

# History 102 Unit 2 Study Guide

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## Lecture 10 – Absolutism

We haven't looked at politics much this semester so far, but today we are going to talk about political changes that began in France in the late 1500s that would have a profound effect on European politics for over 200 years. Absolutism began a trend toward strong central government that grew steadily down to the present and continues, in one form or another today. In this lecture and the next several, we will look at a political system called absolutism.

### Terms:

princes	Charles IX
estates	St. Bartholomew's Day Massacre
Parliament	Henry III
House of Commons	Henry IV (Henry of Navarre)
House of Lords	"Paris is worth a Mass"
Diet	Edict of Nantes
Estates General	Louis XIII
Huguenots	Cardinal Richelieu
<i>politiques</i>	"overmighty subjects"

### Some Questions for Study:

1. Discuss the political systems in Europe before the growth of absolutism. Give example of "princes." What are the "estates"? How did the two function?
2. What is absolutism? Where did it begin? Why did it come into existence?
3. Describe the religious conflict in France during the mid-1500s. What made religious conflict so chaotic and violent in France?
4. Who were the *politiques* and what policies did they recommend in order to stop the disorder and religious violence in France?
5. Discuss Henry IV. What was he before he became the king of France? What did he decide to do as king in order to retard religious conflict?
6. Discuss the provisions of the Edict of Nantes. What was the Edict meant to accomplish?
7. Cardinal Richelieu was a pretty impressive fellow. Describe his goals for France and discuss the means he employed to accomplish them.

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## Lecture 11 – The Crisis of the 17th Century

This period of strife came as something of a surprise to Europeans. For almost a century before 1560 most of Western Europe had enjoyed steady economic growth. Additionally, the discovery of the New World seemed to offer a future of even greater prosperity. The political future also appeared rosy. Most Western European governments were becoming more efficient, and efficient government should have provided citizens with both domestic peace and increased trade activity. Yet around 1560, thunderclouds were gathering in the skies that would soon burst upon the European scene.

### Terms:

Catherine de Medici	Rudolph II
St. Bartholomew's Day Massacre	Letter of Majesty
the Price Revolution	Ferdinand II
inflation	Defenestration of Prague
"Iron Century"	Frederick of the Palatinate
"one <i>roi, foi, loi</i> "	King Christian of Denmark
Huguenots	Gustavus Adolphus of Sweden
Edict of Nantes	Cardinal Richelieu
Netherlands	Peace of Westphalia (1648)
Antwerp	The Fronde
William the Silent	Louis XIII
the Duke of Alva	Cardinal Richelieu
"Council of Blood"	Louis XIV
the Thirty-Years War	Cardinal Mazarin
Bohemia	

### Some Questions for Study:

1. Discuss the "Price Revolution." What series of economic changes brought about this economic catastrophe for Western Europe? What were the overall effects?
2. The greatest single cause of war in Europe in the 1600s was religious strife. With the exception of the Fronde in France, struggles broke out in the Netherlands, Germany and England (we'll look at England in a later lecture) that were primarily religious struggles. Look at the on-line lecture and the text and find the religious influences on the wars in the struggle in France before Henry IV, the Netherlands, the Thirty-Year's War. Compare and contrast the causes—religious, political, social—of each with the others.
3. Study the course of the Thirty Years War from its beginnings in Bohemia in 1618 to the Peace of Westphalia in 1648. Identify the various players. We can understand why Protestant princes like Christian of Denmark and Gustavus Adolphus of Sweden entered the war on the Protestant side, but why on earth did a Roman Catholic Cardinal, Cardinal Richelieu, support the Protestants? What were his goals?
4. What were the causes of that rather strange rebellion in France called the Fronde (by the way, a fronde was a sort of slingshot used by Parisian street gangsters)? How was the Fronde different from other struggles in the 1600s?
5. In general, what were the consequences of these struggles in Europe? After rebellion, warfare, loss of life and destruction, what came out of them?

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## Lecture 12 – Louis XIV

this lecture focuses on the reign of the greatest absolutist monarch of them all, the king who defined absolutism and became the model for just about every other ruler in Continental Europe — Louis XIV, the Sun King!

### Terms:

Cardinal Mazarin

*La Gloire*

colonels

Colbert

*parlements*

Versailles

*intendant*

### Some Questions for Study:

1. What were armies like up until Louis XIV came along? How did rulers raise armies? what did those armies look like? What happened to the soldiers when they were no longer of use to the ruler who raised them? What did Louis do that would forever change the way that armies were raised, trained, outfitted and paid?
2. What kinds of economic policies did Louis XIV employ to “Make France Great Again”?
3. A king attains power by seeking glory. Discuss *La Gloire* as achieved by Louis XIV, how did war play a part? Spectacle?
4. The purpose of this incredible structure was to serve as a stage upon which Louis could daily act out the role of being a king. Discuss life at Versailles. How did Louis XIV employ Versailles as a spectacle in itself and as a means of taming and controlling the French nobility?
5. How did Louis XIV make French language and culture *the* language and culture of Europe? Why do you think that rulers in his time and thereafter on the Continent would do all that was in their means to emulate *le roi soleil*?

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## Lecture 13 – The English Model (1)

We've been talking a lot about France for the last few lectures. For the next couple of lectures we are going to turn our attention to England. While France was perfecting absolutism as a governing principle, English politics and government were traveling in a very different direction—toward constitutional monarchy and a more personal vision of liberty. But, it would take a while to work out, and even though English politics would travel on a different trajectory, that didn't mean that it could avoid the religious, social, economic and political conflicts that affected the rest of Europe.

### Terms:

Puritans	Arminians
Parliament	Archbishop William Laud
House of Commons	Scottish Rebellion (1639)
House of Lords	The Solemn League and Covenant
English liberties	Parliament of 1640 (Long Parliament)
Queen Elizabeth I (1558-1603)	Irish Rebellion (1640)
The Stuarts	English Civil War
James VI (of Scotland) and I (of England)	Grand Remonstrance
<i>A Trew Lawe of Free Monarchies</i>	Militia Ordinance
“the wisest fool in Christendom”	Cavaliers
The Gun Powder Plot (1605)	Roundheads
the Millenary Petition	Oliver Cromwell
<i>The Book of Sports</i>	the Model Army
Plymouth Colony	Battle of Naseby (1645)
George Villiers, Duke of Buckingham	Charles the Martyr
Charles I	Pride's Purge (1649)
Parliament of 1628 (Short Parliament)	the Rump Parliament
Petition of Right (1628)	Lord Protector of England
“popery”	Barebones Parliament
John Pym	

### Some Questions for Study:

1. Describe the differences between French and English political and social traditions that help to account for the lack of absolutist government in England. Why did absolutism fail to take root in England after successfully becoming the standard in most of Continental Europe? Look at religion, political and social institutions and government.
2. Compare and contrast Elizabeth I, the last Tudor, with her successor, James I Stuart.
3. Charles I came to the throne in 1625. Right away he was at odds with his first Parliament. In fact some historians have argued that he was placed in a situation by the constraints and demands of his first Parliament that almost guaranteed conflict, if not then then up the road. What were Parliaments reasons for their behavior, and what were the constraints under which they placed the new king?
4. Discuss the actions taken against Charles I by the Short Parliament. How did their actions further hamper Charles I? What were the consequences of those actions? Similarly, look at the Parliament of 1639, which was supposed to raise funds and make policies to save England. What happened instead? Why might we reasonable conclude that this was the last straw for Charles I?
5. historians have long struggled over why some Englishmen supported the king, while others supported Parliament in the English Civil War. Some argue that the war was a class struggle. Some that it was a

religious war. Other interpretations crop up from time to time. study the lecture notes and the text, and familiarize yourself with the various arguments.

6. Oliver Cromwell ruled England, either through military strength or with various Parliaments from 1648 until his death in 1658, at which time his son took over as Lord Protector. Although he insisted that he was not a monarch, in fact his rule comes closer to absolutism than that of any English king. His Commonwealth was tyrannical and unpopular. assess the validity of the previous statement, and describe the social, religious and political environment that he created.

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## Lecture 14 – The English Model (II)

Charles II returned to England in 1660 amid great rejoicing. A man of considerable charm and political skill, Charles set a refreshing new tone after eleven years of somber Puritanism. His restoration returned England to the status quo of 1642, with a hereditary monarch once again on the throne, no legal requirement that he summon Parliament regularly, and the restoration of the Anglican Church, with its bishops and prayer book, supreme in religion.

### Terms:

Charles II	William of Orange
Clarendon Code	“traditional liberties of the nation”
Declaration of Indulgence (1672)	the Glorious Revolution (1688)
Test Acts	William and Mary
James, Duke of York	Bill of Rights
Titus Oates	Toleration Act of 1689
Popish Plot	Act of Settlement (1701)
Exclusion Crisis	Queen Anne
Whigs	Hanover, Germany
Tories	Elector of Hanover
James II	George I
Declaration of Indulgence (1687)	John Locke
Mary Stuart	theory of popular revolution

### Some Questions for Study:

1. Even though Charles II was welcomed back to the throne with great celebration in 1660, his relations with Parliament could not really be described as smooth sailing. What conflicts took place between the king and Parliament during Charles' reign?
2. Review and discuss the various conflicts that arose when James II came “out of the closet” and disclosed the fact that he was a practicing Roman Catholic. How did this fact help to bring about the “Exclusion Crisis” and create an English party system of Whigs and Tories?
3. What was the Glorious Revolution and what made it “glorious”? How did the outcome of the Glorious Revolution create a constitutional monarchy in England, and of what did that political system consist? How is a constitutional monarchy about as different as it can be from an absolute monarchy?
4. What relationship did John Locke have to the outcome of the Glorious Revolution?

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## Lecture 15 – The European State System in the 18th Century

This lecture stays on politics — which means absolutism— and we are going to talk about the European state system. What that means is that in the time of Louis XIV, France did not become the dominant power in Europe, as much as Louis would have liked it. Rather there emerged what would become the five great powers of Europe, and these five great powers would remain the great powers of Europe, with a few changes, until the First World War which occurred between 1914 and 1918. We have already covered France and Great Britain in detail, so now we are going to set up the other great powers so that you have an idea of what they were and how they emerged.

### Terms:

Habsburg Monarchy	King Frederick I
Turks	Frederick William I
Battle of Vienna (1683)	Frederick II (the Great)
War of the Spanish Succession (1702-1715)	Russia
Prussia	Peter the Great
Hohenzollerns	St. Petersburg
Frederick William, the Great Elector	

### Some Questions for Study:

1. Discuss the ongoing expansion of Habsburg military power in the 18th century. How did that power help secure Habsburg dominance in southeastern Europe, especially in the face of aggressive Turkish expansion?
2. While the Habsburgs were expanding their dominance over the area around Austria, the Prussian Hohenzollern family expanded their power and influence in Northeastern Germany, trace the amazing accomplishments of an amazingly confusing array of Fredericks from 1640 to 1786.
3. What steps allowed Peter the Great to transform Russia into a great Western European state?

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## Lecture 16 – The First Scientific Revolution

Two great movements matured in the 17th century. Absolutism, that political movement that got its start in France and culminated in the reign of Louis XIV was the first. The second is the topic for this lecture — the flowering of new science that we call the First Scientific Revolution.

### Terms:

Francis Bacon	crystal spheres
scientific method	geocentric universe
inductive reasoning	Great Chain of Being
René Descartes	Nicholas Copernicus
deductive reasoning	John Kepler
“thinking substance”	Galileo
<i>cogito ergo sum</i>	Isaac Newton
“extended substance”	<i>Mathematical Principles of Natural Philosophy</i>
coordinate geometry	gravity
Claudius Ptolemaeus (Ptolemy)	natural laws
ptolemaic model of the universe	God as engineer and mathematician

### Some Questions for Study:

1. Why did the First Scientific Revolution take place when it does? There are several, rather unsatisfying explanations.
2. What contributions did Francis Bacon make to developments in science? Descartes?
3. Because of time constraints in my lectures and because, frankly, Prof. Spielvogel does an excellent job, I don't look at some of the other areas of scientific investigation and discovery done by some pretty impressive folks. Take a look in the text and study other scientific advances in medicine and chemistry. Note the activity of women in these areas. Compile a list of scientists in these areas and study their achievements.
4. How did our universe change as a result of the discoveries of astronomers from Copernicus to Galileo? In some ways these astronomers left some very important, and disturbing, questions unanswered. What were those questions, and why were they disturbing?
5. Discuss the discoveries of Sir Isaac Newton. How did he restore some degree of comfort and certainty, not only in terms of science, but in terms of theology, to the West in the wake of the reshuffling of the universe?



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## Lecture 17 – The Enlightenment

The Enlightenment was an intellectual movement of the 18th century that was spurred on by the accomplishments of the thinkers of the Scientific Revolution. Enlightenment thinkers announced that the new principles of science could be applied in other areas of thought and life—politics, religion, society and economics—allowing people to free themselves from traditional ways of thinking and living and improve their lives. The Scientific Revolution of the 17th century seemed to prove that God had not created a world that was arbitrary. Rather, the Scientific Revolution seemed to prove that God had created a world that ran according to strict mathematical laws and had given people the power to discover and to understand those laws.

### Terms:

natural laws	“God-given rights”
Deism	“right to revolution”
progress	Montesquieu
John Locke	<i>Spirit of the Laws</i>
<i>Essay Concerning Human Understanding</i>	distributed power
<i>tabula rasa</i>	Jean-Jacques Rousseau
Antoine Condorcet	social contract
<i>Progress of the Human Spirit</i>	the general will
<i>Two Treatises on Government</i>	<i>The Social Contract</i>
“divine right”	<i>philosophes</i>
political contract	Benjamin Franklin
“state of nature”	Voltaire
life, liberty and property	newspapers

### Some Questions for Study:

1. How did the thinking of the Scientific revolution spur the ideas of the Enlightenment?
2. What specific contributions did Montesquieu, Voltaire, and Diderot make to the age of the Enlightenment? Compare and contrast their political ideas with Thomas Hobbes and Machiavelli.
3. Discuss the significance and the influence of John Locke and Isaac Newton on the Enlightenment.
4. Both Locke and Rousseau argued that governments existed as the result of a contract between government and the governed, but there were several stark differences between the two. Locke believed in individual rights while Rousseau largely ignored the individual and argued that the most important unit was society itself. What dangers to individuals in society are inherent in Rousseau’s notions of the social contract and the general will?
5. Who were the *philosophes*? How were they important in spreading the ideas of the Enlightenment?
6. Discuss the rise of literacy in 18th century Western Europe. What effects did the growth of publications and the growth of readership have on the Enlightenment?
7. Discuss the three “three premises” that informed the Enlightenment. What were they? Explain.
8. Discuss the enlightenment concept of “progress.” A lot of movements in the West have employed that word. When they said “progress” did Enlightenment thinkers, Marxist Communists, and 20th century progressives all mean the same thing? Explain.

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## Lecture 18 – Enlightened Absolutism

Among the themes that we have studied in this course are the scientific revolution and its successor, the Enlightenment, and absolutism and the growth of the modern state. Today we bring these two ideas together in something called enlightened absolutism, which is a kind of government that appeared in the last half of the 18th century. What enlightened absolutism is at its foundation is absolute kings—and queens—who rule according to enlightened ideas.

### Terms:

“enlightened monarchs”

Maria Theresia

Silesia

Joseph II

Frederick II (the Great)

Catherine II (the Great)

Pugachev’s Rebellion

### Some Questions for Study:

1. What general principles can we apply to enlightened monarchs? How did their rule make them different from their absolutist predecessors?
2. How did Joseph II differ as a ruler from his mother, Maria Theresia. It has been argued that Joseph was, in fact, the only consistently enlightened monarch of all of the ones mentioned in this lecture. Is that statement true? Explain your answer.
3. It has been said that the true goal of Frederick the Great was to maintain his military and successfully fight wars, and that his “enlightened reforms” and ideas were primarily instituted for that purpose. Assess the validity of that statement.
4. Discuss the reign of Catherine the Great of Russia. In what ways were her policies and personality enlightened, and what happened to make her change her tune?