.
- For example, while Article 1 of the original \_\_\_\_\_ stated that, "Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good." Article 1 of de Gouges' declaration says, "\_\_\_\_\_ is born free and lives equal to man in her rights. Social distinction can be based only on the common utility.
- De Gouges also included a form for a "Social \_\_\_\_\_ Between Men and Women."
- Much more strident in tone than Wollstonecraft, de Gouges urged women to "wake up" and "\_\_\_\_\_ your rights."
- She harshly criticized the \_\_\_\_\_, asking, "Oh, women, women! When will you cease to be blind? What advantage have you received from the Revolution? A more pronounced scorn, a more \_\_\_\_\_ disdain."
- She also decried (to condemn openly) the bloodshed of the Revolution, which led many to \_\_\_\_\_ her as a reactionary. In 1793, she was guillotined.

**Slide 28- "Enlightened Monarchs"**

- Most of \_\_\_\_\_ was ruled by \_\_\_\_\_ monarchs
- Receptive to \_\_\_\_\_ ideas



- Instituted new \_\_\_\_\_ and practices
- Enlightened \_\_\_\_\_
- Frederick II, Prussia
- Catherine the Great, \_\_\_\_\_
- Maria Theresa, Austria
- Joseph II, Holy \_\_\_\_\_ Empire
- Gustav III, Sweden
- Napoleon I, France
- During the time of the Enlightenment, most of the \_\_\_\_\_  
in continental Europe were ruled by monarchs who exercised absolute power.
- Many of these \_\_\_\_\_ read Enlightenment works and were  
intrigued by the new \_\_\_\_\_ thinkers put forth.
- The philosophes thought that an "enlightened" monarch could implement their  
ideas, which would result in better \_\_\_\_\_ and a general improvement in  
the quality of life for all \_\_\_\_\_.
- Some thinkers did end up corresponding (speaking to in conversation; written or  
verbal) with or advising \_\_\_\_\_ monarchs and eventually  
influence many to put a range of \_\_\_\_\_ ideals into  
practice.

**Slide 29- Frederick the Great (ruled 1740-1786)**

- \_\_\_\_\_ ruler
- Had a \_\_\_\_\_ interest in Enlightenment works



- Induced \_\_\_\_\_ to come to Prussia

- Frederick II of Prussia, often call "Frederick the \_\_\_\_\_," was fascinated with Enlightenment philosophy.
- He also was drawn to the \_\_\_\_\_: not only did he strongly support them during his reign, he also composed poems, \_\_\_\_\_, and several pieces of music.
- Frederick also loved all things \_\_\_\_\_: he was such a Francophile (someone obsessed with France and their culture) that he preferred to speak and write in French rather than \_\_\_\_\_.
- He greatly admired Voltaire and invited him to come to \_\_\_\_\_ as his personal guest. Voltaire accepted and ended up living in Berlin and Potsdam for two years.

**Slide 30- Frederick the Great (continued)**

- Wanted to make Prussia a \_\_\_\_\_ state

- Promoted some reforms

- When Frederick ascended to the \_\_\_\_\_, Prussia had a strong military but remained rather backward in its customs and government.
- Frederick wanted to \_\_\_\_\_ Prussia into a modern state and introduced many \_\_\_\_\_ that drew upon Enlightenment ideas.





- He granted religious freedom, improved \_\_\_\_\_, systematized the government to make it more efficient, simplified many \_\_\_\_\_ and outlawed torture.
- Though most historians do regard Frederick as "enlightened," he only went so far in implementing \_\_\_\_\_ ideas.
- For example, his support of the \_\_\_\_\_ and the fact that he made no attempt to abolish serfdom demonstrate the limitations of his devotion to Enlightenment \_\_\_\_\_.

**Slide 31- Catherine the Great (ruled 1762-1796)**

- \_\_\_\_\_ ruler

- Well-versed in \_\_\_\_\_ works

- " \_\_\_\_\_ " Russia

- Catherine II of \_\_\_\_\_, often called "Catherine the Great," was also attracted to Enlightenment \_\_\_\_\_.
- She immersed herself in the works of the leading \_\_\_\_\_, focusing in particular on the French philosophes.
- She corresponded with such notables as \_\_\_\_\_ and Diderot and also composed several comedies, works of fiction, and memoirs.
- During her reign, she made determined efforts to " \_\_\_\_\_ " Russia.



- In the cultural arena, she brought in several leading European intellectuals in order to introduce the Russian elite to Enlightenment \_\_\_\_\_.
- She also bought and \_\_\_\_\_ a vast amount of art.
- Economically, she made attempts to get foreign capitalists to invest in \_\_\_\_\_; she also championed efforts to modernize \_\_\_\_\_ and agriculture.

**Slide 32- Catherine the Great (continued)**

- \_\_\_\_\_ reforms

- Peasant \_\_\_\_\_

- Domestically (within the country of Russia), Catherine focused a great deal of \_\_\_\_\_ on reforming and improving Russian law and society.
- Inspired by the ideas of Enlightenment political \_\_\_\_\_ like Montesquieu, she composed a plan to completely overhaul the legal \_\_\_\_\_.
- Other measures she instituted promoted \_\_\_\_\_, relaxed the censorship law, and restricted the use of torture.
- In a 1773-1774 uprising, peasants in southwestern Russia \_\_\_\_\_ and took control of several forts and cities.
- Although Catherine's \_\_\_\_\_ put down the insurgents before they progressed any further, the revolt had a major effect on any ideas she had on \_\_\_\_\_ serfdom.



- Instead, she reorganized local \_\_\_\_\_ so that they would become more efficient and better able to control the serfs (working poor).
- In 1785, she enacted \_\_\_\_\_ that strengthened the nobility (land owning rich people).
- She granted them absolute \_\_\_\_\_ of the serfs, freed them from taxation, confiscated church land and gave it to \_\_\_\_\_, opened up new areas to serfdom, and made nobility hereditary.
- Thus, like Frederick, \_\_\_\_\_ devotion to Enlightenment ideals only went so far.

**Slide 33- Maria Theresa (ruled 1740-1780)**

- \_\_\_\_\_ ruler

- Government \_\_\_\_\_

- The \_\_\_\_\_

- Son--Joseph II

- Austrian ruler Maria Theresa started many \_\_\_\_\_, but it was really her son, Joseph II, who is better characterized as an "enlightened" monarch (king or queen/succession passed on through birth).
- Maria Theresa centralized and streamlined many aspects of \_\_\_\_\_ and the military.
- In addition, in the later years of her rule she strove to \_\_\_\_\_ the lives of serfs by reducing the power nobles had over them.



**Slide 34- Joseph II (ruled 1765-1790)**

- Ruled as coregent with his \_\_\_\_\_ until 1780.

- Joseph's \_\_\_\_\_

- \_\_\_\_\_ toleration

- Control over the \_\_\_\_\_ Church

- \_\_\_\_\_ of serfdom

- Ruled as coregent (at the same time ruling with another in a monarchy) with his \_\_\_\_\_ in 1765.
- Like other "enlightened" monarchs, he believed in the power of \_\_\_\_\_; however, the measures he undertook once he became sole ruler in 1780 were much more radical than those instituted by other \_\_\_\_\_.
- He encouraged religious \_\_\_\_\_ of Protestants and Jews; he reduced the power of the Catholic Church in Austria and brought it more firmly under his control; and, in his most controversial measure, he abolished \_\_\_\_\_ and decreed that peasants be paid in cash for their labors.
- This cash proviso, however, infuriated the \_\_\_\_\_ and was even rejected by the peasants, who preferred a barter (negotiable) economy.
- Joseph's power and health waned (slowly faded) in succeeding years, and his \_\_\_\_\_ didn't last long after his death in 1790.



**Slide 35- Gustav III (ruled 1771-1792)**

- Swedish \_\_\_\_\_

- Read \_\_\_\_\_ Enlightenment works

- Reforms

- \_\_\_\_\_

- King Gustav III of \_\_\_\_\_ voraciously (with great passion and vigor) read most of the French works of the Enlightenment. He also wrote several plays and historical essays.
- Upon ascending to the \_\_\_\_\_, Gustav sought to rid the Swedish government of corruption and institute measures in line with \_\_\_\_\_ principles.
- Among his reforms: he issued an ordinance providing for \_\_\_\_\_ of the press, he abolished torture, he relaxed the poor law, he supported complete \_\_\_\_\_ freedom, he encouraged free trade and removed export tolls, he shored up the country's weakened currency, and he even invented a national costume that became quite popular for a while.
- By the mid-1780's, however, Gustav began to shift away from a constitutional \_\_\_\_\_ toward an absolutist one.
- He had grown weary of battling with the \_\_\_\_\_ Parliament (legislative body) and the nobility.



- War with Russia later in the decade provided him with an excuse to increase his \_\_\_\_\_ at the expense of the legislature and the gentry (land owning elite).
- The 1789 Act of Unity and Security allowed him to overcome the \_\_\_\_\_ opposition to the war.
- He then drew up a new constitution that broadened \_\_\_\_\_ authority; the lower classes, also fed up with the nobles, supported him.
- With his power assured, \_\_\_\_\_ managed to lead his armies to a stunning victory over Russia.
- The Swedish \_\_\_\_\_ hailed him, but the aristocracy still held resentments.
- In 1792, a conspiracy of nobles hired an assassin to kill Gustav; Gustav was \_\_\_\_\_ in the back and died some two weeks later.

### **Slide 36- Napoleon I**

- \_\_\_\_\_ ruler

- Military \_\_\_\_\_

- Rise to \_\_\_\_\_

- Napoleon Bonaparte had been a soldier since the age of \_\_\_\_\_, after having spent his early years in a \_\_\_\_\_ academy.
- He came to prominence as a young \_\_\_\_\_ in 1795 when he defended the National Convention against royalist forces.



- He rose quickly after that and eventually seized \_\_\_\_\_ by engineering a coup d'etat in 1799 that effectively ended the French Revolution; later, in 1804, he had himself crowned emperor.
- \_\_\_\_\_ wasn't really an "enlightened monarch" like Frederick, Catherine, Joseph, Gustav, or Maria Theresa.
- Those rulers had avidly read important \_\_\_\_\_ works and consciously sought to implement Enlightenment principles.
- Napoleon did not share this affinity (an inherent similarity) for the works of Enlightenment writers; however, he did institute a number of \_\_\_\_\_ that were in line with Enlightenment ideals.

**Slide 37- Napoleon I (continued)**

- Reforms

- \_\_\_\_\_

- Law

- In education, he created a system of \_\_\_\_\_ schools known as lycées.
- These schools were open not just to the \_\_\_\_\_ classes but, to the children of all citizens.
- Graduates of the lycées were considered qualified for \_\_\_\_\_ jobs and did not need family connections to obtain these positions, as had previously been the case.



- Napoleon also created a uniform set of \_\_\_\_\_ know as the Civil Code in 1804.
- In some areas, the laws reflected Enlightenment \_\_\_\_\_.
- For example, the \_\_\_\_\_ guaranteed equality for all male citizens and the right to secure wealth and private property.
- In other areas, however, the Code worked to restrict individual \_\_\_\_\_, placing limits on freedom of speech and freedom of the \_\_\_\_\_ and rolling back political gains women had made during the French Revolution.

**Slide 38- The Enlightenment and the American Revolution**

- Influence of Locke, \_\_\_\_\_
- The \_\_\_\_\_ of Independence
  - Written by Thomas \_\_\_\_\_, the Declaration of Independence shows the influence of Enlightenment ideas--particularly those of \_\_\_\_\_ and Montesquieu.
  - Jefferson drew upon Locke's concepts of \_\_\_\_\_ rights and equality in the "state of nature" when he wrote, "We hold these truths to be self-evident, that all men are \_\_\_\_\_ equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, \_\_\_\_\_, and the pursuit of Happiness."





- Jefferson also employed Locke's conclusion that if a government denied \_\_\_\_\_ of their natural rights, the people had the right to change the government.
- He stated, "when a long train of abused and usurpations (wrongful seizure or exercise of authority or privilege belonging to another)...evinces a design to reduce them [the people] under absolute Despotism, it is their \_\_\_\_\_, it is their duty, to throw off such Government and to provide new Guards for their future security."

**Slide 39- The U.S. Constitution**

- \_\_\_\_\_ of powers
- Checks and \_\_\_\_\_
- The framers of the \_\_\_\_\_ essentially took Montesquieu's concept of separation of powers and put it into practice, creating a tripartite (composed of or divided into three parts) government that split authority between executive, \_\_\_\_\_, and judicial branches.
- They also instituted measure designed to ensure that no one \_\_\_\_\_ would become too powerful.
- Popularly known as "checks and balances," these measures included things like the president's veto power, the fact that only \_\_\_\_\_ can declare war, and the provision that federal and Supreme Court judges hold their terms for life.



**Slide 40- The Enlightenment and the French Revolution**

- The \_\_\_\_\_ Revolution

- The Estates \_\_\_\_\_

- The French strongly supported the \_\_\_\_\_ against Britain during the American Revolution.
- Hundreds of French officers (most notably, the Marquis de Lafayette) who participated in the Revolution were influenced by how the \_\_\_\_\_ applied Enlightenment ideas on government both in waging the war and in creating a new nation.
- In 1789, King Louis XVI decided to place a \_\_\_\_\_ on land, an idea that the nobility and the Church--who had both been exempt from taxation up to this time--greatly disliked.
- They fought Louis by claiming that a new tax could only be approved at a meeting of a body known as the \_\_\_\_\_ General, which represented all three of France's social "estates": the Church, the nobility, and the rest of the population.
- The Third Estate, which made up 98% of \_\_\_\_\_ population, had become increasingly dissatisfied with its lack of political power.
- Middle-class citizens at this time functioned more or less as the leaders of the \_\_\_\_\_, and had been influenced by Enlightenment ideas regarding things like liberty, equality, and rights.



- They had come to want a voice in \_\_\_\_\_, and at the meeting of the Estates General, they demanded a constitution in return for approving the \_\_\_\_\_.
- A chain of events was set in \_\_\_\_\_ that eventually led to the overthrow and execution of the king: this was the French Revolution.

**Slide 41- Declaration of the Rights of Man**

- Adopted by \_\_\_\_\_ Assembly in 1789

- "\_\_\_\_\_, Egalité, Fraternité"

- In \_\_\_\_\_, the National Assembly adopted the Declaration of the Rights of Man.
- This document clearly reflected Enlightenment ideals related to \_\_\_\_\_, property, natural rights, and the ending of oppression.
- For example, the first three articles of the Declaration state:
  - 1. "Men are born and remain free and \_\_\_\_\_ in rights."
  - 2. "The aim of all political association is the preservation of the \_\_\_\_\_ and imprescriptible rights of man. These rights are liberty, property, \_\_\_\_\_, and resistance to oppression."
  - 3. "The principle of all sovereignty resides essentially in the \_\_\_\_\_. No body nor individual may exercise any authority which does not proceed directly from the nation."



- The influence of the Enlightenment on the \_\_\_\_\_  
\_\_\_\_\_ can be seen most clearly in its slogan: "Liberté, Egalité, Fraternité"--"Liberty, Equality, and Fraternity (a body of people associated for a common purpose)."

#### **Slide 42- The Legacy of the Enlightenment**

- Government

- \_\_\_\_\_

- Education

- As stated at the beginning, the \_\_\_\_\_ marks the intellectually beginning of the modern world.
- Enlightenment principles have become the basis of \_\_\_\_\_ and forms of government for many countries.
- Universal suffrage (ability to vote) and equal \_\_\_\_\_ legislation are a direct legacy of the Enlightenment.
- Finally, Enlightenment thought led many \_\_\_\_\_ to establish systems of free public \_\_\_\_\_ and put an end to the idea that education was only a privilege for the upper classes.

**You need to keep these for your own personal study and the possibility of an open note test.**