

UNIT 6 ABSOLUTISM, SCIENTIFIC REVOLUTION & ENLIGHTENMENT 1550 – 1700

- **Bell Ringer:** Imagine that you are the sole ruler of a country. What kind of ruler would you be? How would you enforce your laws? What kind of challenges would you expect?

TAKE NOTES

OBJECTIVE: UNDERSTAND WHAT ABSOLUTISM WAS,
WHERE IT HAPPENED, AND WHY IT HAPPENED

EQ: DESCRIBE THE SOCIAL AND POLITICAL
ENVIRONMENT IN EUROPE FROM 1550-1700 USING
ONE WORD. EXPLAIN WHY THIS WORD ACCURATELY
DESCRIBES THE POLITICAL ENVIRONMENT OF EUROPE
AT THE TIME.

ABSOLUTISM IN EUROPE

- Topic: Absolutism and Problems in Europe
- Region: Europe— Spain, England, France, & Russia
- Time Period: 1550-1700 CE
- What was going on in Europe in the 200 years leading up to this time period?
 - Social: Reformation, Catholic (Counter) Reformation, Renaissance (new tech, beliefs, humanism, etc.), & the Black Plague
 - Political: Development of nation-states after the end of feudalism
 - Economic: Age of Exploration, Columbian Exchange, Trans-Atlantic Slave Trade, Renaissance (new found wealth)

SETTING THE SCENE – DON'T WRITE, JUST LISTEN 😊

Most of Europe has followed in the footsteps of Portugal and Spain's exploration, and are all gaining a rapid amount of wealth. With this gain of wealth, a large amount of competition arises between the different nations of Europe, all hoping to become the most powerful. Meanwhile, religion is still a huge issue, as there are major disagreements on which type of Christianity is the best.

This is a time period that is easy to overlook in history because it can be confusing, but it is important because it really sets the stage for modern day, and for U.S. history! To help us understand it, we are going to break it down, but it will take a lot of focus to help understand it!

CREATE A FRAYER MODEL

Define the term in your own words

Identify 2 absolute rulers & what empire they ruled over

Absolutism

Identify 2 non-examples of an absolute ruler

Draw a picture of what you think an absolute ruler looks like

****COPY DOWN UNDER YOUR FRAYER****

ABSOLUTE RULER'S MAKE...

- 1 day, fast decisions, can become law immediately, very quick decision and absolute!
- Fast decisions for major problems

WHAT ARE THE BENEFITS AND DRAWBACKS TO THIS KIND OF RULE?

Benefits	Drawbacks
<ul style="list-style-type: none">• Complete power• Ability to do what you want as a ruler• People are completely submissive to your rule• Rulers live in luxury while most people are poor	<ul style="list-style-type: none">• Lots of responsibility• Target for assassination• Bad decisions are made and not questioned• Leads to a financial crisis• Forced into unwanted situations• Revolts/Rebellions

Map of Absolutism in Europe

ON THE MAP...

In your supply box, get out these 4 colors:

Red = Russia

Blue = Britain

Green = Spain

Purple = France

Instructions: Outline the above countries in its corresponding color on your map. Then, using Chapter 16, identify the following absolute rulers and write their name in their country of origin:

- Philip II
- Louis XIV
- Catherine the Great
- James I
- Charles I
- Peter the Great



Bell Ringer

On a piece of paper write what personal traits do you think makes a good ruler. Your writing needs 4 sentences for full credit

Create a notes page titled:

Causes of Absolutism: Problems in Europe 1550-1700

-- Read through the sections

Bullet point what you think are the important information in your notes.

After 3 sections, add...

Divine Right of Kings- Absolute rulers believed that God had allowed them to be in charge, and they only had to answer to God, justifying their sole authority over their land.

BELL RINGER

How would having an absolute ruler change the United States?
Be specific in what changes you think it would cause!



FRANCE AND ABSOLUTISM

- France emerged after Spain as the next great power of absolutism.
- Started over religious conflict.
 - Huguenots versus Catholics
 - Henry IV offered the Edict of Nantes 1598
 - Created Religious tolerance towards Huguenots
 - In the process, consolidated his power as king
- The main absolutist in France was Louis XIV.

KING LOUIS XIV: SUN KING

- King of France from 1661-1715
- “I am the State”
- Strengthened royal power immensely
- Built Versailles to keep the Estates General (Congress) happy so he can get his way.



VERSAILLES



VERSAILLES GARDENS



VERSAILLES MALL



VERSAILLES GARDENS



VERSAILLES GARDENS



VERSAILLES GARDENS



HALL OF MIRRORS



LOUIS' CHAPEL





- Strong army to enforce his rule at home and wars abroad
 - Fought several wars, including the War of Spanish Succession and others against England and the Netherlands
 - Franco-Ottoman Alliance (against Spain)
 - Had the largest army in Europe at 300,000 soldiers

RELIGION UNDER LOUIS XIV

- Persecuted the Huguenots
- Repealed the Edict of Nantes in 1685
- More than 200,000 fled
- Why is this a bad move for Louis?



ECONOMICS UNDER LOUIS

- Mercantilism
 - Export more than a country imports
- Taxes and tolls
 - Over 100 tolls within France
 - Placed high Tariffs on imported goods
 - Huge taxes on the middle class
- Cost of Versailles:
 - 10% of total income to maintain



Jean-Baptiste Colbert Finance Minister

CREATE A STICK FIGURE DIAGRAM OF PETER THE GREAT

- **Peter the Great – Read Page 344-347**
- **Who he was**
- **What he did**
- **Example of him being absolute**

After stick figure, Read 330 - 337, Question 1, 3,4,5

PETER THE GREAT

- interested in western European society/education
- attempt to reform Russia to be more European (westernization)
- enlightened despot (social & political reforms)
- centralized all power
(inc. Orthodox church)
- failed to gain warm water port



THE ENLIGHTENMENT

Bell Ringer
What comes to mind when
you consider this word?

ENLIGHTENMENT

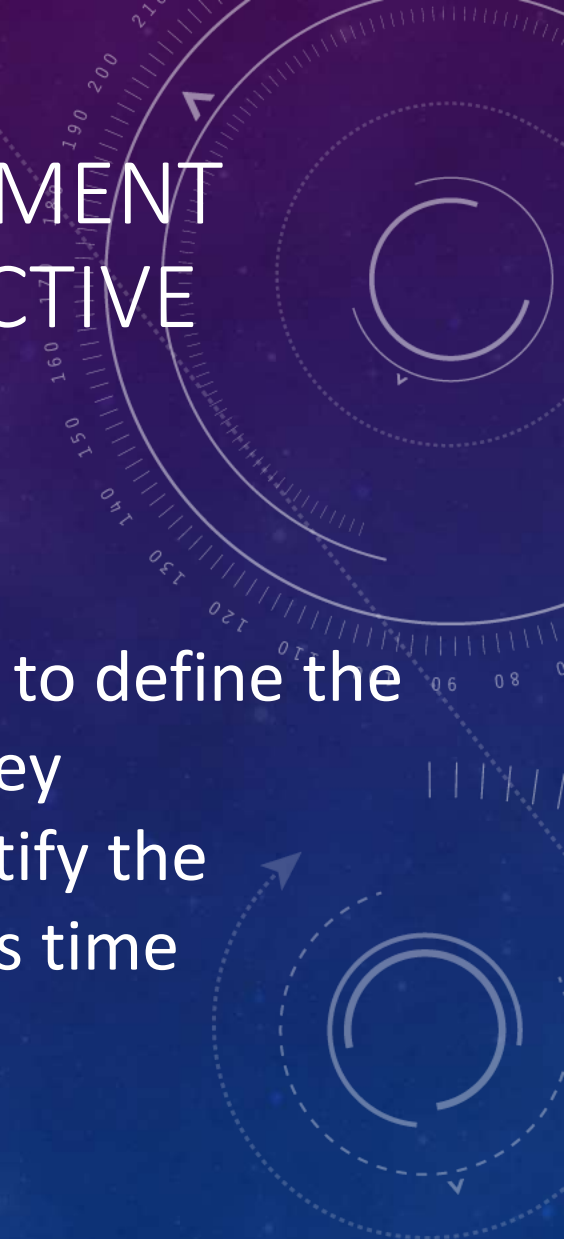


“AGE OF REASON”



THE ENLIGHTENMENT LEARNING OBJECTIVE DAY 1

Students will be able to define the Enlightenment and key vocabulary, and identify the historical roots of this time period.



KEY VOCABULARY

Enlightenment: a period during the 1600s and 1700s in which educated Europeans changed their outlook on life by seeing reason as the key to human progress.

Age of Reason: another name for the Enlightenment

Salons: in France, a simple meeting of philosophers to discuss ideas during the Enlightenment

Philosopher: a scholar or thinker

Reason: Using logical thinking, not superstition

ROOTS OF THE ENLIGHTENMENT

- ▶ **The Enlightenment grew out of the Renaissance, Reformation, and the Scientific Revolution.**
- ▶ What's the same?: Like all of these other movements, much **Enlightenment thinking challenged accepted beliefs.**
- ▶ What's new?: Enlightenment philosophers wanted to **use the ideas and reason of the Scientific Revolution for problems in government and society.**



THE SCIENTIFIC REVOLUTION

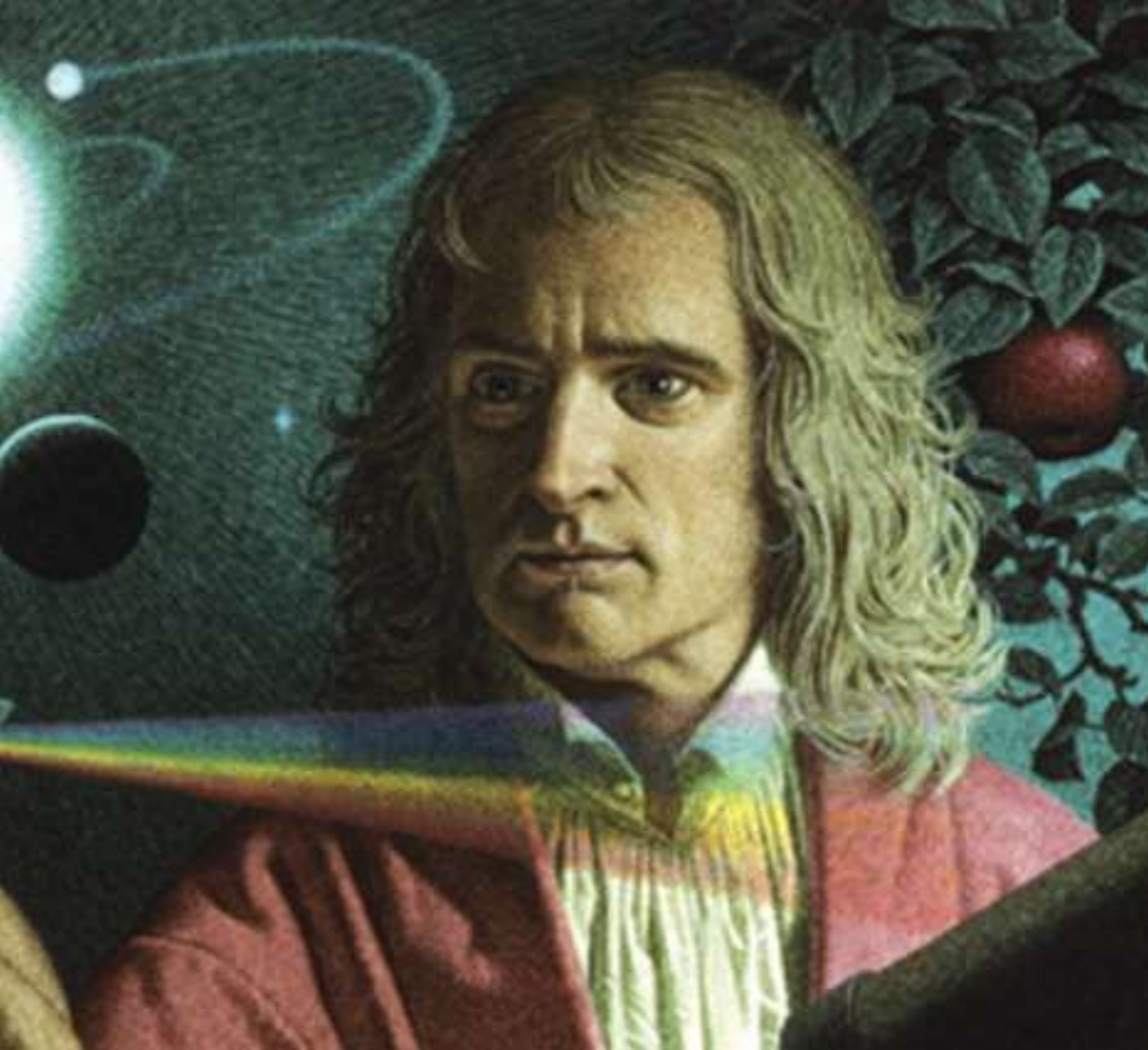
IN THE SEVENTEENTH CENTURY, THE SCIENTIFIC REVOLUTION HAD PROVIDED A NEW MODEL FOR SOLVING PROBLEMS THROUGH RATIONAL THOUGHT AND EXPERIMENTATION (SECULAR), RATHER THAN ON THE AUTHORITY OF RELIGION (THEOLOGICAL.)

Rene Descartes

French philosopher, mathematician and scientist who saw man's ability to reason as the very proof of his existence

"I think, therefore I am," Discourse on Method, 1637

Descartes rejected all forms of intellectual authority except the conclusions of his own thought, which he then used to prove the existence of God.



SIR ISAAC NEWTON

This revolution culminated in the seventeenth century with the publication of Sir Isaac Newton's *Principia* in 1687, in which a thoroughly mechanical universe was explained through universal laws of motion.

Newton, like Descartes, presented a vision of the universe whose most basic workings could be calculated and understood rationally, but which was also the work of a Creator.

The triumph of Newtonian science coincided with and helped to produce a fundamental intellectual change.



LIGHT OUT OF THE DARKNESS

- ▶ A Frenchman, Bernard de Fontenelle, expressed this optimistic faith in reason and progress. In 1702, he wrote that the new century “will become more enlightened day by day, so that all previous centuries will be lost in darkness by comparison.”

THE SALONS

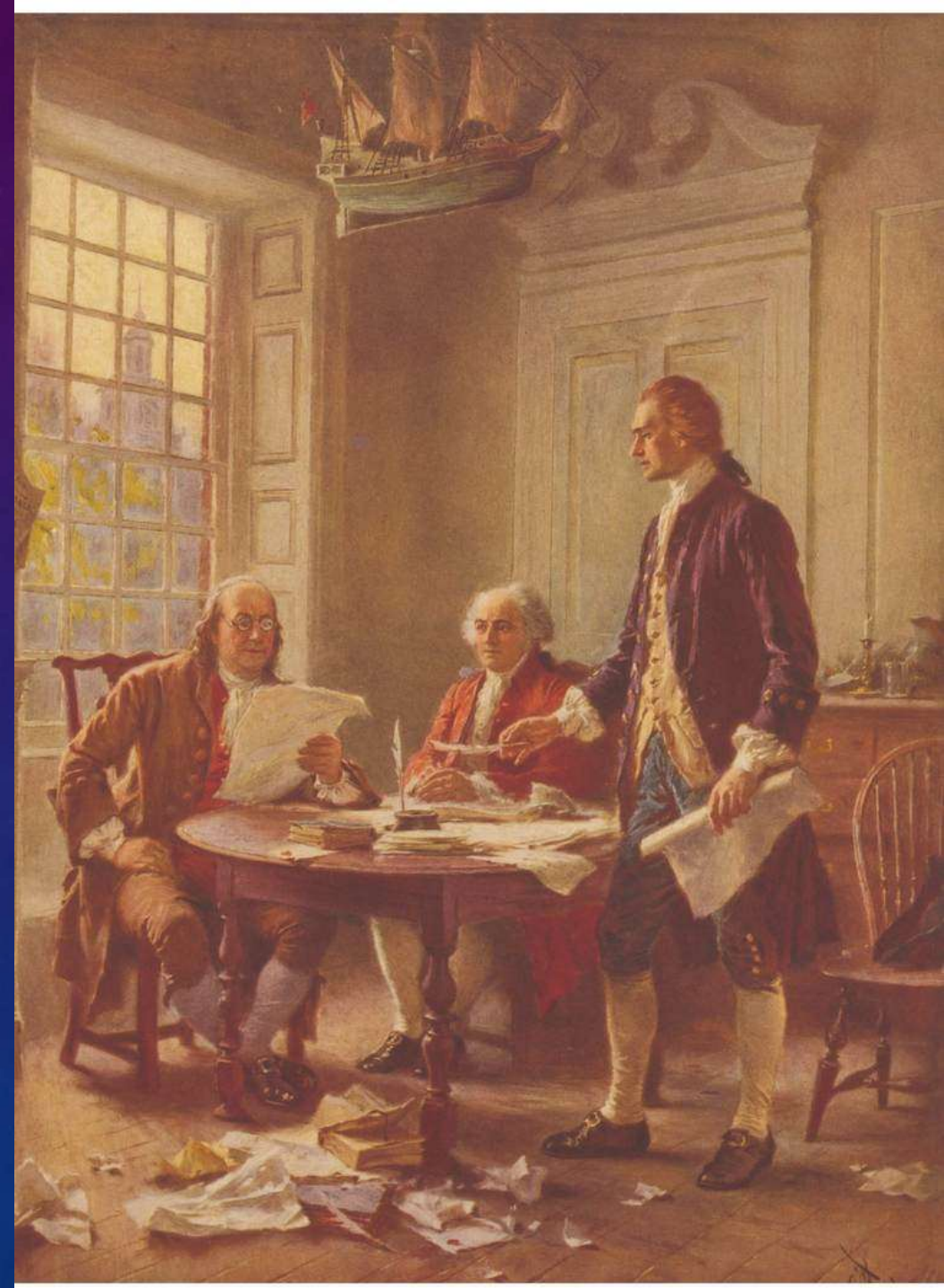


- ▶ In France, thinkers called *philosophes* (French for “philosophers”) championed the idea of reason in government.
- ▶ Philosophers often gathered in informal meetings, called **salons**. There they exchanged and debated ideas for hours.
- ▶ Many salons were organized by women. Gatherings like these helped to shape and spread the ideas of the Enlightenment.

WHY IS THIS IMPORTANT?

- ▶ Many of our own **ideas about government**, such as the Declaration of Independence and the American Constitution got their ideas directly from the Enlightenment.
- ▶ In fact, many of America's **founding fathers studied the ideas of the Enlightenment thinkers** during the American Revolution.

Left to right: Benjamin Franklin, John Adams, Thomas Jefferson



WHITEBOARD

- Which of these was greatly influenced by the Enlightenment?
 - A. The mandate of Heaven
 - B. The Magna Carta
 - C. The Catholic Church
 - D. The American Revolution

WHITEBOARD

- Which of these was greatly influenced by the Enlightenment?

D. The American Revolution

WHAT A CONCEPT!



- ▶ Enlightenment thinkers rejected authority and upheld the freedom of individuals to think for themselves.
- ▶ Rene Descartes: “I think, therefore I am.”

ENLIGHTENMENT AND GOVERNMENT

- ▶ Enlightenment thinkers criticized accepted ideas about government. Some questioned the medieval belief in the **divine right of kings** [the idea that God chose a country's king, and that the king got his authority from God.]
- ▶ Many Enlightenment thinkers stressed individual rights that governments must respect.
- ▶ Enlightenment thinkers also felt that people should have a say in their government.

WHITEBOARD

- What old, medieval concept about government did Enlightenment thinkers reject?
- Divine Right of Kings
- Name one thing they did believe about government:
- Possible answers: Individual rights, people having a say in government.

ENLIGHTENMENT AND RELIGION

- ▶ Enlightenment thinkers believed humans were capable of discovering truth for themselves.
- ▶ Many believed in an all powerful deity (or God), but not in a specific church or holy book. Some called themselves Deists [Dee-ists].
- ▶ Right and Wrong should be based on rational insight.

WHITEBOARD

- In what way was the Enlightenment similar to the Scientific Revolution?
 - A. BOTH focused on government and society
 - B. BOTH highly valued reason and observation.
 - C. BOTH denied the existence of God.
 - D. BOTH were unimportant.

WHITEBOARD

- In what way was the Enlightenment similar to the Scientific Revolution?
 - A. Both were based on the scientific method.
 - B. BOTH highly valued reason and observation.
 - C. Both were based on the idea of natural rights.
 - D. Both were based on the idea of social contract.

QUIZ

1. What is another name for Enlightenment?
2. Where would people meet to discuss ideas during the Enlightenment?
3. What is the period during the 1600s and 1700s in which educated Europeans changed their outlook on life by seeing reason as the key to human progress
4. The Enlightenment took the reason of the Scientific Revolution and used it for _____ and _____.

THE ENLIGHTENMENT CONT. LEARNING OBJECTIVE

▶ Bell Ringer

How do ideas spread among your friends. Has one of your ideas spread? If so, what was it and how did you spread it?

- ▶ Students will be able to describe the ideas of major Enlightenment thinkers.
- ▶ Fill out the chart as the presentation progresses.



THOMAS HOBBS



- ▶ Hobbes believed people are naturally selfish, cruel, and greedy.
- ▶ In 1651, he published a book called *Leviathan*. In this book, he wrote that people are driven by a restless desire for power.
- ▶ Without laws, people would always be in conflict.
- ▶ In such a “state of nature”, life would be “nasty, brutish, and short.”
- ▶ His idea: Governments were created to protect people from their own selfishness.

HOBBS CONTINUED....

- ▶ Later Enlightenment thinkers might not have agreed with Hobbes...
- ▶ But, he **was important because he was one of the first thinkers to apply reason to the problem of politics**
- ▶ His ideas may sound harsh, but it was **based on his own observations of human nature and reasoning.**

THINK/PAIR/SHARE

- Hobbes' ideas are based on the idea that people are naturally selfish. Do you agree with this? Why or why not?
- What does Hobbes mean when he said that if there was no government, life would be “nasty, brutish, and short.”?
- Do you agree with this idea? Tell your partner why or why not. Be prepared to share your answer with the class.

ADD THESE DEFINITIONS TO YOUR VOCABULARY LIST

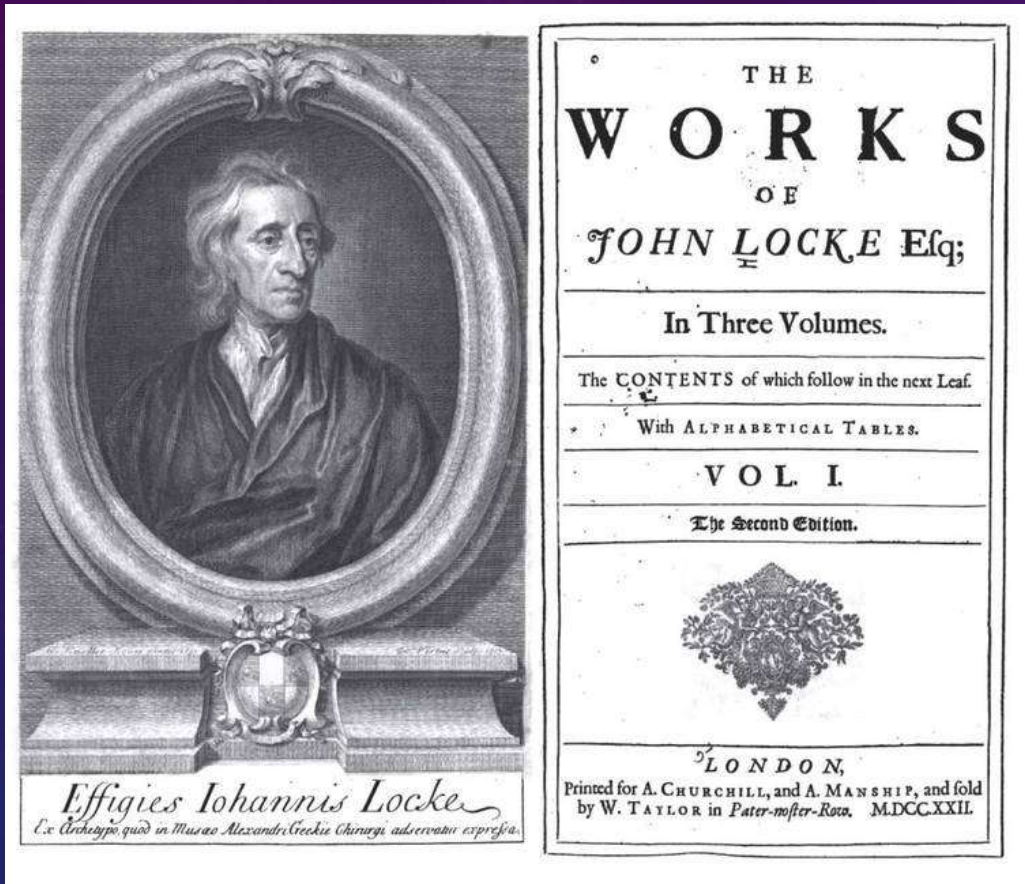
- ▶ Social Contract: an agreement between people and their government, in which people give up some things in return for the benefit of having government.
- ▶ Natural rights: rights that people have simply for being human.
- ▶ Bill of rights: a list of basic rights a government must protect.
- ▶ Constitutional Monarchy: a form of government in which the king's power is limited by a basic set of laws, or Constitution.

THINK/PAIR/SHARE

- Look at the definition for natural rights. With your partner, list as many rights as you can think of on that you believe people have just for being human.

JOHN LOCKE: SOCIAL CONTRACT AND NATURAL RIGHTS

- He wrote *Two Treatises of Government* in 1690.
- He believed the purpose of government was to protect people's natural rights. He said government should protect, "his life, liberty, and property—against the injuries and attempts of other men."
- His idea: The true basis of government was a social contract between people and their government. If the government didn't respect people's rights, it could be overthrown.



JOHN LOCKE: SOCIAL CONTRACT AND NATURAL RIGHTS

- ▶ In exchange protection, people gave government the power to rule on their behalf. We call this idea the “consent of the governed.”
- ▶ Lasting Impact: the idea that government could be overthrown if it failed to respect people’s rights had wide influence and was ultimately echoed in the American Declaration of Independence.

LOCKE'S IDEAS IN ENGLAND

- ▶ Locke was in favor of constitutional monarchies. This meant laws or a constitution limited the power of the monarchs (or kings).
- ▶ In 1689, the English set down a new set of rules called the English Bill of Rights. This strengthened the power of the people and their representatives in Parliament (an English congress.)

CREATE A T-CHART

HUMAN NATURE AND THE ROLE OF GOVERNMENT

Hobbes	Locke
<ul style="list-style-type: none">➤ People are by nature evil and must be controlled➤ Humans are misguided by greed and self-interest➤ Absolute power is needed in order to maintain peace and control	<ul style="list-style-type: none">➤ All humans are born with Natural Rights- they have the rights to life, liberty, and property➤ Rights are easily invaded upon, and a government's job is to protect these rights➤ If a government treats their people badly, it is the responsibility of those people to revolt and form a new gov't

WHITEBOARD

- The following ideas come from the Declaration of Independence and the U.S. Constitution's Bill of Rights. Which most closely relates to the work of John Locke?
 - A. speedy and public trial
 - B. innocent until proven guilty
 - C. life, liberty and the pursuit of happiness
 - D. Freedom of speech and the press

WHITEBOARD

- The following ideas come from the Declaration of Independence and the U.S. Constitution's Bill of Rights. Which most closely relates to the work of John Locke?
 - C. life, liberty and the pursuit of happiness

WHITEBOARD

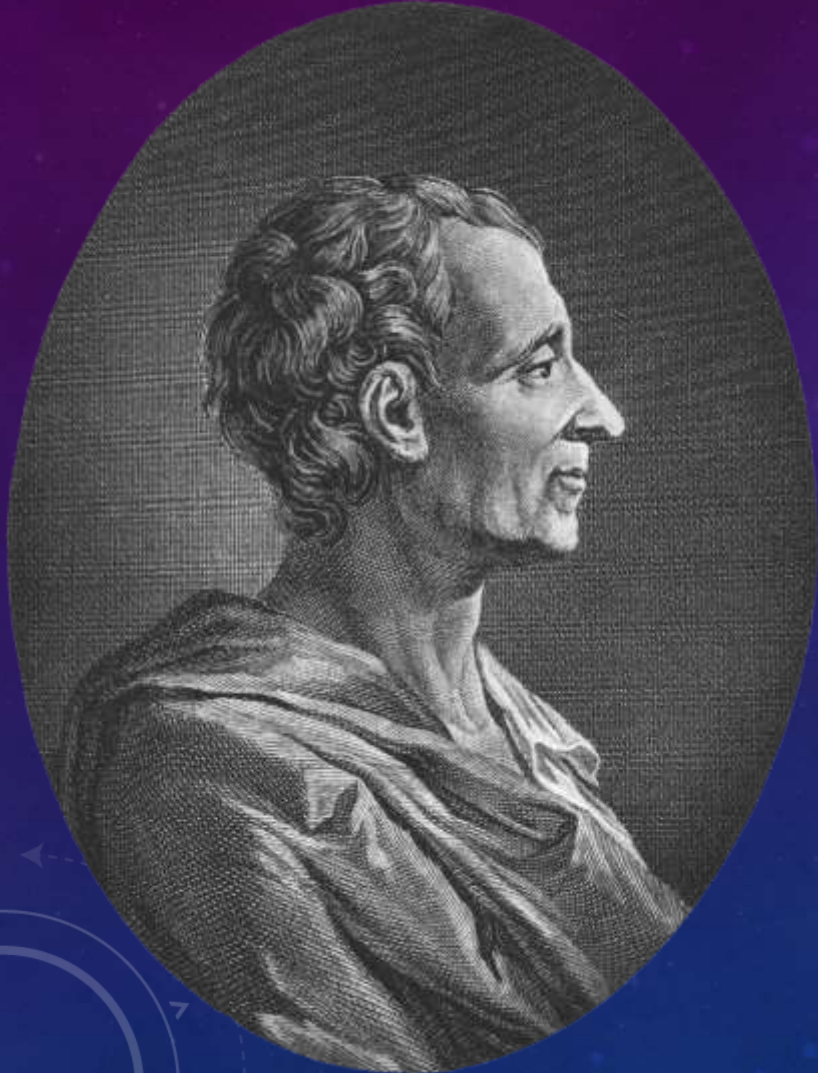
- Approved in 1689, the new set of rights for Parliament and the English people were set down in the
 - A. Magna Carta
 - B. Orders of Parliament
 - C. Laws of William & Mary
 - D. English Bill of Rights

WHITEBOARD

- Approved in 1689, the new set of rights for Parliament and the English people were set down in the

D. English Bill of Rights

MONTESQUIEU: SEPARATION OF POWERS



- ▶ Like Locke, Montesquieu was concerned with how to protect liberty from a bad government.
- ▶ He Wrote *The Spirit of Laws* in 1748. In this book, he described how governments should be organized.
- ▶ His idea: The separation of powers: By dividing different powers among more than one branch of government, no one group in the government could grow too powerful.

MONTESQUIEU CONTINUED....

- ▶ Each branch of government checked the other branches. When powers were not separated this way, Montesquieu warned, liberty was soon lost. He said: “When the legislative and executive powers are united in the same person..., there can be no liberty.”
- ▶ Lasting Impact: He greatly influenced the men who wrote the U.S. Constitution. We now have a separate legislative (Congress), judicial (courts), and executive (President) branch.

WHITEBOARD

If Baron de Montesquieu were to visit the United States today, he might be most pleased to see the

- A. Bill of Rights.
- B. Three branches of government.
- C. Government-run tax system.
- D. Declaration of Independence.

WHITEBOARD

If Baron de Montesquieu were to visit the United States today, he might be most pleased to see the

- B. Three branches of government.

CLOSING QUESTIONS QUIZ

1. What is it called when the people give up certain powers in return for the benefits of government?
2. What are rights that you have simply for being human?
3. What did Locke say these natural rights included?
4. When we split the powers of government among three branches, what is this called?
5. Who came up with that idea?
6. If the government becomes corrupt, what does Locke say to do?

CLOSING QUESTIONS QUIZ

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A social contract

2. What are rights that you have simply for being human?

Natural rights

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Life, Liberty, Property

4. When we split the powers of government among three branches, what is this called?

Separation of Powers

5. Who came up with that idea?

Montesquieu

6. If the government becomes corrupt, what does Locke say to do?

Overthrow the government

BR CHOOSE A QUOTE FOR LOCKE OR HOBBS AND WRITE WHAT IT MEANS TO YOU. WRITE DOWN THE ORIGINAL QUOTE IN YOUR RESPONSE

- “It is not wisdom but authority that makes a law.”
- “All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions.”
- “Equality is that equal right which every man hath, to his natural freedom, without being subjected to the will or authority of any other man”.
- “Not believing in the use of force is the same as not believing in gravity”.
- “Human life is solitary, poor, nasty, brutish, and short.”
- “For then mankind will be in a far worse condition than in the state of nature, if they shall have armed one or a few men with the joint power of a multitude, to force them to obey at pleasure the exorbitant and unlimited decrees of their sudden thoughts, or unrestrained, and till that moment unknown wills without having any measures set down which may guide and justify their actions”.
- “For the laws of Nature (as justice, equity, modesty, mercy, and, in sum, doing to others as we would be done to) of themselves, without the terror of some power, to cause them to be observed, are contrary to our natural passions, that carry us to partiality, pride, revenge and the like.”

1. What was at the heart of women's contributions to the Enlightenment?

- A. They wanted the abolition of slavery
- B. They wanted women to have the same rights as men
- C. They wanted women to be absolute ruler
- D. They wanted a separation of powers

2. The Enlightenment led to revolutions in which two countries?

- A. America and France
- B. France and Ireland
- C. England and Italy
- D. America and Spain

3. Which of the following statements would most likely have been made by Voltaire?

- A. "The king needs absolute power."
- B. "The government protects people's natural rights."
- C. "We should do away with the death penalty."
- D. "People must be free to speak their minds."

PRE-QUIZ

1. What freedoms did Voltaire want for the people?
2. What types of punishments was Beccaria against?
3. Where can we see examples of Voltaire's ideas in America?
4. What idea of Beccaria's did the U.S. NOT use?

VOLTAIRE: RELIGIOUS TOLERANCE AND FREE SPEECH



- ▶ **Voltaire** was an Enlightenment writer.
- ▶ His most famous novel was *Candide*, in which he poked fun at old religious ideas.
- ▶ Voltaire was **especially concerned with freedom of thought and expression.**
- ▶ His idea: He had a strong belief in religious tolerance and free speech. **Tolerance** means the acceptance of different beliefs and customs.

VOLTAIRE CONTINUED...

- ▶ Voltaire said, “I disapprove of what you say, but I will defend to the death your right to say it.”
- ▶ Lasting Impact: Voltaire met Benjamin Franklin, and when the U.S. Bill of Rights was written, the ideas of freedom of religion and freedom of speech were added to our 1st amendment to the Constitution.

THINK/PAIR/SHARE

- What does Voltaire mean when he says, “I disapprove of what you say, but I will defend to the death your right to say it.”?
- Do you agree with Voltaire? Why or why not?

CESARE BECCARIA: THE RIGHTS OF THE ACCUSED



- ▶ In the Middle Ages, torture of criminals was common. The rack was often used, as well as devices like thumbscrews.
- ▶ Beccaria, an Italian, wrote a book called *On Crimes and Punishments* in which he argued against brutal punishments.

BECCARIA CONTINUED....

- ▶ His ideas: A person accused of a crime should receive a fair and speedy trial. Torture should never be used. Capital Punishment (death sentences) should be done away with.
- ▶ “For a punishment to be just it, should consist of only such gradations of intensity as to suffice to deter men from committing crimes.” This means that “punishment should fit the crime” and not be more than necessary to stop someone else from doing it again.

THINK/PAIR/SHARE

- How were Beccaria's ideas different from the usual ways of treating prisoners in the Middle Ages?
- What does the phrase, "the punishment should fit the crime," mean to you?
- Do you think this is important? Why or why not?

BECCARIA'S IMPACT

- ▶ Beccaria's ideas were adopted straight into our Constitution's Bill of Rights. In fact our 8th amendment prevents "cruel and unusual punishment" for crimes, and our 6th amendment provides for a speedy trial. (The only exception is the Death Penalty, which we still have in the United States today.)

WOMEN OF THE ENLIGHTENMENT

- ▶ Several women, such as Madame Geoffrin, Abigail Adams, Olympe de Gouges, and Mary Wollstonecraft, worked to extend ideas of liberty and equality to women.
- ▶ Once the ideas of the Enlightenment were expressed, women wanted these rights as well as men.

FRENCH ENLIGHTENMENT WOMEN

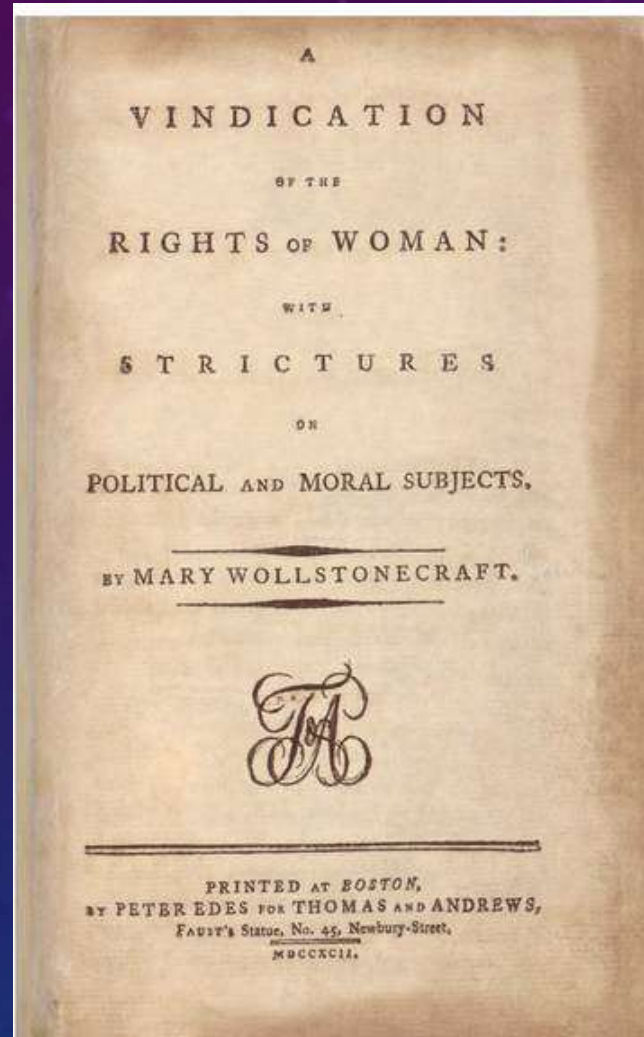
- ▶ **Madame Geoffrin** used her home for many of the salon meetings in France. She not only hosted the meetings, but often directed the conversations and settled arguments.
- ▶ **Olympe de Gouges published the female version of the document of the French Revolution.** She called it the *Declaration of the Rights of Woman and the Female Citizen*. She **called for equality in all things.** When she spoke out against the bloodshed of the French Revolution, they sent her to the guillotine.

ABIGAIL ADAMS



- ▶ Wife to John Adams, who was a leader of the American Revolution and later President.
- ▶ She reminded John not to forget women in the Revolution. “Remember, all men would be tyrants if they could. If particular care and attention is not paid to the Ladies, we are determined to start a rebellion...we will not hold ourselves bound to any Laws in which we have no voice.” **Wanted women rights.**

MARY WOLLSTONECRAFT



- ▶ An English writer. In 1792, she argued that women deserved the same rights and opportunities as men.
- ▶ Wollstonecraft believed education was the key for women wanting equality and freedom. She inspired many later leaders of the women's rights movement in America.

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THE ENLIGHTENED DESPOTS CAME OUT OF THE OLD ABSOLUTE MONARCHS

THE IDEA OF THE STATE WAS CHANGING. THEY WERE DICTATORS OF A KIND WHO TRIED TO BRING INTO THEIR COUNTRIES SOME OF THE IDEAS OF THE ENLIGHTENMENT.

IMPACT OF THE ENLIGHTENMENT ON GOVERNMENT

- Modern views of government owe a great deal to Enlightenment thinkers. The Enlightenment influenced **monarchs** in Europe, especially "**enlightened despots**," and greatly affected revolutions in **America** and **France**.

ENLIGHTENED RULE BY MONARCHS

- Despot: a king or other ruler with absolute, unlimited power.
- The Enlightenment did not change Europe overnight. Many countries still had kings. Some of them became “enlightened despots” by using enlightenment ideas in their countries.
- Examples: Some kings ended the use of torture, started universities, and used religious tolerance. They wanted to keep the people happy without losing their power.

Enlightened Despots:

- They do not believe in divine right.
- They believe they are the first servant of the state and use their power to serve the people.
- They are influenced by the writers of the Enlightenment. Several key absolute rulers invited many of the living philosophers to advise them.
- Usually they leave their country in a stronger position.
- They have complete control over all aspects of life: political, social, cultural, and economic. Many monarchs realized that to improve their states, they needed to reform.



IN A NUTSHELL...

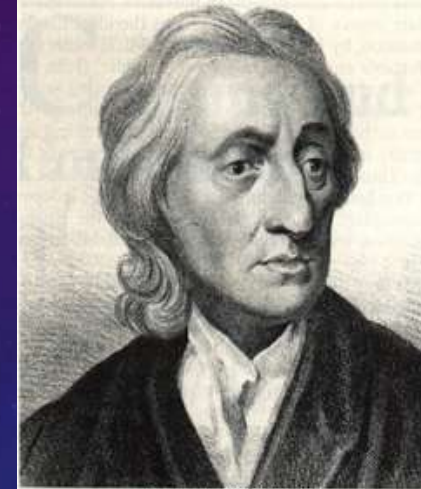
- **Enlightened Despots were not democrats, but top-down reformers.**
 - They liked Enlightenment philosophy—especially Voltaire's brand.
- **Reforms in general:**
 - Codification of laws
 - Limit church power
 - Construct hospitals and elementary schools
 - Develop **centralized** bureaucracy
 - Modify serfdom

ENLIGHTENED DESPOTS

- **Catherine II of Russia**
- Russian ruler; exchanged letters with Voltaire; spoke out against serfdom
- **Maria Theresa & Philip II**
- Catholic ruler of Austria; introduced humanitarian reforms; set up elementary schools
- **Frederick II**
- Prussian ruler; believed as king he was “servant of the state”; abolished torture except for treason & murder; established schools

HOW DID ABSOLUTE MONARCHS GET ENLIGHTENED?

- Many of them read the works of the philosophers of the “Age of Reason” or were advised by councilors who had.
 - Who were the philosophers?
 - Locke
 - Hobbes
 - Montesquieu
 - Voltaire
 - Rousseau



John Locke (1632–1704).



Voltaire

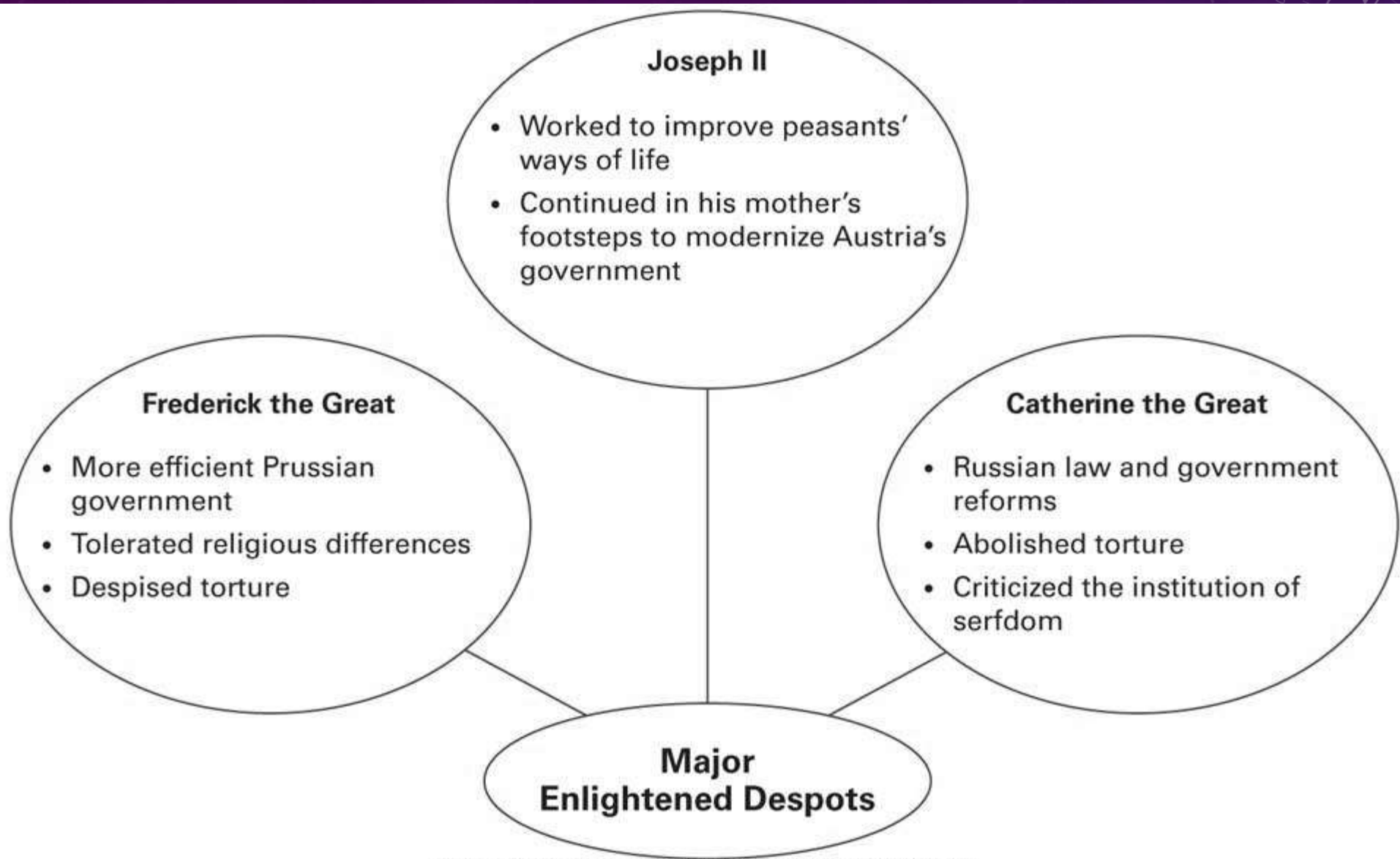


Montesquieu

VOLTAIRE—RESPONSIBLE FOR THE TREND?



- Voltaire pushed the idea that **a ruler can justify her/his power by improving society.**
 - Voltaire is the philosopher who said: “I may disagree with what you have to say, but I shall defend to the death your right to say it.”
 - spent a lot of time at the court of Frederick the Great of Prussia (Voltaire was the first to call him “the Great”)
 - corresponded with Catherine the Great of Russia.



Joseph II

- Worked to improve peasants' ways of life
- Continued in his mother's footsteps to modernize Austria's government

Frederick the Great

- More efficient Prussian government
- Tolerated religious differences
- Despised torture

Catherine the Great

- Russian law and government reforms
- Abolished torture
- Criticized the institution of serfdom

Major Enlightened Despots

Enlightenment Ideas Spread

The spirit of optimism quickly spread throughout Europe. A few monarchs became enlightened despots, changing their systems of government and ruling according to Enlightenment ideas.

Prussia

- Frederick II, had duty to rule with absolute power
- Also strongly influenced by ideas of Voltaire
- Built powerful military, introduced reforms

Reforms

- Elementary education for all children
- Abolished torture
- Supported most forms of religious tolerance
- Reduced censorship

Limitations

- No religious tolerance for Jews
- Opposed serfdom, did not abolish
- Did not make reforms to achieve justice but to make own rule more powerful

FREDERICK OF PRUSSIA (1712-1786)

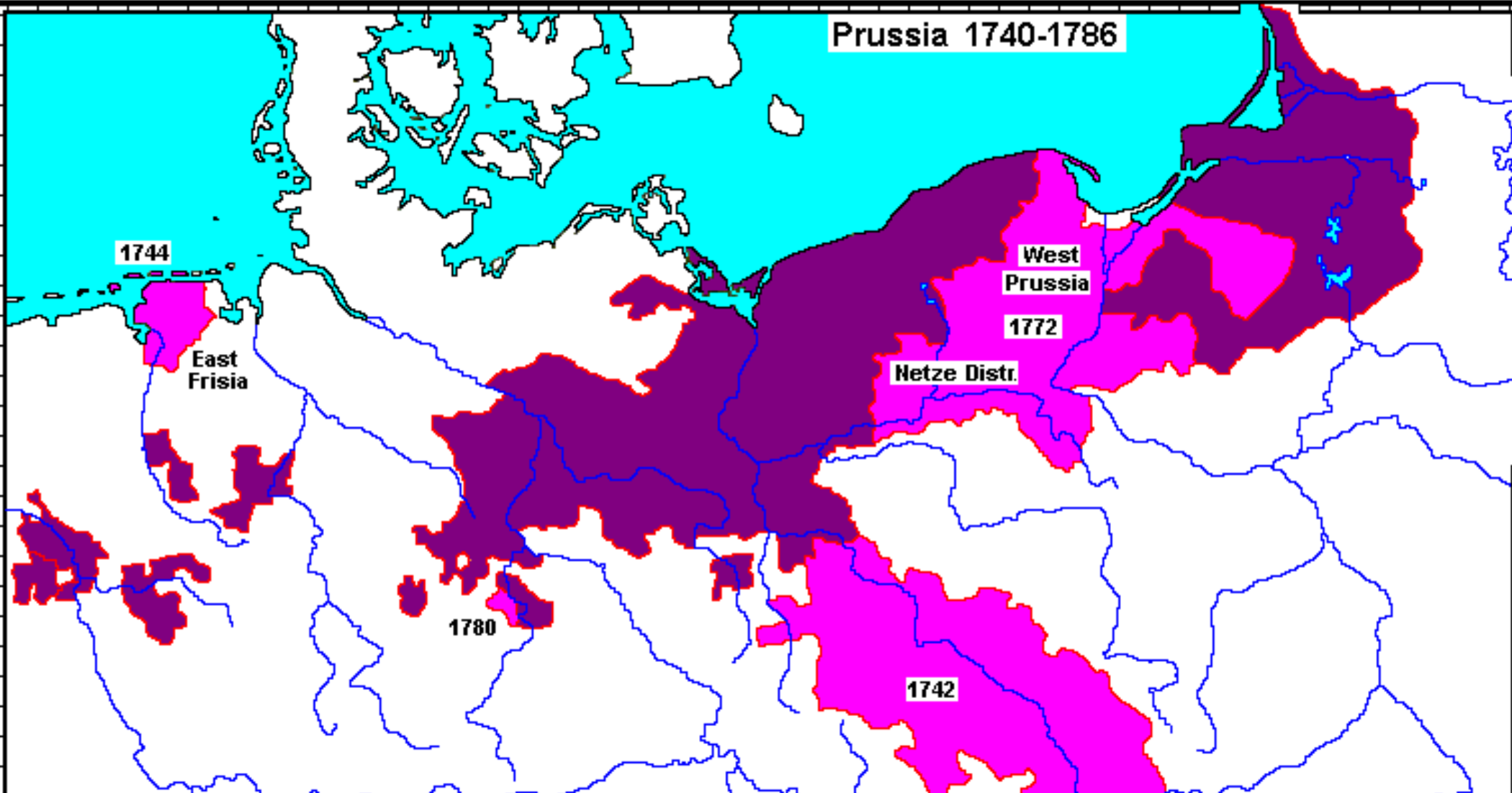
AKA FREDERICK THE GREAT



- Frederick William Wrote poetry and essays, played music, even wrote some philosophy.
- Strategic thinker
- Wanted to make Prussia a modern state
- Reforms
- Abolished torture (except for treason & murder)
- Established elementary schools
- Promoted industry and agriculture
- After “Seven Years War,” helped peasants rebuild.
- Established some religious freedom



Painting titled “Frederick the Great and Voltaire.”

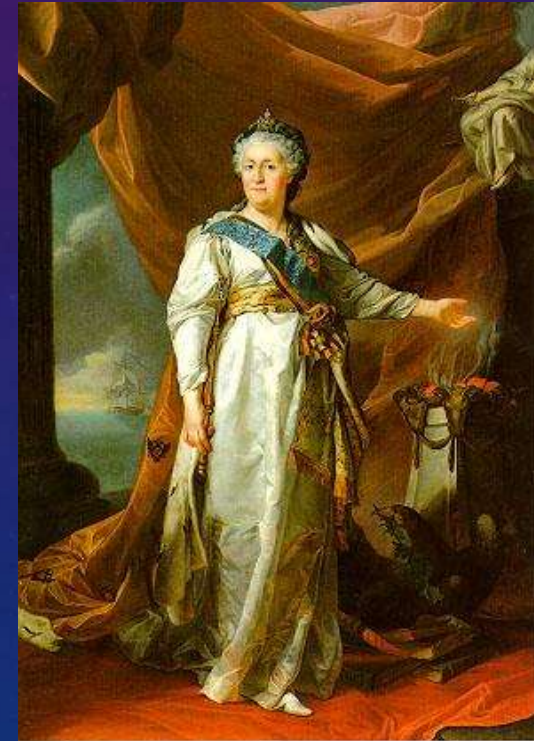
Prussia 1740-1786



 Prussian Territory in 1740
 Prussian Acquisitions under Frederick 1740-1786

ENLIGHTENED DESPOTS

- Catherine the Great of Russia (r. 1762-1796)
 - German born wife of Czar Peter III
 - Controlled government after Peter III's accidental(?) death
 - Increased European culture in Russia
 - Peasant Reforms
 - Territorial Expansion
 - Corresponded with Diderot



Catherine the Great

Russia

- Catherine II became ruler, 1762
- Dreamed of establishing order, justice, supporting education, culture
- Read works of, corresponded with Voltaire, Diderot

Reforms

- Drafted Russian constitution, code of laws
- Considered too liberal, never put into practice

Limitations

- Intended to free serfs, but would lose support of wealthy landowners
- Catherine had no intention of giving up power
- Became tyrant, imposed serfdom on more Russians than ever before

CATHERINE THE GREAT OF RUSSIA

- Modernized the Russian army and government
- Studied in France during the Enlightenment
- Tried to link Russia to the West through trade and diplomatic relations
- Increased Russia's territory, especially against the Ottomans (Turks) – sought to link Russia to its Slavic neighbors to the south





The Expansion of Russia, 1500–1800

INTERACTIVE

Interactive Feature

1462	Acquisitions to 1682
Acquisitions to 1505	Acquisitions to 1725
Acquisitions to 1584	Acquisitions to 1796



GEOGRAPHY SKILLBUILDER: Interpreting Maps

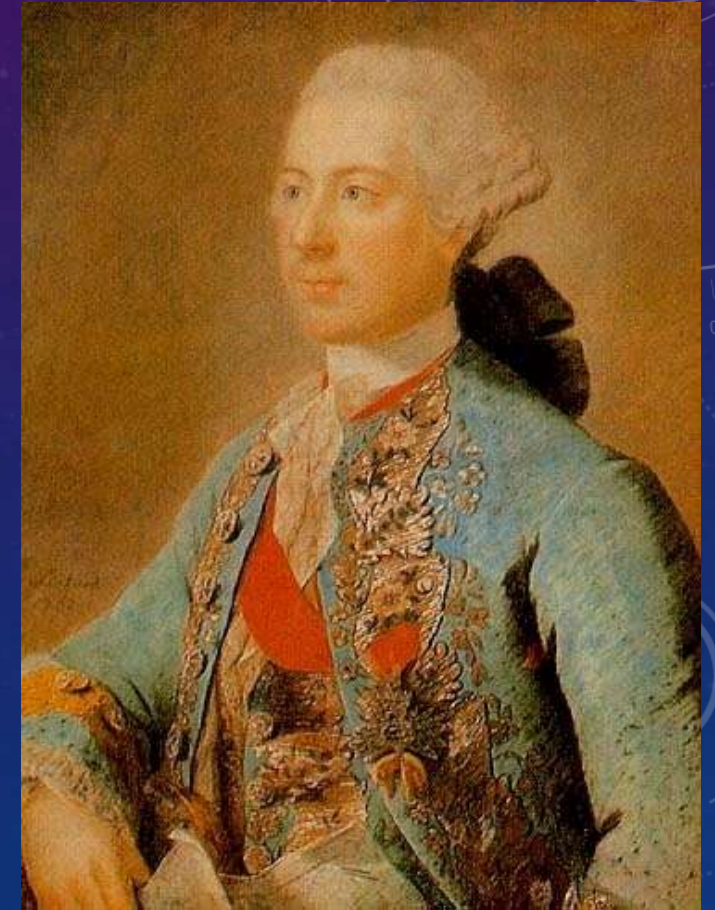
- 1. Location** Locate the territories that Peter added to Russia during his reign, from 1682 to 1725. What bodies of water did Russia gain access to because of these acquisitions?
- 2. Region** Who added a larger amount of territory to Russia—Ivan III, who ruled from 1462 to 1505, or Peter the Great?

MARIA THERESA AND JOSEPH II OF THE HAPSBURG EMPIRE (AUSTRIA)







NOTE – MOTHER AND BROTHER TO MARIE ANTOINETTE (QUEEN OF FRANCE)



- Reign with Mom (1765-1780); all by himself (1780-1790)
- Huge fan of Enlightenment philosophers.
 - When MT died, he pushed for even greater reforms.
- Serfdom abolished in the Hapsburg Lands
- Granted freedom of religion (very radical idea, especially in a Catholic empire)
- Established a national education system
- Developed equality before the law, even for the nobility



3 The growth of the Habsburg Empire

-  hereditary Habsburg lands 1525
-  acquisitions 1526-1648
-  acquisitions 1648-99
-  acquisitions 1699-1772
-  acquisitions 1772-1805
-  boundary of the Holy Roman Empire 1789
-  military frontier



JOSEF II

- Many of the reforms were rolled back after revolutions broke out among the minority populations of the Hapsburg Empire
- His brother Leopold, however, was a huge reactionary, and rolled back a lot of the reforms.



Leopold--Reactionary

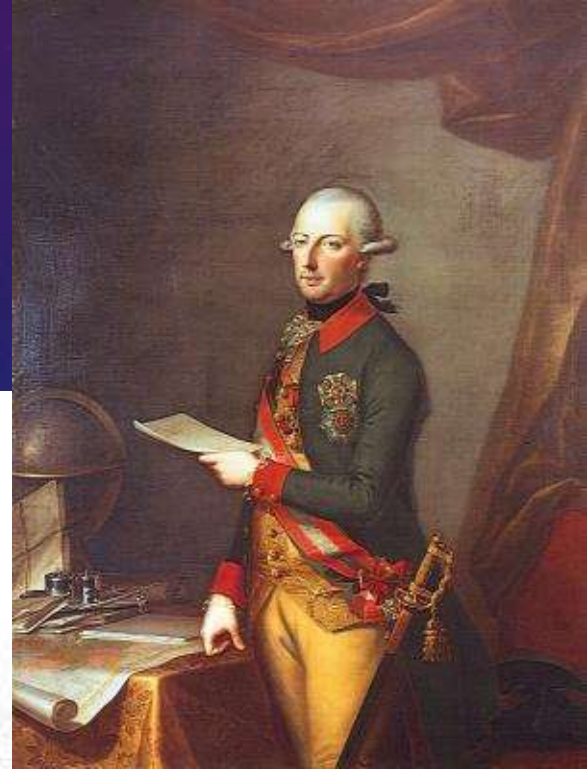
The background is a dark blue gradient with a subtle starfield. On the left side, there are several overlapping circular elements. A prominent one is a large circle with a scale around its perimeter, marked with numbers from 140 to 260 in increments of 10. Other circles are partially visible, some with dashed lines and arrows, suggesting a complex geometric or data visualization theme.

ALL THE ENLIGHTENED
DESPOTS RULED FROM
TOP DOWN.

The background features a dark blue gradient with a subtle pattern of white stars and constellations. Overlaid on this are several technical diagrams in a lighter blue color. These include circular gauges with numerical scales (e.g., 140, 150, 160, 170, 180, 190, 200, 210, 220, 230, 240, 250, 260), circular arrows indicating rotation, and various geometric shapes like circles and arcs. The text is centered in the upper right quadrant of the image.

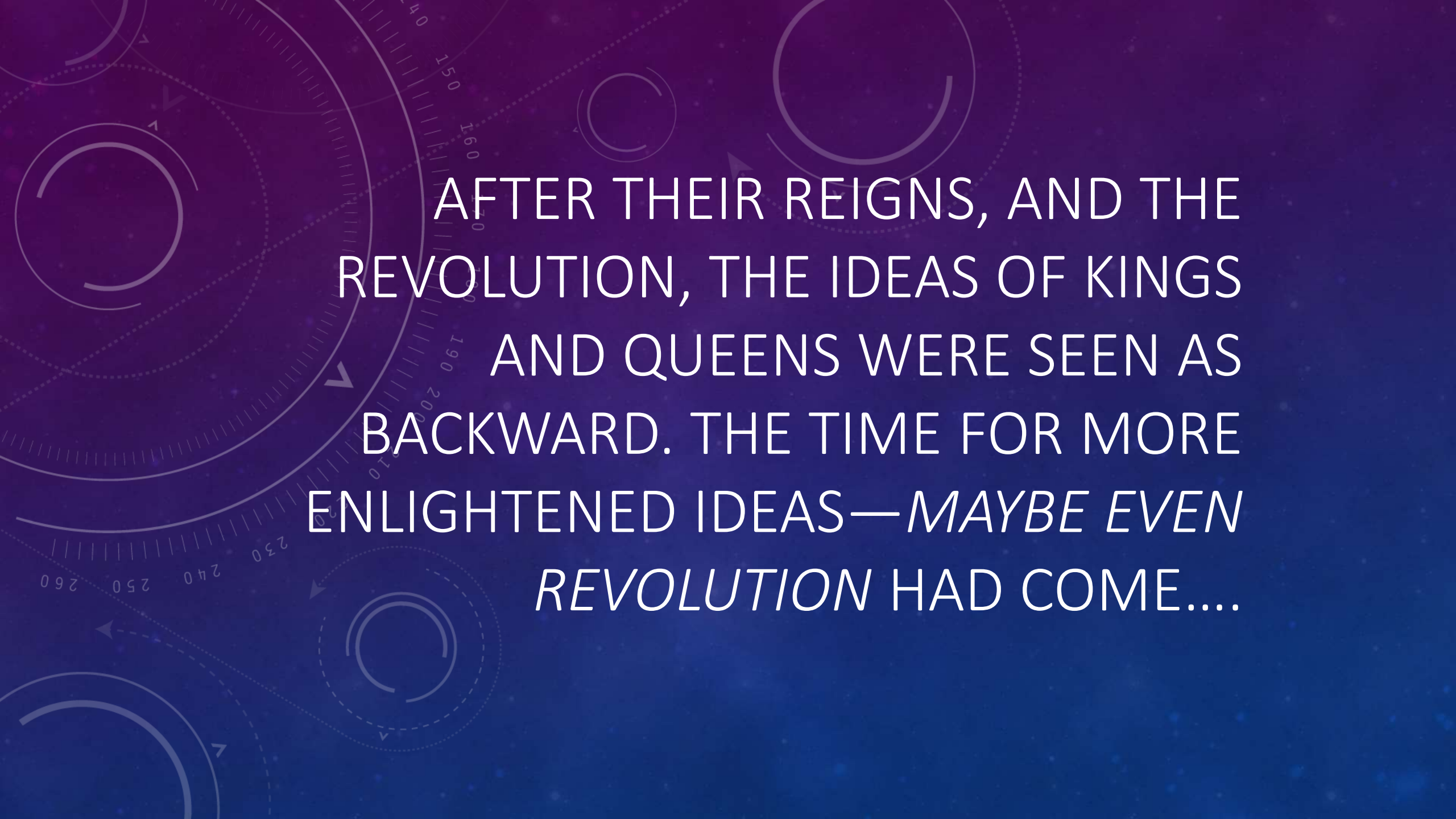
THEY COULD ONLY DO SO
MUCH WITHOUT THE
PEOPLES' PARTICIPATION.

BRILLIANT, BUT FLAWED, MONARCHS.





ON CONTINENTAL
EUROPE, THEY WERE THE
LAST GREAT RULERS.



AFTER THEIR REIGNS, AND THE
REVOLUTION, THE IDEAS OF KINGS
AND QUEENS WERE SEEN AS
BACKWARD. THE TIME FOR MORE
ENLIGHTENED IDEAS—*MAYBE EVEN
REVOLUTION* HAD COME....

LIMITATIONS OF ENLIGHTENED DESPOTISM

- Foreshadowed an age of revolution... How?
- Enlightened Despotism is the culmination of the historic institution of monarchy; a centralizing but progressive institution that set itself against the feudal and ecclesiastical powers;
- after the French Revolution became nostalgic, backward-looking, supported by the church and aristocrats – wasn't new enough, feudal yet not feudal =/

Spain

Ruler	Major Events	Results of Reign
Charles V	Many enemies, Reformation, Peace of Augsburg	Spain powerful; empire divided between heirs
Philip II	Dutch revolt, Armada defeat	Spain weakened

France

Ruler	Major Events	Results of Reign
Henry IV	Survived massacre, issued Edict of Nantes	Calmed religious conflict, repaired war-torn country
Louis XIII	La Rochelle, clash with nobles, Thirty Years' War	Huguenots and nobles weakened
Louis XIV	Versailles built, revocation of the Edict of Nantes, military buildup	Absolutism firmly established, economic growth, expensive wars

Central Europe

Ruler	Major Events	Results of Reign
Maria Theresa (Austria)	War of Austrian Succession, Seven Years War	Continued competition with Hohenzollerns
Frederick II (the Great) (Prussia)	War of Austrian Succession, Seven Years War	Prussia as major European power

England

Ruler	Major Events	Results of Reign
Henry VIII	Split with pope	Parliament strengthened
Elizabeth I	War with Spain	England undefeated
Charles I	Led troops into Parliament	Executed amid English Civil War
Cromwell	Civil War, conflicts abroad	Ruled alone, created resentment
Charles II	Restoration	Habeas Corpus Act
William and Mary	Glorious Revolution, English Bill of Rights	Parliament's power greatly increased

Russia

Ruler	Major Events	Results of Reign
Ivan IV	Reforms, expanded territory, terror	Time of Troubles
Peter I (the Great)	Reforms, <i>streltsy</i> rebellion, St. Petersburg built	Beginning of westernization
Catherine II (the Great)	Rebellion, rural government reform	More power for nobles over serfs