

# History 102 Unit 3 Study Guide

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## Lecture 19 – American and French Revolutions

This lecture looks at the American Revolution in a European context and illustrates the relationship between the American and French Revolutions. In addition, we will also take a look at the beginning of the French Revolution up to the famous Storming of the Bastille on July 14, 1789.

### Terms:

George III

Parliament

Seven Year's War (French and Indian War)

1756-1763

*Declaration of Independence*

Thomas Jefferson

John Locke

political contract

Louis XVI

Estates

Assembly of Notables

*parlement* of Paris

Estates General

the Third Estate

National Assembly

Bastille

### Some Questions for Study:

1. Beginning in 1764, Parliament began a policy of taxing the American colonies in order to raise revenues. The American colonists resisted those policies. What political arguments did they use in their resistance?
2. The *Declaration of Independence* made a big splash among thinkers in Europe. Why?
3. In what ways did John Locke influence the *Declaration of Independence*? Could Locke even be considered the sort of political grandfather of the American Revolution?
4. Describe France in 1789. In many ways, especially socially and politically, France hadn't really changed much since the Middle Ages. In other ways, it was the most advanced nation in Europe. Explain.
5. What national emergency caused Louis XVI need to solve that led to the French Revolution.
6. Study the transition from the Estates General to the National Assembly. How did each work, and what principles caused the transformation of the former into the latter?
7. Why did a Parisian mob storm the Bastille on July 14, 1789? What was the consequence?

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## Lecture 20 — The French Revolution

The news of the fall of the Bastille spread throughout France, and the people in the country -- especially the peasants -- became fearful that soon the city folks who were angry over the price of bread would bring their violence to the country. Our lecture today opens with that rural rebellion called The Great Fear. In this lecture we will also study the evolution of the French Revolution from its beginnings in 1793 through a series of painful permutations, until the Revolution which had begun to promote the equality and “rights of man” down to September 1797, when all of the power in the French state was held by three men, and within a few years, France would once more become an absolute government under the Emperor Napoleon.

### Terms:

The Great Fear	Maximilien Robespierre
Declaration of the Rights of Man	Reign of Terror
Flight to Varennes	guillotine
Declaration of Pillnitz	the Cult of Reason
Jacobins	Worship of the Supreme Being
the Parisian insurrection	Thermidor
the National Convention	Fructidor
sans-cullottes	Germinal
Girondins	metric system
the Mountain	Thermidorian Reaction
execution of the royal family	the Directory
Committee for Public Safety	

### Some Questions for Study:

1. By 1791, how completely had the French government and society been transformed in terms of specific political, social, and religious changes?
2. To what extent were Enlightenment ideas responsible for and apparent in the reforms of the French Revolution?
3. Look at the Declaration of the Rights of Man (Text, p. 584). What principles from John Locke appear in the document? What influences from Rousseau?
4. Using your text, review and discuss the Jacobin clubs. Who were the Jacobins? What was their effect on the development of the Revolution towards greater radicalism.
5. How did France come to find itself at war with other European powers from 1792 onwards? What impact did war have on the government?
6. What was the Committee of Public Safety? How did this body come to possess arbitrary power – and what did it do with this power?
7. Why do you think the revolution turned more radical, resulting in the establishment of a republic and leading to the Reign of Terror?
8. Using your Text, explain the composition of the National Convention and its various political divisions and factions.
9. Describe the Thermidorian Reaction. Identify and discuss reasons for the arrest and execution of Robespierre and his supporters in July 1794.
10. What steps did the Thermidorian leaders take to wind back the Terror and purge France of Jacobinism?

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## Lecture 21 — Napoleon Bonaparte

Napoleon Bonaparte is one of those watershed figures in history. He is so important that historians usually date the Modern Period from his dominance of European history. He deals in some way with all of the things that make up modern history: constitutional rule, the role of the common people in society and government, non-traditional leadership, demagoguery, dictatorship. It is important to remember that Napoleon could never have come to power without the French Revolution. It was the French Revolution that created opportunities for men like Napoleon, not only, as in Napoleon's case, to dominate France and Europe for a couple of decades, but also to wind up on the guillotine after a short time in the spotlight. The Revolution opened up fame and fortune, failure, disgrace and death to a number of people, and Napoleon is someone who took advantage of it.

### Terms:

Corsica	Third Coalition
Capture of Toulon	Austerlitz
“a whiff of grapeshot”	Grand Empire
Josephine de Beauharnais	Continental System
Italian Campaign	Confederation of the Rhine
Egyptian Campaign	Grand Duchy of Warsaw
coup d'état	Invasion of Russia
First Consul	Borodino
Pope Pius VII	Great Retreat
Ministry of the Interior	Elba
Code Napoleon	Waterloo

### Some Questions for Study:

1. Some historians argue that Napoleon's dominance of France represent the culmination of the French Revolution and the Enlightenment, other historians assert that Napoleon's rise and dominance represent a betrayal of the French Revolution and the Enlightenment. Study and discuss the career of Napoleon and his policies and assess which you believe comes closer to the truth. In the process, get to know Napoleon and his works.
2. How did a junior officer who was more Italian than French, and neither a French aristocrat, manage to achieve so much popularity and power in the military? Discuss Napoleon's revolutionary military career.
3. During the first five years of Napoleon's rule, he worked on the reconstruction of France. What were the highlights of that reconstruction?
4. After 1804, Napoleon began a campaign to dominate Western Europe. Discuss his successes and failures. It might be argued that he brought the political ideas of the first stage of the French Revolution—democracy, written constitutions, rational laws—to the areas of Europe that he brought within his empire. Was this the case, or were Napoleon's reforms mere window dressing?

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## Lecture 22 — The Industrial Revolution

DESPITE ALL OF THE DISCUSSION WE HAVE HAD ABOUT THE ENLIGHTENMENT AND ABSOLUTISM, AND REVOLUTION, ONE COULD EASILY ARGUE THAT THE GREATEST EVENTS IN TERMS OF LONG-TERM IMPORTANCE THAT WERE GOING ON BETWEEN 1750 AND 1815 WERE NEITHER. INSTEAD, THE MOST SIGNIFICANT EVENTS WERE THOSE THAT WERE PART OF THE INDUSTRIAL REVOLUTION. THE INDUSTRIAL REVOLUTION CHANGED JUST ABOUT EVERYTHING IN WESTERN CIVILIZATION: ECONOMY, SOCIETY, AND POLITICS. AND ONE COULD ARGUE THAT IT IS STILL GOING ON, EVEN THOUGH WE HAVE MOVED FROM AN INDUSTRIAL AGE INTO A TECHNOLOGICAL AND COMMUNICATION AGE.

### Terms:

Great Britain

Agricultural Revolution

squires (gentry)

Charles “Turnip” Townshend

crop rotation

livestock

Enclosure Movement

infrastructure

capital

markets

consumers

labor

Royal Patent Office

Bank of England

Josiah Wedgwood

textiles

John Kay

Richard Arkwright

James Hargreaves

James Watt

steam engine

Eli Whitney

cotton gin

Robert Fulton

George Stephenson

pig iron

wrought iron

industrial workers

Great Exhibition of 1851

tariffs

urban reformers

### Some Questions for Study:

1. Why did the Industrial Revolution begin in Great Britain? What factors made the revolution possible and gave Britain a great advantage in industrial production?
2. Discuss the Agricultural Revolution in Britain and explain how it encouraged the Industrial Revolution.
3. Why was England an especially good source of consumers for the new industrial goods?
4. Explain how the Bank of England supported the Industrial Revolution?
5. Using your text, discuss the early growth of reform movements in Britain, aimed at lessening the burdens of workers.

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## Lecture 23 — “Isms” of the 19th Century

FOR THE LAST FEW LECTURES WE HAVE LOOKED AT DEVELOPMENTS IN FRANCE IN THE 18TH CENTURY — FIRST THE ENLIGHTENMENT, THEN THE FRENCH REVOLUTION, THEN THE CAREER OF NAPOLEON BONAPARTE. TOWARDS THE END OF THE LAST LECTURE, I MENTIONED THAT NAPOLEON’S EMPIRE BUILDING HAD CAUSED EUROPEAN NATIONS TO REACT AGAINST HIM, BOTH IN POLITICAL AND MILITARY WAYS, AND IN THE DEVELOPMENT OF NEW IDEAS, NEW WAYS OF THINKING. IN THIS LECTURE, WE’LL LOOK AT SOME OF THE MOVEMENTS, I LIKE TO CALL THEM “ISMS,” THAT WERE BORN IN THE WEST IN RESPONSE TO THE FRENCH IDEAS, MOVEMENTS AND MILITARY AGGRESSION.

### Terms:

the Congress of Vienna	Robert Malthus
Prince Klemens von Metternich	<i>Principles of Population</i>
“principle of legitimacy”	David Ricardo
balance of power	<i>Principles of Political Economy</i>
Romanticism	“iron law of wages”
Conservatism	Political Liberalism
Sir Edmund Burke	John Locke
<i>Reflections on the Revolution in France</i>	<i>Two Treatises on Government</i>
principle of intervention	John Stuart Mill
Tory government in Great Britain	<i>On Liberty</i>
Whigs	<i>On the Subjection of Women</i>
Liberalism	Nationalism
Economic Liberalism	Nationalism and Race
Adam Smith	Social Darwinism
<i>The Wealth of Nations</i>	eugenics

### Some Questions for Study:

1. Study and familiarize yourself with all of the various “isms”—Romanticism, Conservatism, Liberalism—and be able to identify each.
2. A movement that began in Germany called Romanticism was a reaction to the rational constructions of the Enlightenment. Explain, giving examples.
3. Were Conservatives averse to change? What arguments did they employ to criticize radical rapid change like that which took place during the revolution in France?
4. The prevailing notion of economics in the age before Adam Smith is called Mercantilism. Compare and contrast Mercantilism with the ideas that Adam Smith presented in his 1776 publication, *The Wealth of Nations*. What are the chief differences in the two? Could we argue that Smith’s conception of capital and markets provided a clearer model of an industrial economy? Explain.
5. Prophets of gloom, Robert Malthus and David offered dire predictions for the future of the West in terms of population and in terms of the lives of the working class. Study both of these thinkers in the text. Is it possible that their works might offer a caution to folks who predict the future?
6. Compare and contrast 19th-century Conservatism with 19th-century Liberalism? How different are they? How much do they have in common? To what extent might we consider that the two “isms” offer answers to different questions?

7. What is Nationalism? How did it come into being? As a movement that encouraged peoples with shared language and culture to unite, it might be considered a positive ideology, but it has a much darker side which has done much to cause no end of trouble in the world. Explain.

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## Lecture 24 — Upheavals of 1848

THIS LECTURE IS ENTITLED POLITICAL AND SOCIAL UPHEAVAL, 1815-1848, AND IT IS ANOTHER LECTURE ON ONE OF THOSE TIME PERIODS IN WESTERN CIVILIZATION WHICH WAS JUST TURBULENT AND WHICH REACHED ITS ZENITH IN AN EVENT CALLED THE REVOLUTION OF 1848, THE ONE AND ONLY EUROPEAN-WIDE REVOLUTION TO OCCUR. WE ARE GOING TO START WITH THE CAUSES OF THE TURBULENCE, THEN TAKE A LOOK AT THE MAJOR EVENTS OF 1848, AND FINALLY LOOK AT SOME OF THE CONSEQUENCES.

### Terms:

Charles X of France	Young Germany
July Ordinances	Revolt of 1830 (Spain)
Louis Philippe	King Ferdinand VII
the Bourgeoise Monarch	Ludd
<i>Burschenschaften</i>	Luddites
Wartburg Assembly	Great Potato Famine
December Revolt (Russia)	Louis Blanc
Giuseppe Mazzini	<i>risorgimento</i>
Carbonari	Louis Napoleon
Young Italy	Frankfurt Parliament

### Some Questions for Study:

1. Review and discuss the factors that led to upheavals in the 1840s in Europe. They can be broken down into three categories: Nationalism, Politics and Social/economic.
2. Looking at the lecture and the Text, review and discuss the various areas of Europe that were affected by Nationalistic ferment. The lecture focuses primarily on Italy and Germany, but, if you look into the text, you will see other areas that were affected as well.
3. Between 1830 and 1850, France saw several rulers come and go, usually amid revolutionary conflict. Trace the history of the period, from Charles X to Louis Napoleon. What factors led to all of this conflict?
4. In the text, review conflicts and reforms that took place in Great Britain in the 1830s and 40s. What was the cause, and what were the consequences of this conflict?
5. The year 1848 represents a high-water mark for unrest and upheaval in Europe, with revolutions taking place all over the continent. Why? What do these revolts have in common? What, in general, were the consequences of the revolts? Were they successful? Were they successful for all of the groups and classes who engaged in them? Look at page 657 in the Text, and review the failures of the revolutions of 1848.

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## Lecture 25 – Socialism and Communism

This lecture takes up the birth and growth of more 19th-century “Isms.” Utopian Socialism and Communism grew out of the social, economic and political upheavals cause by the Industrial Revolution. The two words tend to be used interchangeably in our time, and they have much in common, but, while they began as reactions to the same factors, their founders certainly would have argued that they are not the same thing.

### Terms:

Henri de Saint-Simon	“means of production”
Charles Fourier	G. W. F. Hegel
“harmony”	dialectic
Fourier’s Phalanxes	Thesis
Brook Farm, Massachusetts	Antithesis
Robert Owen	Synthesis
New Harmony, Indiana	materialism
Karl Marx	<i>The Communist Manifesto</i>

### Some Questions for Study:

1. Compare and contrast Communism and Utopianism.
2. What inequalities brought about by the Industrial Revolution influenced the ideas of the Socialists and Communists?
3. Review and discuss the careers and idea of Simon, Fourier and Owen.
4. Karl Marx argued that his ideas weren’t prompted by any idealistic sense of utopianism, but were instead the product of logic and science. Explain and assess the validity of his statement.
5. An interesting problem inherent in ideas that are based on past and present observation is that the future doesn’t always, or even ever work out quite the way that observers plan. unexpected changes have a way of screwing up prognostications. this problem is apparent in Malthus’ argument about population and food production, in Ricardo’s “iron law of wages,” and finally in Marx’s dialectic about the victimization of the working class. Explain in the case of Marx.



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## Lecture 26 — Late 19th Century Imperialism

From the mid 18th century, the British were the only nation in Europe with a significant empire. Then, in the late 19th century, countries throughout Europe embarked on a race for colonies. At the bottom of Europeans' motivations to colonize were many of the factors and ideas that we have discussed recently, particularly industrialism and nationalism. You may remember by the early 19th century industrialization had spread to the Continent, nations like France and the German states, though they were not as industrially advanced as Britain, nevertheless, become industrialized.

### Terms:

Gospeling	Herzegovina
“White man’s burden”	Egypt
Balkans	Algeria
Ottoman Turks	Morocco
“Pan-Slavic Brotherhood”	Belgian Congo
Suez Canal	Boer War
India	Boers
“jingoism”	Union of South Africa
Austro-Hungarian Empire	J. A. Hobson
Queen Victoria	Militarism
Alexander III	secret treaties
Congress of Berlin	Triple Alliance
Otto von Bismarck	Reinsurance Treaty
Bosnia	Kaiser William II

### Some Questions for Study:

1. What were the factors that encouraged imperialism among Europeans in the late 19th century?
2. Discuss “Gospeling.” Explain the phrase “white man’s burden” as a contributor to European expansion into Africa and Asia. Assess the validity of the idea. Explain how, or whether, European colonization in the 19th century helped the subject peoples.
3. Otto von Bismarck attempted to forge peace in Europe as an expedient to protect his fledgling Germany. Discuss his various diplomatic maneuvers from 1878 until he was dismissed from service in 1888. Was he successful in preserving peace?

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## Lecture 27 — Industrial Revolution (Part 2)

This lecture is the second on the industrial revolution and will cover the period 1870-1914. This was when the industrial revolution really took off. It took off in terms of products. Textiles may have been the main product prior to 1850, but after 1870 that product was iron and steel. Iron and steel was used for all of the heavy things such as railroads and their equipment, construction (the Eiffel Tower and the Statue of Liberty), heavy machinery, refineries, all kinds of things, most of them big. Without a doubt the two most important inventions in this period that transformed the face of the world down to our own age were the automobile and the airplane, which in their turn produced whole new industries like the refineries we just mentioned, gasoline stations, repair shops, better roads, and all sorts of other things. By 1914 the steam engine was still the most important means to generate power, but the internal combustion engine was well on its way to taking over.

### Terms:

Unions	real wages
Chartists	Edward Bernstein
craft unions	<i>Evolutionary Socialism</i>
industrial unions	Pope Leo XIII
United Auto Workers	<i>Rerum Novarum</i>
International Workingmen's Association	Christian Socialist Party
Karl Marx	British Labour Party
German Social Democratic Party	Taff Vale Decision
parliamentary governments	Lib-Lab Alliance
universal manhood suffrage	

### Some Questions for Study:

1. What factor that began in the late 19th century and accelerated into the 20th helped to improve the lives of industrial workers in the West? Discuss unions, political reforms and new political parties.
2. In 1898, Edward Bernstein, a Marxist, wrote a book called *Evolutionary Socialism*. In it, he argued that Marx's conclusion that a violent overthrow of governments and the Capitalist class would be necessary to improve the lives of workers no longer applied. What factors led to Bernstein's conclusion?
3. Discuss the effect of Pope Leo's 1891 statement, *Rerum Novarum*.
4. Review and discuss the rise of the British Labour Party.

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## Lecture 28 — The Second Scientific Revolution

This lecture covers what historians often call the second scientific revolution, and the dates are between 1859 and 1914. It is called the second scientific revolution because, like the first, it changed our way of thinking about a lot of things. But, there was one important difference between the first and second scientific revolutions: the first one was reassuring, it gave human beings confidence that they could deal with their world and their universe; the second one was disturbing, it raised doubts that human beings could deal with their world and their universe. By the late 19th century people had enormous confidence in science. Science and technology had brought all of those wonderful things of life: electric lights, railroads, x-rays, motion pictures, automobiles, telephones, all kinds of good stuff. It seemed that science could provide answers to just about anything.

### Terms:

Charles Darwin	Id, Ego and Super ego
<i>Origin of the Species</i>	libido
biological evolution	Physics
“survival of the fittest”	Albert Einstein
“good” and “evil”	Marie Curie
“fit” and “unfit”	radium
Social Darwinism	Albert Michelson
“rags to riches”	speed of light
Psychology	Theory of Relativity
Sigmund Freud	$E=MC^2$
“hysteria”	Age of Uncertainty

### Some Questions for Study:

1. While the first Scientific ultimately left people reassured, the second one left people with feelings of uncertainty about the universe, humankind, and even themselves. Explain.
2. Why was Darwin’s theory of evolution disconcerting, not only to some religious people, but also to Western thinkers influenced by Newton and Enlightenment thought? Freud’s theories? Einstein’s?
3. During Darwin’s lifetime, some thinkers had reinterpreted Darwin’s theory as a social construction. Explain Social Darwinism and especially note the pernicious effect of combining Darwin’s theory with Nationalist racism of the late 19th century.
4. Review Freud’s model of the human mind. Pay attention to the idea of the unconscious mind, and to the functions of the Id, Ego and Super Ego.