

History Raffles Academy '13 EOY Notes

Scientific Revolution, Industrial Revolution, Age of Enlightenment, French Revolution

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FOR HISTORY RA STUDENTS:

Exam Tips Included.

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Exam Information: 1h 45min

Total Marks: 40

Question Type:

1. Source-based Question [25m]: inference, purpose, validity-reliability, utility
2. Essay [15m]: concept question

Content Coverage:

Theme	Case Study	Topic/Sub-Topic	Concept	Skill
History of Ideas	<ul style="list-style-type: none"> • Scientific Revolution • Industrial Revolution • Age of Enlightenment • French Revolution 	<ul style="list-style-type: none"> • Reasons for formation or outbreak of event/period • Impact of Event/period • Key Personalities • Key Events • Key Ideas 	<ul style="list-style-type: none"> • Causes • Consequences • Change • Ideas: Revolution 	<p>Thinking:</p> <ul style="list-style-type: none"> • Interpretation • Explanation • Analysis • Evaluation • Comparison • Judgment • Synthesis <p>Writing:</p> <ul style="list-style-type: none"> • Clarity • Accuracy • Relevance • Coherence • Strength of Argument

Scientific Revolution:

Key Questions:

- What were its key characteristics?
- What were the differences between pre- and post- Scientific Revolution?
- Who were the giants? What were their contributions?
- How did it impact Man and Society?
- Was it really a revolution?
- What led to a change in knowledge and ideas?

What is the Scientific Revolution about?

- Rigorous Methodology
- Empiricism and Observation
- Theory and Hypothesis
- Mathematics and Science
- Experimentation and Invention
- Evidence and Reason
- Questioning, challenging and rejecting ideas

Definition:

- Science: academic discipline which requires intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world
- Scientific Revolution: historical period of massive and influential change in the view of science, as well as the confluence of logical rationalizing, experimentation and mathematics, sparked by the Heliocentric Model of Copernicus and culminating in Newton's Principia
- Scientific Method: procedure for the systematic pursuit of knowledge involving clearly stated steps that involves the recognition and formulation of a problem, collection of data through observation and experimentation, and formulation and testing of hypothesis

What was it like before the Scientific Revolution?

- Restriction by strict theological framework
- Acceptance of ideas of Thomas Aquinas (who attempted to prove that Science corroborated with Religion and both could exist concurrently)
- Lack of interest in scientific studies (little preference for logical analysis over acceptance of religious dogma: especially with the less educated peasants)
- End of 1500s: science had not been widely accepted, nor had it expanded
- Unquestioning reliance on traditional authority: Aristotle, Euclid, Ptolemy, Galen

What is Science for?

- Explanation of how things work on a rational basis, discounting divine interference
- Serve the common people and make life better
- Desire for a more progressive world

Causes:

Causes of the Scientific Revolution

- Inability of the Church to make life better for people
- Change in society and Man's values
- Relaxation of draconian laws and restrictions on the freedom of knowledge
- Intellectual curiosity of humans (quest to improve Man's life)
- New experiences as a result of travel (Portugal voyages and the discovery of the New World)
- Societal atmosphere with the drive for change (inviting and open to new ideas)
 - Physical and mental space to develop
 - Space provided by merchants for experimentation and learning from other regions
- Realization of the inadequacy of the knowledge in the Antiquity period: wrong knowledge
- Rediscovery of past knowledge in Mathematics (as the absolute truth)
- Legacy of the Renaissance which created a new mindset
- Technological advancements: printing press to spread new information and ideas
- Invention of new instruments such as the telescope
- Military needs for new technology and trade for the economy

- Stagnation of development: dissatisfied with current levels of knowledge
- Greater involvement of society as education becomes more common and literacy rates increase
- Scientists are building upon the work of their predecessors and are more daring to share their work
- Rise in number and importance of universities as temples of knowledge and education

Internalist Argument:

- Arguments and proponents justify that the spark for the discoveries and advancement is based on internal characteristics of the scientist, placing glory upon his mind and thought, derived from curiosity and traits worth praising
- Rene Descartes (First Principle of knowledge) that the thought processes of a person were solely motivated by himself, led to knowledge being created
- Believes that society and other factors have no direct impact to the formulation of the new idea

Externalist Argument:

- Based on the concept that scientific discoveries and advancement were based on societal influences, not based on internal traits, but the external circumstances were what made the discoveries necessary and useful
- Places the glory on the surroundings and environments of the scientists that challenged them to think differently: instead of believing that the scientist himself is the reason

Renaissance-Scientific Revolution:

- Idea of experimentation by artists and craftsmen (on paint and wood techniques)
- Life-like art and sculpture: examine more critically the way things appear and were created
- Translation of Greek text from the Age of Antiquity (brought by the Byzantines)
- Rediscovery of Ancient Math (Algebra, Trigonometry): importance in explaining the Universe
- Invention of the telescope and the printing press
- Rejection of clerical authority: need to change existing views (a climate of progression)
- Seefaring techniques and spices: importance of experience and contact with foreign ideas
- Increase in educational institutions: growing literacy rate (decrease of influence of Church: more difficult to employ dogma to convince the educated to change their mindsets)
- Use of common language of Latin by all scholars
- Allowing people to dissect and experiment on human bodies (Permission of Change)
- Rise in Protestantism: questioning religious views and traditions (more open to new ideas)
- Improved glass-making techniques: creation of telescope and magnifying glass
- Realist and Naturalist approach: new standards of studying natural phenomenon

Importance of the Scientific Method:

- Experimentation: required to prove beyond doubt that a particular statement was true or false, with actual evidence of the execution of the process of proving
- Observation:
 - Required for experimentation
 - Required in order to prove or disprove a hypothesis
 - Vision and sight of a person can easily tell one if it is real or unreal (definitive)
- Hypothesis and Background Research
 - Foundation of a basis to commence any form of research
 - Hypothesis to be proven or disproven (set up based on existing evidence)
 - Research needed for depth of knowledge in a given topic
- Fixed Structure: to enhance the idea of clarity and accuracy, such that the standardization of the discipline can result in distinct steps in order to discover and prove new theories and ideas more easily

How can we tell that change has taken place?

- Rise of the Scientific Model (characteristics of Modern Science)
- Systems and structures based more on reason: society/politics/economy
- Man: change in attitude, values, mindset, behaviour and world view
- Results: in the Industrial Revolution (steam engine to the expansion of capitalism)
- Results: progress in navigation (leading to imperialism and new political views)
- Methods in which people use to perceive and learn about the world (doubts cast upon systems)
- Greater dissatisfaction for the current explanations for phenomena (desire for more change)

Must Science contradict Religion?

- Does one necessarily prove that the other is invalid?
- Pure logic (science) vs the word of God (Bible)
- Both take into account the idea of ethics and morality, so science is limited by human society (sometimes afflicted by religion)
- Which holds the absolute truth?: should people simply believe what the Church propagates?
- Are there fundamental differences? (rigidity and static religion vs dynamic and evolving science)
- Basis of religion is on faith and irrationality, while science is on logical analysis and quantitative evidence (can this be reconciled?)
- Scenario 1: either science or religion is eliminated
- Scenario 2: they coexist amidst tension
- Scenario 3: both merge to form one big entity

Student Presentations on Key Personalities

Leonardo Da Vinci (1452-1519)

- Education in Latin, Geography and Mathematics
- Contribution:
 - Specialized in anatomy, physics and invention, as well as art, music and philosophy
 - Cross subject and cross discipline understanding
 - Knowledge came from experimentation and not from the Bible (supported by data)
 - Co-relation drawn between Math and Science
 - Limitations in technology and equipment revealed flaws in science
- Physics:
 - Invention used his concepts and ideas: military architecture (submarine designs)
 - Work on principles and his inventions
 - City planning and organization
- Anatomy:
 - Vitruvian Man (1490): proportion from Greeks (and observation by Da Vinci)
 - Master at art (fusion of disciplines): inter-connected nature of subjects
 - Accurate and detailed drawings (despite minor misconceptions and inaccuracies)
- Character Traits:
 - Scientific Curiosity: belief in natural philosophy to determine nature
 - Radical Thinking: used previously attained knowledge to discover new principles
 - Observational Evidence instead of Religious Dogma
- Effects on Society:
 - Creation of new techniques and discoveries
 - Improved the scientific process + use of innovative methods
 - Understanding of interdependence of knowledge
- Treatment of Science:
 - Holistic vs Reductionist Science (relationship between individual components of Science?)
 - Universalizable attributes can be generalized
 - Approach of Science (no longer on a theoretical basis)
- Revolution:
 - Left legacy on a diverse range of talents
 - Studied science for the sake of it (and to improve it)
 - Builds the foundations of the Scientific Method
- Limitation:
 - Unpublished journals and his use of common Latin (instead of the upper-class dialects)

Copernicus (1473-1543):

- Skepticism of Geocentrism: creation of the Heliocentric Model
- Skilled in mathematics
- Author of "De revolutionibus orbium coelestium": that did not have any mathematical facts/evidence
- Heliocentrism: succeeded by Kepler's model
- Causes of change: non-conformist and understanding of flaws of existing models
- Causes: courage to bring up ideas to society and the scrutiny of the Church
- Impact: role model for future scientists (foundation for Galileo and Kepler's work)
- Significance: assistance for future astronomers who wished to challenge the Geocentric model

Galileo (1564-1642):

- Respected figure of Science (stood up with courage in the face of repression)
- Invention of objects such as a thermometer, a rudimentary clock (pendulum) and a telescope
- Support for Geocentrism: observation of heavens with his eyes (observed astronomical phenomena that supported Copernicus' model)
- Became an ardent supporter of his theory
- Denied contradictions between scripture (of God) and Heliocentrism (arguing that both existed)
- Forage into Physics: strength of material/use of mechanical models
- Galileo vs Aristotle: discredited his predecessors ideas
- Initiated future developments in Science (his martyr-like status further improved peoples perception about his contribution)

Bacon:

- Known as the Prophet of Newton
- The authority of Experience (the Father of Empiricism)
- Believed that by experimentation and data knowledge could new facts be discovered (not any theoretical knowledge): drafted a new model that other scientists could adopt
- Looking towards the future by looking at the past (building on the work of the predecessors)
- Developed experimental science and methods to explain phenomenon

Descartes:

- The authority of Reason: with radical ideas
- Creation of analytical geometry, the Cartesian plane and standard motion
- "I think, therefore I am": simple yet true principle, easy for people to understand and believe
- Created a method for people to doubt existing knowledge and theories while establishing an influence on mathematicians and philosophers
- Possessed the most fertile imagination: on mind-body duality
- Method of Inquiry: improve diversity of opinions and remove tendency of error (to supplement the insufficient merely rational method)

Newton:

- The Saint of Science who revolutionized Physics and Mathematics: secular, forward-looking
- Creator of calculus, gravity and the Laws of Motion
- Created a platform by having a Scientific Method that benefitted future scientists (combination of theory, experimentation and mathematics)
- Changed the course of Science with his discoveries backed by overwhelming evidence
- Replaced and defended Kepler's beliefs on motion of planets and believed in only the truth
- Age of Newton: made authority of Science widely accepted with simple ideas and explanations (no need for long thesis: a formula is sufficient that explains all)
- Scientists are called upon to solve the dilemma of society

Common Characteristics of Scientists:

- Curiosity:
 - Observed in all saints and giants of Science
 - Required to challenge authority and question what others had taken for granted as the truth
 - To create a new paradigm that had greater empirical supporting evidence
 - Questioned the reason for phenomenon
- Multitalented:
 - Cross-disciplinarian (were aware of Science, Mathematics and Philosophy)
 - Branches of knowledge were less defined and diverged in that time
 - Scientists found themselves having multiple roles and occupations, as alchemists or philosophers: in order to get a holistic grasp on all angle
 - This is how the universal Scientific Method is created, with contributions from all departments of knowledge
- Determined and Passionate
 - Fought to the end for what they thought was right and the most accurate
 - Galileo was so persistent that the Church had to threaten him with charging him of heresy
 - Science was their blood and guts: it defined their future legacy as giants of knowledge

Impacts:

Why is the study of science in history important?

Are there any laws in history?

- History will change based on society (but Science is changed by individuals)
- History has guiding structures and conventions, but they are subjective and more easily changed
- Interpretation of Science as a discipline (and its changes across time) can give clues to historians about the nature of society, as well as ideas about change
- Both are about the influence of the mind on perspectives and phenomenon
- Changes to Science does not merely affect the discipline, but also society in general (Age of Enlightenment and the Industrial Revolution)
- The SR represented the intellectual liberation of mankind by challenging convention
 - Encapsulates the difference between Science and the Church
 - Development of Man's belief on a tangent that is different

Impacts:

- Inspired future scientists to approach their experiments from an analytical perspective, with a structure provided for them to make larger discoveries
- Set the tone for the Church: that Science was superior
- Emotional and psychological impact is unmatched by other scientific discoveries (though it affected a small number of people at that time: it engaged the people who saw themselves as good Christians and believed solely in Scripture)
- Proof that the Church was unable to deal with intellectual uprising
 - For the Church had no satisfactory answer to prove that its theories were more accurate
 - Promised results that would benefit Mankind, but failed in its role
 - Disputes and murderous tendencies were frowned upon: when people realized that the Scientists had only spoken nothing but the truth

Society:

- Further education of society with empirical knowledge that was well-substantiated
- Rise of the importance of the educated and the scientists, knowledge is accepted
- Emancipation of the minds of the people from dogma
- People have further doubts in the ability of the Church to address issues

Technology:

- Use of scientific knowledge to create more machines to further revolutionize the world
- People could make use of scientific concepts and mechanisms to craft out engineering feats
- The steam engine and the first tunnel in the world were all built with scientific knowledge

Economy:

- Application of scientific knowledge to create the steam engine and other inventions allow for the rise of industrialism
- Expansion of imperialistic and capitalistic values (since people needed land and markets)
- The economy could prosper and widen since the Catholic Church had once denounced capitalistic ideals as synonymous with the Devil (proved to be untrue again)
- Allowed for businesses to widen on a large scale to move away from an agrarian society

Religion:

- Decline of the influence of the Church with their disapproval of the progression of ideas
- It showed that its authority can be challenged by people armed with knowledge more factually accurate and believable than that proposed by the Church
- Undermined its credibility and led to greater trust in science

Evolution vs Revolution:

- Viewed back upon past events from a different time period (to judge its impacts)

Evolution:

- Improvement on old ideas
- To be make it more detailed, defensible, to fill in the gaps
- However, which ideas are not built upon those of others? (the degree of change matters)

Justification:

- It is an evolution because it merely built upon the ideas that people had already discovered prior to the Revolution (a mere revival of the knowledge of Ancients)
- It was a natural progression of knowledge that people could expect

- The scientists all built upon the knowledge of one another, no true revolution and new course
- It took too long to be considered a revolution, and it occurred through different people
- Few people were affected by such changes: the rural folk were far too uneducated to even comprehend anything beyond religious dogma and mere basic knowledge

Revolution:

- Massive degree of change (generally dramatic and swift)
- A deviation from the original path of history (creating a new branch and new direction)
- Compared to the past, major paradigm shift
- Leap in change/turning point

Justification:

- Deviation from the natural course of history (presence of a turning point)
- It set the foundation for future development on pre-existing knowledge
- The developments are significant enough to constitute a Revolution: since it was so fundamental and challenged pre-existing cemented notions on natural phenomenon
- It is not merely a revival of Ancient Knowledge; more than that it represented the creation of a new path of knowledge

Scientific Knowledge and Ideas:

- Ideas are changed when they are unsatisfactory to the society
- Ideas develop over time to suit the needs of humans (in the past, religious leaders decided that ideas need to be structured in order to support dogma)
- Humans cannot take ideas for granted, it needs to be tested and tried to ensure its truth
- Ideas cannot remain eternal, for they are merely tools that humans use to placate our current curiosity

Scientific Knowledge and Revolution:

- Revolutions are started by a group of people: such as the scientists who came up with the new ideas
- Revolutions occur when existing societal circumstances cannot fulfill the needs of the people
- Revolutions are bloody and violent: not as bloody, but still rather violent with the burning of heretics and the threat to execute Galileo
- The force of a revolution is unstoppable when it gains societal momentum

Useful Quotes:

Newton:

- If I have ever made any valuable discoveries, it has been due more to patient attention, than to any other talent
- Genius is patience
- For to myself I am only a child playing on the beach, while vast oceans of truth lie undiscovered before me
- No great discovery was ever made without a bold guess
- If I have seen further than others, it is by standing upon the shoulders of giants
- Truth is ever to be found in simplicity, and not in the multiplicity and confusion of things
- Plato is my friend – Aristotle is my friend – but my greatest friend is Truth
- Don't doubt the Creator, because it is inconceivable that accidents alone could be the controller of this Universe

Other Material:

The Dialogue: Galileo

- Explanation for the intellectual upheaval in the 16th Century and explains why it took 2000 years for the rise of a new paradigm and the opening of Pandora's Box
- Galileo: the father of motional physics (prior to Newton)
 - Standardization of observations into laws and mathematics through the analysis of motion and movement (such as buoyancy and gravity)
 - Ability to detect coherence in experimentation structure
 - Body of different weights fall at the same speed and the world spins on its axis
 - Invention of a new telescope and the discovery of Jupiter's Moon in January 1610 (turning point of Scientific understanding and beliefs of Galileo)

- Jupiter could move and had a moon (same as Earth): removal of doubt (destruction of former teachings of the priests)
- New belief and support of Copernicus (but Christians believed that hell was the underground and the sky meant heaven and God: ecclesial geometry)
- Galileo knew the difference between the book of Scripture and the book of Nature (they were supposed to be separate and non-contradictory but the Church deemed that science was opposing their religion and outlawed any changes)
- Waged war against the Church, which refused to accept the new ideas (that challenged their fundamental assumption that orbits were spherical based on God's will)
- Fall of Galileo:
 - Collective (society) decided not to support his theories
 - Reduction of popularity amongst the bishops and priests led to calls for an Inquisition
 - Galileo wanted the Church to stay open to both new paradigms and ideas to increase world-view
 - Pope Urban VII: summons Galileo to the Inquisition
- 21 June 1633: inquisition of the Dialogue (with the threat of torture for Galileo)
 - Galileo is forced to denounce his theories and is placed under house arrest till death

Scientific Revolution:

- More quantitative measurement of Science and mathematics (through empirical means)
- Focus on Reason + Experiment
 - Breakthrough was its application and emphasis to make Science a more structured discipline (instead of blindly conducting experiments without a purpose or any basis)
- Acceptance of Math as the truth and the discovery of scientific theories

Who is to be blamed for the actions of the Church?

- Thomas Aquinos: early Church father (that cemented the Church doctrine with Aristotle's ideas about the Earth as the centre of the Universe)
 - Psalms: "the world does not move"
 - He took it to be a literal reference and added it to his theories (based merely on figurative language in the Scripture: which did not mention the movement of Earth)
- The Catholic Church: bought the idea and married it to doctrine

Industrial Revolution:

Key Questions:

- What is the key issue?
- Where and How did it originate?
- What is this period about?
- What is its impact?
- What it teaches us about change?
- What ideas propels and represents the Revolution?
- How significant was it in the development of Man?

Definitions:

- Industrial Revolution: increase in the speed of productivity by machines and the discovery and usage of different energy sources
- Shackles were taken off the productive power of human societies through mechanization
- Limitless multiplication of goods and services
- Associated with the rise of factories and machine-dominated profitable industries
- Took place approximately from 1750 to 1820 and 1840

Introduction:

- The Industrial Revolution primarily started off in Great Britain
- For 15000 years borders and flags had changed, and the productivity of society was dependent on labour and weather conditions
- This revolution changed the lifestyle of the people
- In the past 80% of the population was in farming, and yet this decreased to only 1% after the Revolution and changes that occurred
- It occurred in the same brief period that the French Revolution did (in the 18th Century)
- Industrial Revolution represented an increase in production by machines and the rise of new energy sources: not just the rise of capitalism
- By 1750: the textile industry in Britain was becoming increasingly efficient
- The inventions of the flying shuttle, the spinning jenny and finally the coal powered steam engine meant that people could increase their own productivity (reduced reliance on human labour)
- It characterized the rise of steam boats and railroads to carry goods
- Important period in the historical development of man and a glorious age in British history, but its reputation is a highly contested one

Characteristics before the IR:

- Rapid and sustained growth of population
- Increased urbanization (with more people living in large towns)
- Increased use of complex machines
- Units of industrial production grew larger
- Cotton Textiles: towards modern flow rather than traditional batch productions (new labour discipline and organization)
- Series of new machines: spinning jenny, water frame and the mule

Economic Theories:

- Supply and demand
- Production and market forces
- Free market principle and theory
- Profit produces growth and development which produces even more profits

Assumptions of the IR:

- Materials, labour and capital are in sufficient supply
- Rising average income is sufficient to increase the demand for goods and services
- Well-integrated economy is likely to produce more growth rather than inhibit it
- Steadily improving technology: decreasing costs and keeping profits intact
- Profits ploughed back to industry instead of being used to buy more estate or title of nobility
- Whole process takes place without serious hitches
- Stranglehold of the middle class over the proletariat: social divide

Why did it occur in Europe?

- In the 1800, it was not clear that Europe would become more economically dominant for the next 200 years
 - China and India were also economically strong
 - China had the largest population in the world and a tradition of invention (paper, gunpower, ink and the compass)
 - The Song Dynasty had previously created a monopoly on commodities
 - India had cotton plantations and rice fields (so did China) and was capable of exports and imports (money flowed to it)
- Proper circumstances in Britain allowed it to prosper (England was also blessed with the canals and harbours for trade)

Causes of the Industrial Revolution:

Economic Reasons:

- The Rise of Banking
 - Development of financial processes and security
 - Facilitated by the laws of the country
 - Low interest rates allowed the entrepreneurs to borrow money from banks at low costs: more borrowing of money to finance investments and innovations
 - Learnt much from Venice through trade: 1st city to have bookkeeping and financial procedures
- Capital
 - Well developed banking system and credit facilities, prosperous merchants and landowners who were willing to put up funds to finance new industrial enterprises
 - Low fixed capital: cheap machinery, factory premises were often rented or converted from other uses, expensive machinery could be rented
 - Higher investment in fixed capital liberated the circulating capital by speeding up the turnover time of production and eliminating the delays involved in many putting-out structures
- Improvements in Transport
 - System of canals built between 1760 and 1830 reduced cost of transporting raw materials
 - Canals could ferry coal towards London
 - Steamships were also used to transport raw materials from the coast of England (where the coal was located) to London by the River Thames
 - Advent of the railroad in 1830s and 1840s led to rapid distribution of raw materials and finished products
 - 6500 miles of railroad laid in 2 decades after successful test run of the steam locomotive (also increased the demand for coal and iron ore)
 - New roads were also being built: prevented vehicles from sinking into mud during rainy seasons
- The Agricultural Revolution
 - In the eighteenth century, the land owners sought to cultivate land more efficiently, since they were politically secure after their victory over the crown in the seventeenth century
 - Jethro Tull's seed drill in 1701 allowed for increased efficiency in the planting of seeds
 - Caused efforts to make changes in methods of farming and stock breeding
 - However, efforts were hampered by system of open fields and common lands from previous era
 - In order to succeed, they needed large enclosed fields (people fenced up in their land)
 - Vast areas of land were brought under more efficient cultivation and landowners achieved efficiency, at the expense of thousands of small farmers who were ejected from their homes
 - More food was produced and a surplus of labour was provided as small farmers sought employment in the new manufacturing sector
 - More food also led to an avoidance of starvation and a longer life (thus a larger population and workforce for the manufacturers)
- Abundance of energy sources
 - England had coal near its shores (Newcastle upon Tyne)
 - Forests were being depleted and wood was no longer a reliable definite source of energy
 - Up till then, industries and homes had relied on timber for centuries
 - Increased demand of timber meant that wood had to be carried further from the forests
 - Wood was difficult to move: search for a new source of fuel (coal had 3 times the potential energy released upon burning)

- Fleet of merchants vessels allowed it to extract resources from its vast and growing empire
- It was more efficient in manufacturing and capable of generating large amounts of energy (more than that of wood) : people realized and decided to exploit its potential
- It was a cheap source of abundant energy (people had no use for it)
- Coal mines were flooded in order to extract the ore: and a machine was required to pump out the water (challenges such as these spurred people to invent machines to solve the existing problems): the steam engine also allowed greater efficiency in extraction of raw materials
 - Allowed for an inexhaustible quantity of cheap energy (with greater efficiency and low cost)
- The coal mines were located near the harbor, allowing for easy transportation towards London
- Iron ores were also present in Britain and allowed the country to tap on it to produce iron products (it was also plentiful in Europe)
- Britain had access to cotton from parts of Asia and British colonies in North America
- The River Thames
 - Heart of London: through which trade and commerce could happen
 - Fort and stronghold of the British Empire with a low entrance and deep harbor
 - Connected by rivers to the entire island: accessible and central
- New technological inventions
 - British textile industry clothed the world in wool, linen and cotton
 - Cloth merchants had always boosted its profits by speeding up process of spinners and weaver made by cloth
 - Invention: flying shuttle, spinning jenny, water frame, power loom
 - Invention of the steam chariot (basis of trains) and steam pottery-wheel
 - James Watt: exchanging ideas of finance and ideas led to the creation of the water-powered steam engine
 - Needed source of new power: steam provided a practical application as an efficient engine
 - Entrepreneur Boulton required a better design for a steam engine but did not have the competence in physics and tasked Watt to design a better one
 - Watt created a small component to improve the mechanism (reducing energy requirement)

Political Reasons:

- Governmental Policies
 - Banned import of cotton cloth from India, spurring domestic production
 - Discouraged export of new machinery and hence there was no limitation of British innovation
 - Banned unions and made it easier to establish companies (free market principle)
 - Less interventionist with few restrictions on capitalistic ideals
 - The Parliament also protected businesses, since many of the MPs had vested interest in the businesses as well, and sought to increase their profits too
 - Free movement of the people who were not tied to their land: allowed for social movement in search for greener pastures to open factories or to seek employment
- Political Stability/Constitutional Monarchy
 - The last revolt and overthrow of the King was in the Glorious Revolution in the 17th Century
 - This led to fundamental changes in the power of the Crown and Parliament, allowing for greater stability since the people were represented by their local MPs
 - The MPs were capable of voicing out their concerns and draft legislation, while the Crown played an executive role (no longer solely in charge of domestic affairs)
 - Parliament had no vested interest to usurp complete power for itself, worked symbiotically with the monarch to improve the country
- Influence of Religion
 - Henry VIII, due to personal indiscretions and disagreements with the religious dogma of the Catholic Church, created the Church of England with the Head of State as the person in command
 - This meant that there was no Pope (only an Archbishop appointed by the monarch) who could preside over the religious aspects of life (the King had complete control)
 - The liberal views of many English monarchs meant that the Church did not play a very influential role in societal matters not related to religion: allowing science and businesses to flourish
 - Religious acceptance of capitalism in England: not frowned upon
 - This is in stark contrast to its continental neighbours still governed by the Catholic Church which oppressed liberties and freedom of thought
- Slavery and Colonialism
 - Colonialism allowed Britain to have a larger empire, exclusive only to it for trading purposes

- This allowed for a source of natural products, such as cotton or silk
- It also presented an open market for British products, such as textiles
- The people could also be used as slaves in Britain, to produce more goods
 - The habit of slavery in Britain ended early, as it caught on the French ideals of equality and liberty, and it ended way before US decided to abolish it
 - Profits made by the slave traders provided money for investment in machines
- Britain obtained tobacco from North America, tea from China, spice from India (from trade)
- Provided wealth from trade in Africa, Asia and the Caribbean islands
- The West Indies sugar cane plantations allowed it to sell them for higher costs to Europe
- Detachment from Europe
 - While the large powers of Europe (Austria, France, Prussia) were constantly engaged in war which devastated their harvests and factories, the British remained largely unaffected
 - No country had ever invaded Britain's internal land, and Britain's involvement in wars were largely as support crew (no direct involvement)
 - This meant that it could support its industries, and the wars also led the demand for new inventions (such as new weapons and transport mechanisms)
- Capable Army
 - Britain's naval power was arguably the best in the world, unmatched
 - Sunk the Spanish Armada and the French Fleet
 - It managed to protect its trading routes and harbours from any potential threats
 - British industrial machine continued to operate and trade with all corners of the world

Social Reasons:

- Intellectual Climate: Entrepreneurs
 - Nature of entrepreneurship and innovation
 - Uniquely favourable environment for businessmen with few restrictions by the Government
 - Internal political stability: separation from the Catholic Church granted it autonomy
 - Framework of law and institutions encouraged commerce and manufacturing
 - Businessmen were lightly taxed compared with masses (and a low corporate tax)
 - Market environment was favourable: expansion of both home and foreign markets, with monopolistic advantages abroad, resulted in greater demand for goods
 - Ubiquitous credit: easy entry for firms into industries with abundance of investors
 - Expanding economy increased opportunities for success and improved attitudes to upward mobility (where businessmen were respected in society)
 - Poor accounting practices and poor investment decisions were unpunished due to economic conditions that were good (people usually still made money)
 - Increased competition, and businessmen must innovate to stay competitive and profitable
 - Led to the symbiotic relationship between entrepreneurs and innovators (who worked to develop new products to increase productivity to benefit the entrepreneurs, who highly respected the intellectual abilities of the innovators)
 - Demand for quantities of goods produced more efficiently and cheaply
- Intellectual Climate: Engineers and Scientists
 - The British engineers were also willing to challenge convention, such as building the tunnel beneath the River Thames (thought to be impossible)
 - Scientists valued Reason above Dogma: with a greater confidence of understanding the world
 - Breakthrough in Physics and Mathematics
 - Scientists used observation and began to enlighten industries
 - Sharing of ideas with one another in salons and cafes meant that more were aware about new ideas and were able to develop upon concepts germinated by their predecessors (continuation of knowledge)
- The Scientific Revolution
 - Development of the physical sciences and physics concepts
 - Rise of English Scientists: Isaac Newton, Boyle, Hamilton
 - Founding of the Royal Institute of Great Britain which funded scientific research and led to the discovery of 10 new elements and produced 15 Nobel Laureates
 - The work of artisans were also incorporated, making machines more efficient through the designs made by the architects
- Population Growth
 - 1750: population of most European countries doubled, Britain's went up from 9 to 16 million
 - Caused by a drop in death rate due to hygiene and advances in medicine

- Aided by the introduction of potato cultivation and opening up of land not previously used for cultivation (increase in food supplies)
- Epidemics and famines were limited
- Improvement in public security (fewer outbreaks of violence)
- Increase in the labour pool (as the industries required little skills and machines were relatively easy to operate: no need for education and technical skills)
- Wages (cause + effect):
 - Wages were one of the highest in the world (11g of silver per day of work)
 - This caused the labour market to increase, and to maximize the productivity of workers to compete with the low wages of continental Europe, more goods had to be produced at a lower cost, driving the need for machines
 - Machines had great economic potential and efficiency and threats from France and other countries incentivized people to increase investment in machines
- Social Structure
 - Britain did not have a class or caste structure that prevented the commoners from rising through the ranks to become merchants or politicians
 - The only class existent was the monarch, and even the nobles had to pay taxes and were given fewer privileges compared to the French or Prussians
 - In fact, the nobility were heavily involved in business themselves, and were notable investors and entrepreneurs to spark the Industrial Revolution
 - The people were less disgruntled with the social hierarchy because education existed as a social leveler and option for the industrial folk to become more educated
 - There was also a change of class and people realized the importance of labour

Why did China fail to lead the Industrial Revolution?

- To generate self-sustaining process of technological advancement on the basis of its indigenous traditions and achievements
- To learn from the European science after they entered the Chinese domain in the 1700s
- National Characteristics
 - Lack of curiosity and ideology amongst the people: few inventions
 - The lack of progressive attitude of the philosophies of Confucius and Mencius
 - Disincentivization of change
 - Belief that money making and profiteering was bad (special hatred towards tax collectors)
- Economic Market Forces
 - Trade mostly occurred along the Silk Road and South China
 - There was a clear disjunct between North China (who were more scholarly and traditional) and the South (which participated in more economic activities)
- Qing Government
 - Attempted to centralize rule (and were more autocratic than the British monarchs)
 - Lacked a constitutional monarchy (especially after the Glorious Revolution in Britain)
 - More skeptical of trade and Western imperialistic tendencies
 - Chinese society was strictly controlled and governed by provincial rulers loyal to the Qing
- Lack of free market and institutionalized property right laws
 - State was interfering with private enterprise: taking over certain activities, hindering others
 - Motivated by the desire to reserve labour to agriculture, control important resources like salt and iron, appetite for revenue, fear of self-enrichment except by officials
 - Interference encountered resistance, but the ideal was still immobility
 - People were prohibited from trading overseas and those who went out of China without permission were persecuted
 - Resulted in the strangling of initiative, increased risk and cost of transactions, loss of talent from commerce
- Values of society
 - Restrictions on social activities, including clothing, constructions, music, festivals
 - State watched over every aspect of life from birth to death to marriage
 - Regime of paper work and harassment from officials prevented deviation
 - Created an atmosphere of suspicion against innovation and new ideas

Why China did not have a scientific Revolution:

- Politico-economic Institutions
 - China had a bureaucratic system, arising from the need to maintain its vast array of irrigation systems, while Europe had an aristocratic feudalistic structure

- Bureaucracy inhibited the growth of mercantilistic values, thus was not capable of joining the techniques of the higher artisanate with the methods of mathematical and logical reasoning which the scholars had worked out
- Imperial and Ideological Unification
 - China had one dominant ideological system backed by an absolute political power, giving less space for public disputes
 - As opposed to Europe, where there were competitions between Church and state, between states and between religions (China had clear cut systems)
 - This kept Chinese from contributing to the theoretical infrastructure and methodological foundations of modern Science

Why did it not happen in other European countries?

Scotland and Ireland:

- Britain was blessed with better land: less mountainous and more easy to plant crops
- The Great Famine of Ireland prevented it from becoming wealthy
- The different regions had a unhealthy relationship with each other
- The Irish and Scottish were more nostalgic instead of forward-looking

France:

- Indulgence and incompetence of the monarch resulted in mismanagement and a corrupt bureaucracy, incapable of governing France
- Enemies with the United Kingdom and lost in the 7 year war, preventing it from growing
- Internal custom barrier led to the accumulation of capital in France and preventing the rural regions from becoming more wealthy
- Orientation of society was around: land, office and court (and less on money)

Germany:

- The country did not even exist till the late 19th Century (neither did Italy or Austria), preventing the Government from gaining any traction to push for economic developments
- Peasant population was still in serfdom (unlike the paid workers of Britain)
- Incentives to exploit new technologies were entirely missing
- Lack of state funds to provide more financial assistance to entrepreneurs and innovators
- Political divisions made the concentration on capital difficult and limited

Impacts of Industrial Revolution:

Immediate:

- "Slavery" of women and children
 - Small farmers only started drifting to mills and factories after attempting to make a living by spinning clothes at home (lost out based on competitiveness)
 - Women and children were added to the workforce since they were paid more cheaply
 - Children were used because of their small size to harvest coal in tunnels
 - This led to the dehumanization of people as objects of profit (not treated as humans but as tools to which money could be made)
- Harsh working-living conditions and long working hours
 - Infrastructure was unable to deal with the increase in population
 - Streets were no better than rutted paths and municipal governments could not meet demand for water and sewage disposal
 - Many sewers remained open and rivers were polluted by waste materials
 - Housing was cramped and the poor families had to share rooms (diseases flourished)
- Environmental pollution by the smoke and soot from factories
 - Lack of proper governmental regulation that had yet to catch up with the industries
 - People were unaware of the health hazards caused by the soot and smoke and accepted it
 - Money had to be spent on cleaning the air and this was unwanted by the capitalistic owners
- Rapid urbanization
 - Mechanization and centralization of work once machines became too large and complex to be accommodated at home
 - Many factories were located in cities because of their proximity to key trading areas
 - Manchester, Liverpool and Birmingham experienced huge industrial and population increases
 - Artisans and shopkeepers who had formerly lived in provincial towns gravitated towards larger cities with greater opportunities
 - People had to be productive and work long hours, thus greater inflow to cities (resulting in overcrowding and spread of pandemics)

- More people lived in cities to travel to work more quickly and efficiently
- Rise of wages for the majority of workers
 - More rapid increase of wages compared to their rural agrarian counterparts
 - Rapid increase compared to other workers in Europe
- Increase in wealth of country
 - GDP increased continuously every year
 - Coal output increased from 2.6 million tons in 1700 to over 10 million tons in 1795
 - Cotton products and goods could be sold to foreign and domestic markets

Long term:

- Changes to the class structure
 - There used to be a harmony between journeymen and masters who would work together with goodwill and kindness (reciprocity and custom were important values)
 - Now: employees and employers were separated with suspicion and distrust
 - Separation of classes: aristocracy, bourgeoisie, proletariat
 - Divide between the rural and urban workers
- Income Gap
 - Led to the ideas of Communism and workers' revolts
 - Profits of industrialization went mainly to the capitalists: the wages of the working class were lagging behind those of the factory owners
 - Due to unrestricted employment and the force of population pressure creating an oversupply of skilled labour, there was regressive taxation on the poor
- Changes to the economic structure
 - Goods were now produced for commercial reasons, rather than to use locally or immediately
 - Caused by the division of labour from land (move to factories) and the division of labour (causing workers to be alienated from satisfaction of making a final product)
- Social environment of experimentation and innovation
 - Entrepreneurs relished the competition and constantly sourced for methods to gain an edge to create a monopoly over a commodity or item
 - This meant that constant experimentation and development was necessary, financing more scientists and engineers to develop new products and machines
 - Led to the increased respect for these occupations (where their skills were required)
- Rise of importance of capitalism
 - People talked constantly about money and profits
 - This meant that people noticed that money would provide them with power, influence
 - Involved the creation of more free markets to encourage competition and lower the prices of goods to suit the people (boost consumer spending)
 - Creation of new economic theories that would support this model of businesses
 - Unhealthy mindset of greed and materialistic gains
- Rise of Communism
 - Karl Marx and other vocal proponents in Britain wrote the Manifesto for Communism, rooting it as a popular ideology that defended the interests of people
 - Borne out of the notion that the bourgeoisie did not in fact care for the people but only about their own personal wealth (money talks)
 - Communism was a solution where wealth could be more equally distributed instead of being concentrated in the hands of the few, at the expenses of the many
- Importance of Chemistry
 - Replacing alchemy as the method for developing new materials and compounds with experimental procedures: instead of hearsay
 - Understand and exploit the properties of materials (conductivity, elasticity)
- Impact on neighbouring countries
 - Sparked off the French Revolution, which realized the Britain's model was efficient and intelligent (balanced the Crown and the Parliament)
 - France and other countries also decided to industrialize, copying the actions of Britain
 - Led to the quest for imperial colonies and more wars amongst countries for exclusive rights to trade in certain countries
- Increased social activism
 - Prominent businessmen and politicians who were appalled by the living conditions and dehumanization of the people rose up against the wealthy
 - Decided that action must be taken to protect the liberties and life of the greater society

- People had soup restaurants and bakeries that catered to the poor (since there was still an abundance of food in the country)
- Rise of the trade union
 - Parliament had accepted the views of the commoners and took further steps to protect their interests (trade unions served to mediate employer-employee disputes)
 - It also ensured that people were paid fairly and had better working hours
 - The trade union was the rebuttal of capitalism to communism that it could still balance the best of both worlds (money and also the people)
- Impact on colonialism and empire building
 - Britain continued to expand to take control of the major trading routes of the world, such as Egypt and Singapore
 - Search for new markets and countries to develop their ideas and get natural resources
- The Gender Revolution
 - Survival had become a part time job which women could participate in
 - Men had fewer excuses for their dominance and superiority in the family structure
 - Women were capable of voicing out their opinions since they were equally capable of contributing to the economy
 - Even though women were still treated poorly, at least they were able to contribute

Can the Industrial Revolution be considered progress to the people of Great Britain?

Progress:

- The drastic increase in wages for many labourers
- Rise of the middle class with increasing influence on society
- Improvement of living conditions
- Gradual urbanization
- Rise of England as an economic power with more profits
- Eventual labour reforms and improvements meant that overall, the IR was still beneficial

No Progress:

- Led to the exploitation of women and children
- Subjecting them to harsh working conditions
- Refusing to treat them as equals to men
- Widespread environmental problems and health hazards
- Regression of morality and an abuse of rights
- Greater stratification of society into distinct castes
- Unequal distribution of wealth
- Encouragement of mindset of greed and materialism

Conclusions (changes):

- Societies were changed as communities became urbanized, families became more nuclear, children and women worked, working conditions declined and unions rose to protect the worker
- Economies changed; mass production of goods became commonplace while trade expanded both nationally and globally, economies became more diversified and the gap between the rich and the poor grew internationally
- Politics changed as Governments changed policies based on a laissez-faire approach
- International politics changed as industrialized nations who had increased their financial wealth, increased their political control and power over the world (more fighting and colonization)

The Industrial Revolution brought nothing but misery:

Untrue:

- Brought about an increase of wages (from 12g of silver in 1775 to 19g of silver in 1825) more than double that of any industrial city in the world
- Provided opportunities for employment of women and children
- Working children enjoyed improved status and carefully judged luxuries from their own wages
- Older children could help to support the younger children, increasing the size of families
- Construction and operation of railroads brought benefits to the economy (railroad construction provided many jobs, spurred the metallurgical industry, reduced shipping costs by about two-thirds and dramatically increasing consumption and production)

Is the IR even a Revolution?

- There are no starting and ending points of the Industrial Revolution, unlike the French or Industrial Revolution with clear markings to indicate the start and end of it (like an event)
- It was a clear break from previous societies and it never occurred before in human history
- Humongous impact on current society: in terms of machinery and the development of far more advanced and new concepts
- It challenged the fundamental ideology of humans and broke the barrier that had inhibited limitless production for millennia (it sparked change)
- The Industrial Revolution is too gradual to be considered a revolution: it was not a spontaneous occurrence and happened over long periods of time
- There are few “key” revolutionaries portrayed: more of the spotlight was placed on the circumstance of Britain as well as on its general population

Age of Enlightenment:

What is it? What are its characteristics?

- Reason to combat superstition and authority: the forging of a better society
- Reason was the key to truth, religion held on to blind faith and refused to tolerate diversity
- Reached common people by addressing common grievances of the majority
- Members of the urban middle class sought to fulfill their potential in society
- The poor longed to be free from feudal obligations that bound peasants to nobles and authority
- To seek the truth and development of a conscience
- Through careful observation and analysis, to seek the best idea
- Creation of an equal society with no fundamental differences amongst Man
- Belief in human progress: provides basis for beneficial changes affecting the way of life and thought
- Committed to achieve understanding through reason based on proof of evidence
- Rationalism deriving its methods from science and natural philosophy that would replace religion as the means of understanding nature and the destiny of humanity
- Confidence in criticism and the value of logic over dogma to create a better society
- Breakdown of authority and rise of the value of every individual: questioning the basis of rule
- The state is answerable to the people and governed by their will
- Greater secularity of the state: empowerment of the masses
- Occurred in 18th Century Western Europe: after the Scientific Revolution and the dim glow of the post-Reformation religious conflict
- Together with the 17th Century: lights began to come on in man's mind and moved forward
- Key Thinkers: Voltaire, Rousseau, Hobbes, Locke, Montesquieu, Diderot, Hume

Introduction to the Philosophers:

Philosophers	Ideology	Comparison	Conclusions
Hobbes	<ul style="list-style-type: none">• The social contract between the state and its constituents• State should be given absolute authority in return for the execution of peace (Leviathan)• State is incentivized to care for the people as they are the source of its power• An aristocracy is not a problem if it is able to bring about peace• A strong Government is required to control its citizens• The state is right if it is able to maintain civil peace• People are not born good (intrinsically selfish and hedonistic)• Actions of Man are guided by selfish motives• Humans when unrestrained, propelled by their internal dynamics, would clash against one another• People are physically equally in the love of survival and degree of rationality• Society exists as an unstable equilibrium where people agree to surrender their rights to violence to maintain peace	<ul style="list-style-type: none">• Pessimistic regarding human nature as a result of his social circumstances• Direct contrast with Locke (a clash between authoritarian forms of rule and democracy + liberties of the people)• Similar views to Voltaire (need for a strong and competent ruler)	<ul style="list-style-type: none">• Support for illiberal forms of thoughts based on his beliefs on the nature of Man• Lived in a period of tumult and strife, and thus believes that Man cannot be intrinsically good
Locke	<ul style="list-style-type: none">• Reason as a means for truth: cannot have a blind acceptance of opinion by authorities and superstition• Justification of rebellion under circumstances of illegitimate rule (they can revolt)• It is important to distinguish the legitimate	<ul style="list-style-type: none">• Direct contrast to Hobbes, Locke is far more optimistic about the nature of	<ul style="list-style-type: none">• Progressive improvement in the social climate with a greater belief in the nature of

	<p>from the illegitimate functions of institutions</p> <ul style="list-style-type: none"> • Legitimate functions of institutions will optimize human flourishing for the individual and the society (both in respect to material and spiritual welfare) • Opposed authoritarianism: Government must preserve life, health, liberty of subjects (and be compatible with the public good) • Illegitimate civil Government violates natural rights of its subjects • Opposed aristocracy since it failed to take into account the interests of the people 	Mankind	human being
Hume	<ul style="list-style-type: none"> • Founder of modern skeptical history • Believes that religion was derived from hope and fear • Strives for a strict separation of Church and state, with the use of religion as an illegitimate tool to amass power and control society • Defender of secularism and propagator of the importance of atheism over deism • Truth can only be discovered in mathematics (no other fields have absolute certainty) • Thorough-going empiricist: all ideas and knowledge are based on experience (no innate knowledge) • Believed that all philosophers could be skeptical within their profession, but cannot live a cynical life (must live a normal life) • Science: the atomic theory (humans are governed by atoms) • Moral beliefs: all men are born with the capacity for sympathy and common sense (with proper education and the right sentiments, there will be a morally upright ethical, political and social system, with confidence in human progression) • Compared to Descartes, he believes that desire, not reason, is what governs humans • Urges people not to resist their Government except in cases of the most egregious tyranny • Need to balance our demands for liberty with strong authority 	<ul style="list-style-type: none"> • Not a distinct political philosopher, but his views are similar in the sense that he attempts to reduce the importance of the Church in state affairs • Moral philosophy and clear beliefs challenge the ideas of preceding philosophers (such as Descartes) 	<ul style="list-style-type: none"> • Europe was moving on a course towards secularity and it involves the spread of atheism • Progressed to a stage whereby reason is already more important than any lofty ideals • Balance between Hobbes and Locke: no clear political prejudice
Montes.	<ul style="list-style-type: none"> • Use of methods of natural science: experience, deduction, observation, rational inquiry • Study of Government and society through times: deduce general trends and laws • Need for a separation of power between the legislative, executive and judicial bodies • Seeks to eliminate the clergy from the estates and erase any last vestige of a feudalistic structure • A working aristocracy can serve as a check on the monarchy (accepted the role of the inherited aristocracy) • Possibility of climate affecting the nature of people (structures affected by climate and gender: chauvinistic views) • Women are incapable of being the head of 	<ul style="list-style-type: none"> • Denounces the brutality and violence of regimes • Fiercely defended the rights of all Man 	<ul style="list-style-type: none"> • Viewed poorly by modern day historians due to his unscientific justifications of climate and gender roles • A lack of contemporary feminist thought (but he cannot be blamed) • Relative shift towards the idea of naturally endowed rights

	<p>the family</p> <ul style="list-style-type: none"> • Believed in the freedom of the people (condemned the imposition of the death penalty, disproportionate punishment, denounced the use of torture and cruel punishments) • Ridiculed witchcraft as a crime, and sorcery as an act of treason • Believes the Negroes to be inferior to the White people (but opposed slavery) • The indigenous people are weak and passive in contrast to the violent and masculine conquerors (the Europeans) • Author of "The Spirit of the Laws" 		<p>within all citizens</p> <ul style="list-style-type: none"> • Support for the aristocracy • Creation of the notion of the separation of powers to prevent corruption
Voltaire	<ul style="list-style-type: none"> • The belief of rights and liberties for all • Constant comparison of Europe's social ills with the higher levels of morality achieved in other civilizations • Praise of English customs and institutions • Royalists: believed in political pragmatism and each country's circumstance should decide the nature of its Government • Against a strong aristocracy (how the Parlements of France confused their interests with those of the state) • Against a religion: use of religion as an instrument of social control • Critic of religious intolerance and persecution • Champion of free speech, free press and civil liberties for all Man • Lower classes are irrational and cannot govern, and seek solace in religious fear and superstition • Craftsmen are more knowledgeable and aware of ideological shift compared to farmers 	<ul style="list-style-type: none"> • Similar to French philosophers in the support of universal rights and liberties • Supports the removal of religion from state affairs, yet believes that lower classes shouldn't rule • Difference: believes in rule by a monarch or an oligarch 	<ul style="list-style-type: none"> • Rapid development in the liberalization of society (with more radical ideas) • Supports a monarch based on his participation and communication with royal figures
Ross.	<ul style="list-style-type: none"> • Advancement of Arts and Science is not beneficial to man (allows Government to crush knowledge and civil liberties) • Material progress has undermined the possibility of sincere friendship, replacing it with jealousy, fear and suspicion • Government: can implement and enforce general will and composed of magistrates • Politics should not be separated from morality • When a state fails to act in a moral fashion, it ceases to function in the proper manner and ceases to exert genuine authority over the individual • Support for direct democracy/or at least representative democracy • He views the early Roman society as good • Private property increases inequality and competition: leading to the degeneration of society • The presence of an aristocracy is not supported, but it still depends on the will of the people (if they accept and want it) • An aristocracy should be removed to level society and allow the Government to pander 	<ul style="list-style-type: none"> • Furthers the idea of the social contract, and believes in the use of the general will • Education as the source of revolution and change • More radical and forward-looking compared to any other philosopher • Concrete details of his ideas 	<ul style="list-style-type: none"> • The final philosopher with the most balanced and advanced view, still used today • Elucidated the values of the Enlightenment and presented his own progressed version of political ideology

	<p>to all sectors of society</p> <ul style="list-style-type: none"> • The people have the will to decide their Government, and secede their individual rights to the Government in exchange for protection and benefits • A man can legitimately obey orders he gives himself (individuals are both rulers and subjects) • "General will" required to know society's needs ("will of all" is hedonistic and selfish) • All Man are equal • Man is essentially good but are corrupted by experiences within society • People must be granted basic rights to allow for a dignified life • Society needs secular education to allow them to think freely and enhance humanity • Recommends teaching of reason and rejects the idea of religious control 		
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What do we call them?

- The Thinkers
- The Philosophers
- The Intellectuals
- The Writers

Problem: Man is selfish and potentially corrupt

Solution:

- Democracy to determine the will of the people
- People surrender their personal interests to the Government and live as a collective
- Sovereignty and liberty which cannot be infringed upon
- The social contract between the people and the Government to prevent abuse
- Checks and balances to ensure everybody fulfills his role and duty
- Just Government to provide liberties and the protection of rights

How to remain just:

- Incentive to protect people because the power is derived from them
- Need to have democracy and elections to determine the Government
- Trust and faith to allow people to run the country
- If all else fails, revolt and remove the Government from its power
- George Orwell: "With this go the horrors of emotional nationalism and a tendency to disbelieve in the existence of objective truth because all the facts have to fit in with the words and prophecies of some infallible fuhrer. Already history has in a sense ceased to exist, ie. there is no such thing as a history of our own times which could be universally accepted, and the exact sciences are endangered as soon as military necessity ceases to keep people up to the mark."

Religion:

- Abstract concept based on hope and fear
- Tool of social control
- Provides a moral compass (but Government can do that too)
- Cultural unifying force (monolithic cultural purpose)
- Oppression by religion and superstition
- Need for a separate of Church and state
- Declining influence and support amongst those vocal proponents of a new era of humanity

Characteristics of the French Philosophes:

- Creation of a world in which reason prevailed and all people enjoyed equal civil rights and religious freedoms (free of past restraints and superstition)

- With rationality, the discovery of universally valid principles governing humanity, nature and society (by attacking spiritual and scientific authority, dogmatism, intolerance, censorship)
- The state is the proper and rational instrument of progress
- Questioning of religious authority and criticism of social injustice
- Proposed that their theories be accepted by “enlightened despots” who would impose reform by authoritarian means (Joseph II Holy Roman Emperor, Czar Peter I, Catherine II of Prussia and Charles III of Spain)

Similarities of the philosophers:

- The Government is important and must be good
- It must do its job or be removed by the people (the people have the right to revolt)
- Society is governed by a set of laws or a certain political philosophy
- Relationship exists between the Government and the people: social contracts
- Man can reason: they should apply it to do good
- Checks and balances should exist: separation of state and religion
- All Man want to be happy and live in a peaceful society

Quotes:

- Immanuel Kant: “Our Age is the genuine age of criticism, and to which everything must submit. Religion through its holiness and legislation through its majesty, commonly seek to exempt themselves from it. But in this way they excite a just suspicion against themselves, and cannot lay claim to that unfeigned respect that reason grants only to that which has been able to withstand its free and public examination
- Baron d’ Holbach: “It is time these remedies were sought; it is time to look the evil boldly in the face, to examine its foundations, to scrutinize its superstructure: reason, with its faithful guide experience, must attack in their entrenchments those prejudices, to which the human race has but too long been the victim.
- Cordocet: truth has triumphed “the human race will no longer return to the alternating periods of darkness and light, to which it seemed for so long nature has condemned us... humankind is saved”
- Hobbes: “The only way to erect such a Common Power, as may be able to defend them from . . . the injuries of one another . . . is, to conferre all their power and strength upon one Man, or upon an Assembly of men, that may reduce all their wills, by plurality of voices unto one Will . . . This is more than Consent, or Concord; it is a real Unitie of them all, in one and the same Person, made by Covenant of every man with every man, in such a manner, as if every man should say to every man, *I Authorize and give up my Right of Governing my selfe, to this Man . . . on this condition, that thou give up thy Right to him . . .* This done, the Multitude so united in one Person, is called a COMMON-WEALTH . . . This is the Generation of the great LEVIATHAN.”

Anthony Pagden's Views:

- Project which had begun in the 18th century as a bid to free every individual from his or her dependence upon the rigid social and moral codes by which the powers, secular and religious, of the old regime which had kept their subjects in check, and to create a fit social world in which all human beings might flourish, had by the 20th Century become into little more than the attempt by the self-convinced European elite to impose its own will, and its own image upon the entire world
- And it had done so because at its heart there lay the flawed assumption that all humans could and should decide how to live their lives by their rational abilities alone, independently of the communities, the religious beliefs, the customs and the bonds of affection
- Democracy and these ideas can be seen as a European form of tyranny
 - Reason is not the only principle
 - People are affected by their social circumstances
- Every century at its midpoint attempts to throw off all that it has accumulated hitherto
- From the Late Middle Ages to the Renaissance to the Reformation to the Scientific Revolution to the Age of Enlightenment to the French Revolution

Conclusion:

- An open minded continuous process
- The Enlightenment was a continual process which might never be completed
- A concern with the understanding of the historical evolution of the human mind

- What separated this “century of philosophy” from the Renaissance was because there is no turning back (those who participated in it were certain that it could not be reversed)
- Not an attempt like the Reformation and Renaissance to rescue the hallowed past but an assault on the past in the name of the future
 - More of a revolution than an evolution
 - Level of impact on Man’s mind
 - Epic logical leap (removal of clergy from society)
- Changed the intellectual landscape of the Western world: opening up an immense potential for scientific and moral knowledge and development
- For by marginalizing theology it undermined the idea that there could exist one single source of definitive knowledge and authority
- No previous or subsequent intellectual or cultural movement has been so keenly aware of its own space in history
- A period to overturn every intellectual assumption, dogma, prejudice which had previously exercised a strong hold on the minds of Man
- True beginning of modern thought (a clear progression in the direction that Mankind wants to be headed towards)
- Objective: to arrive at a state of civilization

French Revolution:

1. State of Europe (1789)
2. Overview of the French Revolution
3. Causes of the French Revolution
 - Political
 - Economic
 - Social
 - Underlying, Aggravating, Trigger
4. Process of the French Revolution
5. Impacts of the French Revolution
6. Other Key Personalities (excluding King Louis XVI, Marie Antoinette)
7. Extra Information and Material

State of Europe:

Society:

- Highly based on class and fragmented
- General Trend: rich dominated over the poor
- Peasants, which made up 80% of the population, carried the economic burden
- Church and aristocracy: consolidated more privilege and power for themselves
- Uncaring aristocracy: many ignored the sufferings of the people
- Low social mobility
 - Relevance to income and taxes placed upon the peasants
 - People continue to be poor, suppressed, denied of their freedoms and the country remained debt-ridden (results in subsequent inability to move up the social ladder)
- Nobles and merchants: highly ambitious in seizing and competing for more power (purchased noble titles and bureaucratic roles)
- Intellectual isolation of the poor: social control established by religious propagation
 - Lack of education and low literacy rate
 - Less affected by the Age of Enlightenment (in the major cities), slow to spread towards rural districts and fringe provinces
- Disillusionment of the poor, who realized that they were being exploited, while the rich lived in relative comfort
- Resent of lower classes to aristocracy: wealth and prestige by birth and not by effort

Economy:

- Agrarian economy based on farming
 - Reliance on weather (poor weather and harvests led to food shortages)
 - Frequency of famines due to harsh winter conditions in Europe
- Peasants did not own land (rent cost about 50-70% of their income)
 - Not inclusive of taxes and domestic household expenditure
 - Payment usually by crops/services to the landowner
- Unscrupulous state spending
 - Lack of revenue: increase in taxes for the world
 - Devaluation of money through printing
 - Increased borrowing from neighbouring countries, miring the country in debt
 - Inflation and rising costs of living lead to poverty
- Difference between cities and agrarian towns
 - Income inequality (widening gap)
 - Urbanization leading to centres of wealth in cities (change of economic structure)
 - Hotbed of ideas in cities (leading to the rapid spread of Enlightenment ideals)

Politics:

- Decentralization of Power
 - Louis XIV: golden age with centralization of power in Paris
 - Provincial Administration for Louis XVI
 - Mere distribution of imperial edicts from Paris (with little follow-up)
 - Still an absolute monarchy (with King making decisions, with advice from nobles and imperial advisors)
- Colonialism and Imperial Expansion

- Market for trade and profit – to reduce taxes on the poor
 - Increase state revenue with slave and spice trade
 - Result: War between nations due to territorial conflicts and fears of dominance
 - Result: More tax due to wars + Conscription of the people
 - Ultimate Result: more resentment from the people
- Increased political importance of landowners and bourgeois (on the provincial administration level)
- Common people unable to have a say (artificial Government structures: but no true representation for the lower classes)
- Conflicts of landowner and nobility (bourgeois that constantly wanted to purchase titles but were still of lower importance than those who inherited their titles)
- Fight for power within Government (parlements vs Louis XVI)
- Inefficient and incompetent
 - Not for reform and change (unless their interests are served)

Religion

- Church as a unifying force
- Kings endowed with divine right to rule
 - Decreased credibility over time due to secularism
- Increased questioning of the fundamentals of religion
 - Age of Enlightenment and philosophers' new ideology
- Moral compass to guide people (esp. their local parish priest)
- Tool of social control
- Still remained relatively powerful due to relationship with Kings of Europe
- No longer a hindrance to industrialization and ideas
- Church members and clergy were predominantly from the aristocracy
- People still intend to have one of their children to become a priest/clergy

Map of Europe (1789):

- Ottoman Empire: large and influential (but not affecting any of France's policy)
- Prussia: despite smaller in land mass, had a power military influence (regional power)
- Austria: large with close proximity to France (wanted to restore the French monarchy)
- Austria: tried to strike close ties with France through inter-family marriages
- Great Britain: comparative peace and stability due to detachment from continental Europe
- Great Britain: propagation of success of Constitutional Monarchy (the French aspired to be as successful and peaceful as the British)
- Great Britain: separation from main continent allowed new ideas to fester more quickly
- France: large land mass with only one king (difficulty in governance: hard to reach far-flung provinces to spread imperial orders)
- Holy Roman Empire: had electors and princes that controlled the various states, allowing for decentralized rule (much like a feudal system)



Needs of the Country:

- Security of Society (life)
- Protection of independence and freedom, rights and liberties

- Economic prosperity
- Social and political stability (just and legitimate laws and Government)

Needs of the People:

- Livelihood and Protection of Rights
- Identity of the People (Dignity of Life)
- Social equality and mobility (fair share of success)

Conflicts of State and People:

- Social Harmony vs Freedom of Speech
- Conscription vs Right to Mobility and be Free
- Economic Prosperity (usually leads to social stratification) vs Social Mobility and Equality

How should a Government rule and how should people behave towards the Government and society?

- The type of Government dictates the behaviour of it
- A Government must be accountable to the people
 - Unlikely for a successful dictatorship since too much power lies in the hands of one
 - Likelihood of a weak democracy to lead to unlimited constitutional powers
 - Singapore: weaker checks and balances (viewed as draconic by Western powers)
 - Mature democracy: most likely to take into account the views of its citizens
- The type of Government is irrelevant if the people are happy
 - Preferred form of rule defers based on time period and geography (with the changes in the needs and demands of the people)
 - Western communities are based on the individual while Eastern communities are structured around the collective
 - No need for a fixed structure of recommended governance

Overview of the French Revolution:

John Green Video:

- French Revolution: more important than the American Revolution (viewed as bloody and anarchic)
- Ultimately, reverted to an absolute monarchy (not entirely effective in setting up a distinct system)
- Change of human ideas
- Context of 18th Century France: unable to collect taxes due to ancien regime, with no taxation for the nobles or the clergy
 - Worsened by the debt from American Revolution (which failed to solve the economic crisis)
 - King Louis XVI was spending half of his federal budget to service the federal debt (attempts to fix it with change of finance ministers and democracy on a local level, but failed: declared bankruptcy)
 - Hailstorm destroyed many crops (increased cost of food prices and hunger: anger)
 - Marie Antoinette and Louis XVI: got to live in riches
 - Intellectuals wondered about change and whether religion should play such a dominant role (enlightenment: man's release from his self-caused immaturity, primarily)
- Course of the Revolution:
 - Estates General: First Estate of the Clergy, Second Estate of Nobility, Third Estate of the Common French People (not met since 1614)
 - Third Estate: more than 600, 1st and 2nd: about 300
 - Third Estate locked out of National Assembly, decided to form a separate body (indoor tennis court: with Tennis Court Oath)
 - Louis XVI ordered troops into Paris to quell uprising against food shortages, but people viewed this as a provocation
 - Fall of the Bastille (to get guns: since there were only 7 prisoners): July 14th
 - Symbolized the fall of tyranny
 - 4th August: end of the ancien regime (feudal rights, tithes, privileges for nobles, unequal taxation, all abolished)
 - 26th August: Declarations of the Rights of Man and Citizen (which ignored rights for women, slaves and people not deemed of equal standing as men)
 - Ensured the right to life, property and security
- Post National Assembly

- Louis XVI: could have been a Constitutional Monarch
- October 1789: rumours of Marie Antoinette hoarding grain in the palace (angry horde of women forced them to relocate from Versailles to Paris, unable to escape)
- To the people: the Revolution was about lack of food and a political system that made economic contractions hardest on the poor (not the Enlightenment ideas)
- National Assembly understood the importance of the King (for a functioning state), and wanted to keep him in power (though it continually decreased as the Assembly got its entire set of ideas)
- Jacobins: called for a republic (nobles were executed and counter-revolutionaries were massacred by the Guillotine)
- Massacre by the Jacobins: shooting the French public
- Leopold II (Holy Roman Emperor): Marie Antoinette's brother (not amused by France)
- Leopold II liked the idea of monarchy (King William Frederick of Prussia and him had the Declaration of Pillnitz to restore the French absolute monarchy system)
- National Assembly: to attack Austria (and spread revolutionary zeal): Prussia joined in
- National Assembly: remove the power of Louis XVI, write a republican constitution, and put Louis XVI on trial (guilty and sentenced to death)
- Death of Louis XVI: meant the Government could kill anyone for the Committee of Public Safety (led by Maximilien Robespierre)
- Committee of Public Safety changed the measurement of time since the old model was "irrational" and "religious": 10 months with 100 minutes per hour and 10 hour per day
- New Constitution: more power to wealthy people (won war with Napoleon Bonaparte)
- Consul of France
 - 1799 coup by Napoleon
 - Unlimited executive power (still an Emperor and more of an absolute monarch)
 - Catholic Church and nobles still returned
 - 1815-1870: mostly with Kings either a Bourbon or a Bonaparte (power not gained from divine will of God)
 - Not a democracy or a republic (could be a failure or success)
 - Radical: insistence of universality of rights
 - Article 6: Law is the expression of the general will. Every citizen has the right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes.
 - Current continuation of the French Revolution: asked new questions and derivations of rights (do our rights derive from nature or from God?)
 - William Faulkner: "the past is never dead, it isn't even past."
- The Guillotine
 - Egalitarian way of dying regardless of status
 - Humane death that was quick (no torture in execution)
 - No deaths in France in 1977 (by guillotine)

Liberty, Equality, Fraternity

- The most well-known expression of the revolutionaries
- Tricolour flag of France: blue and red represents Paris while white symbolized the monarch
- Liberty Leading the People (painting): Liberty is represented a woman in a toga (in a stereotype that women are more gentle and are willing to restore the virtues of France)

Causes of the French Revolution:

What is a Revolution?

- Overthrow of an unpopular regime, to establish a new system that is new and better
- Usually led by a main group of agitators that spark off the revolution
- Involves violence and brings about chaos
- Usually a sudden and dramatic change
- When the people who make up the country or society cannot tolerate the existing conditions
- Possibly reverts to the original position (resulting in no progress)

1. Monarchy and the Government

"The King of France had 3 basic duties: to see that his people had bread, that his kingdom was victorious in battle and that his country was supplied with heirs"

a) Monarchy

- Divine Rights of Kings (read Hobbes and Locke conflict)
- Despotism of Absolute Monarchy
 - Had all the authority and made all the decisions
 - Council of Advisors and Ministers helped him to make decision
 - Bureaucracy and Administration would assist him in executing his will
 - Louis XIV: forceful and powerful ruler that set the precedence
- Enjoyed the privileges of the 1st and 2nd Estate
- Luxurious Lifestyle
 - Versailles (built by Louis XIV)
 - Garden: the statues and wealth (size of garden showed the status of the ruler)
 - Hall of Mirrors: opulence and decadence (negative connotation of the abuse of wealth)
 - Bedchamber: King's room is in the centre of the palace
 - Location where the Treaty of Versailles was signed in 1918 to end WWI
- Louis XVI married Marie Antoinette of Austria in May 1770
 - Wedding bills were still being paid when the French Revolution began

Louis XVI (1754-1793)

- Absolute Monarch of France
- Exercised total control: but Louis did not possess the character of a monarch
- Not willing to rule and highly inexperienced
- Incompetent and indecisive (pussycat: lacked the will to push reforms through especially if met with opposition from the nobility)
- Extravagant: indulged his family and relatives with luxuries
- Idle: hunting on the royal estate
- Paled in comparison to Louis XIV (who represented the zenith of the Bourbon dynasty)
- Well-intentioned: tears welled up when he spoke of his desire for the happiness of the people
- Failed to fulfill his duties as a monarch
- Borrowed money to fund his and the royal family's exorbitant expenses
- Borrowed extensively to refit the biggest European army and support the navy
- 1788: 40% of spending was on servicing the interests of loans (already in debt)
- Allowed his weaknesses to be exploited by the parasiting aristocrats
- Compounded by the 7 Years' War loss to Britain (secession of Canada and India)
- Indecisiveness hurt the credibility of the monarch and the Government (the people questioned if he would be the best person to rule, or could there be others who were more capable)
- Needed to win battles and feed the people to win mandate to rule (he fulfilled neither)

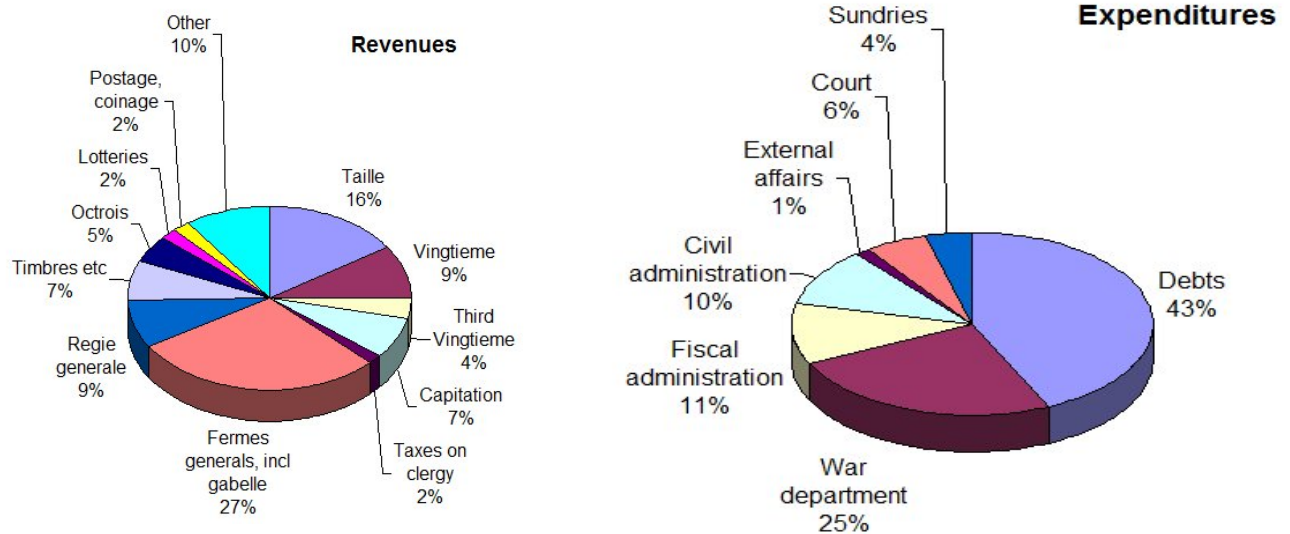
Marie Antoinette (1755-1793)

- Known as "Madame Deficit" due to her extravagant spending
- A political pawn to seal the alliance between Austria and France
- Immature, ignorant, bigoted, frivolous, lacked judgment
- Narrow education: could not write a good letter, no love for reading
- Possessed no outstanding talents expected in French courts of society (new to the community)
- Except maybe the habit of lavish spending and vulgar display of high life (ie fashion, jewellery, banqueting, reveling)
- Contributed to certain bad policies (dissuaded the King from reforms): bringing much disrepute to the monarchy
- Louis XVI spent 150 000 livres building a new palace: Petit Trianon (solely for her use)
- Did not care for those who suffered: rumoured to have asked the poor to eat cake: bad impression
- In cahoots with corrupt ministers to influence Louis to cease reforms
- Such court intrigues victimized the reforming ministers to the ire of the commoners
- Hated for being foreign, suspected of sending copious amounts of money back home
- Quote: "No Queen of France has been less liked"
- Public had seen the extravagance (the hairdos and ornaments)
- Blamed for all difficulties partly because the secrecy and favouritism of court life ran counter to the interests of the nation
- Stood by as the nobles leached off the kings: used the resources of the country
- NOW: more sympathetic reactions (victimized due to her young age and naivety)
- Memoirs of the Private Life of Marie Antoinette, 1818: "For the winter, the queen had generally twelve full dresses, twelve undresses, called fancy dresses, and twelve rich hoop petticoats for

the card and supper parties in the smaller apartments. She had as many for the summer. Those for the spring served likewise for the autumn. All these dresses were discarded at the end of each season, unless indeed she retained some that she particularly liked. The chief women were charged with the keeping, care, and examination of the diamonds. This important duty was formerly confided to the women, but for many years had been included in the business of the first femmes de chambre”

b) Government

- Insufficient taxes and over spending due to:
 - Court extravagance: palaces, gardens, dresses, parties, gambling, pensions
 - Supported the US rebellion against England to get back at old rival
 - Taxes were paid mainly by the poor: squeezed dry and could not pay more and yet the rich were still exempted



c) Absolute Monarchy (system)

- No representative system
- Evidence of an absence of political rights
 - The king was not accountable to anyone
 - Listened to advisors who did not act out of concern to the King's subjects
 - Ministers would ride on King's authority and abuse it
 - Estates General had not met for 175 years (ineffective political structure)
- Revealed disregard for the grievance and voice of the masses
- Past triumphs were insignificant in the current social context

d) Causes related to the King

- Absolute power
- Lack of care and reform for the masses
- Unfair social conditions
- Unpopular policies
- Hatred for the foreign queen
- Inefficiency of the Government
- Weaknesses of the Government: after hunting for many days, he would note in his diary his take of the game and on the day that the Bastille fell, he wrote "Nothing"
- "You don't need a good honest man as King, you need a competent one: Louis XVI didn't do his job"

2. Nobility and the Clergy

a) Second Estate: the nobility

- The minority of the population
- 120 000-350 000 members: less than 3% of the population
- Princes, dukes, marquises, counts, viscounts, barons, knights

- Many of their ancestors fought for France in wartime: thus rewarded with lands and titles while others purchased their offices or participated in town government
- Those at Versailles hanged on the King's every whim in the hope of gaining favour and advancement (lived better than the provincial nobles)
- By 1789: they were thought to be less relevant and important: and thus the system appeared outdated

Privileges Galore:

- Though 3% of the population, they owned more than one-third of the land
- Enjoyed many special privileges and rights
 - Carry a sword
 - Special treatment in law courts
 - Did not have to pay certain taxes (especially the tailed personnel: the most productive of all direct taxes)
 - Were exempt from military service
- Benefitted from feudal dues
 - Kind or cash to the landlord
 - Sale of holding, use of facilities which only the lords could own: mill, bread oven, grape/olive press
- Monopoly of prestigious/lucrative positions in the Army, Church, government and foreign service
- The system was manipulated such that the nobles paid/did much less than they should

b) First Estate

- "Holy Culprits"
- About 130 000 members
- Archbishops, bishops, canons, priors, monks, nuns, parish priests
- France was known as the Protector of the Catholic Church due to strong support (as a result of the influence of the Pope: esp. from his time in Avignon)
- Ran education and organized religious life: considered important work in Europe
- Enjoyed many privileges and rights
 - Own law courts
 - Exempted from most taxes
- Exacted tithe from the peasants (10% of their revenue)
- Very much criticized and questioned by the philosophes and many among the intelligentsia

3. Commoners

a) The Third Estate

- "The people are the foundation of the state. Indeed they are the state itself... It is the people that all national power exists, and it is for them that every state exists and for them alone"

Poor and burdened

- 27 million people
- Peasants, working class, craftsmen, shopkeepers, soldiers, lawyers, doctors, merchants
- Endured filthy and cramped living and working environment
- Enjoyed no privileges and rights: but all the burdens were heaped upon them (money, goods, services, labour needed for war, running of the country, construction, paid taxes and rents and tithes)
- Enraged that the nobles were "a hard-driving bunch, overseeing their estates to ensure that they got everything out of their lands and tenants they could"

Unequal and Frustrated

- Some in the Estate were wealthy and educated like the professionals and business men: but their prospects for promotion in the Church or military, and the role in the Government, were limited
- But some were so poor they relied on charity
- Politically they had no voice or representation
- Differences which separated them from the other Estates: wealth, power, rights, esteem
- They had to foot the bill for the Government's mistakes and expenditure that did not benefit them at all

Types of Taxes and Disadvantages

Direct Taxes	Indirect Taxes	Rights	Dues
Taille: on land/income (nobles/clergy)	Gabelle: salt tax (some provinces exempted)	Oven/mill/press: only landlords could own	Corvée: a few days per year of unpaid work for

<u>exempted)</u>		these (tenants paid fee)	landlord
Capitation: fixed sum poll tax (nobles/clergy evaded it)	Octroi: on goods taken to the market (applicable to all)	Hunt: landlord could ride over tenants' planting	Cens: to be paid to the landlord annually
Vingtieme: 1/20 of a year's earnings (nobles/clergy evaded it)	Aides: on drinks esp. wine (some provinces exempted)	Dovecote: tenants could not kill landlord's birds even if they damaged crops	Champart: give landlord a portion of the crops each year
<u>Corvee: unpaid labour (ie mending royal roads)</u> <u>Applicable to all</u>	Traites: on goods taken from one province to another (applicable to all)	Market: pay for produce brought to markets held on lord's land	<u>Tithe: a 'compulsory' donation to the Church in cash or kind</u>

b) The Food Crisis

- Countryside mass hunger
- Poor harvests of 1788 caused by freak weather (a massive hailstorm ruined cornfields, vineyards, vegetable plots: followed by a drought)
- Then the coldest winter: roads were blocked, rivers froze over
 - Water mills could not grind flour since there was no water power
 - Food was not sent to the markets
- Spring thawed the snow, which caused the farmland to be flooded
- Pieces of bread rose: inflation since poor families spent their earnings on it
- The dire situation was indicative of the problems of the systems

Massive reactions:

- Bad harvests and recessions provoked riots in Orleans, Lyon, Marseille
- Desperate people ransacked shops and storehouses, assaulted grain merchants, hijacked convoys on road and river, torn down toll barriers that checked smuggling
- Furious mobs wrecked 40 custom posts surrounding Paris
- Sacked the house and factory of a wallpaper manufacturer, Reveillon: he said a worker could survive on 15 sous a day when his daily 4 pound loaf of bread already cost half of that
- Guards tried to quell the riot: pelted by stones and tiles, they opened fire and killed/wounded several hundred people

Summary:

- "... embraces all that which belongs to the nation's and all that which is not the 3rd Estate, cannot be regarded as being of the nation."
- What is the 3rd Estate? It is the whole.
- "The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the... People is everything. Everything should be subordinated to it... It is in the people that all national power resides and for the People that all states exist." Comte D'antraigues (Citizens: A Chronicle of the French Revolution)

4. **Enlightenment Thinkers**

- Questioning of established ideas
- Belief in reason, and usage of scientific methods to test new ideas and improve all aspects of life
- Criticisms of the way society worked and Government ruled
- Intelligensia argued in Parisian cafes (on the salt tax, unpaid labour and aristocratic privileges)
- Result: The City of Lights (Paris) is known for its Enlightenment thinkers

Voltaire:

- Critical of the French Catholic Church
- "If there were only one religion in England, there would be danger of tyranny; if there were two, they would cut each other's throats; but there are thirty, and they leave happily together in peace"
- Poisonous writer who used satires and humour to convince

American Revolution 1776:

- United States declared independence from England
- Wrote a Constitution based on rights
- France supported America in the war
- Both countries inspired in each other in the pursuit and extolling of Freedom (arrival of Benjamin Franklin in France which inspired the commoners)

- French military officials and writers were enamoured with American ideals and founding fathers
- Impact 1: Ideology of the Constitution (idea of freedom)
- Impact 2: The debt and collapsed economy of France

Rousseau:

- Insisted on complete amongst men
- All Government rested on a social contract: not on divine right, not the Bible, not tradition of any kind, in which the assembled people determined everything
- “the only true sovereign is the will of the people”
- Radical thinker whose ideology truly strived for complete equality and liberty for all humans

Ideas:

- People are the foundation of the state
- Removal of nobility and aristocracy
- Provide liberty and equality to all citizens
- Government must fulfill its duty to the people
- Check and balance on Government is required (served by the people)
- Equal distribution of power (regardless of wealth or power)
- Progress and the need for social mobility (to allow people to move between the different classes)
- General anti-clerical sentiments (Kant, Voltaire and Rousseau: due to the irrationality of religion)

5. Terrible Economic Conditions

Royal Debt: Mismanagement and Ignorance

- It spent more than it received in taxes and revenues
- Close to financial collapse by 1786
 - Spending: 633.1 million livres
 - Income: 471.6 million livres
 - Spending on the American Revolution could have fed 7 million people for 1 year (led to the bankruptcy of France)
- Calonne: either raise taxes, reduce spending or borrow more money
 - Reform: tax on land – but the nobility and clergy who were big landowners wanted to get out of being taxed
- All new laws had to be registered with the law court and Parlements: the nobles who controlled these institutions could delay registering the new law
- The dire situation was indicative of the problems in the system

6. Summary

Main Idea about each sector of society

- Absolute monarchy: authoritarian rule with an incompetent ruler
- Nobility: conflicted amongst the new nobility and the old nobility (from warlords)
- Nobility: exempted from taxation (much disliked by the Third Estate)
- Nobility: always striving for more power and representation in the court (provincial nobility vs centralized nobility as advisors to the monarch)
- Middle Class (bourgeois/merchants/skilled workers): displeased and resentful of the system
- Middle Class: isolated from society (wanted to raise their privileged and gain more power)
- Commoners: uneducated and unrepresented
- Commoners: foundation of state and yet carried the burden of the country

List of Main Causes:

- Incompetency of the monarchy
- Resentment of the masses (after oppression)
- Influence of new ideas from the Enlightenment (paradigm shift in mindset): ideas of change and equality
- Economic collapse of France
- Declining respect for nobility and clergy

Long Term Causes:

- System of rule (ancien regime)
- Social system (division of Estates)
- Taxation of the poor (and continuous oppression of the poor)
- 7 Years War

Middle Length Causes:

- Louis XVI
- Enlightenment Ideas
- Economic Collapse
- American Revolution

Short Term Causes:

- Famine of the population (poor harvest)
- Increase of food prices
- Economic debt from all sources

7. Paragraphs on why a factor is the main culprit

Incompetence of the monarch:

- The incompetence of the French monarch stemmed from his indecisiveness and disinterest in ruling the country. Only the Monarch had the absolute power to change social circumstances and yet his incompetence led to a dysfunctional and inefficient Government, which exacerbated social problems. He is the main culprit since he is the underlying reason for the unrest and ultimately, the Revolution. The social and economic inequalities were tolerated and less prevalent under previous rulers, but the mismanagement of his administration led to the tipping point. In addition, the inadequacies of society can be mitigated with a competent King.

Influence of philosophical ideas:

- Ideas provided new modes of thinking for the people of France and thus fundamentally altered their world views on the duty of the Government. This caused them to perceive their current socio-economic conditions as a failure of the Government, and thus questioned the monarchical authority, creating ideas of democracy and for their rights to be recognized. When these rights were not recognized, they then rose up in rebellion, causing the FR. Even if other factors are considered, they have occurred in the past without any actual revolutions

Social inequality:

- Social inequalities were the main factor as they created a huge class divide between the first 2 Estates and the 3rd Estate since the former were given certain exclusive rights and privileges that gave them power to burden the peasantry with excessive taxes and economic burdens. This created discontent among the peasantry due to the unfairness of the situation that will continuously grow out of hand due to the structure and hierarchy of the nation

Economic Conditions:

- It formed the foundation of the peasantry who suffered from huge income inequality as compared to the 1st and 2nd Estate as well as the crushing taxes. This was further exacerbated when the King raised taxes on the poor to pay off the Crown's debt. The poor harvest also affected the agrarian economy, which resulted in inflated prices and poorer standards of living, leading to the jealousy of the peasants against their rulers. This factor involved the masses and addressed bread and butter issues which forms a fundamental desire for improvement in living conditions

Political Inequalities:

- Political representation helped society as it is the medium through which grievances of the masses are translated into tangible action and policy reforms. The severe and skewed political balance favouring the 1st and 2nd Estates led to the inability of the 3rd Estate to tolerate this unfair system any further

Process of the French Revolution:

What constitutes the start of the French Revolution?

i. The Tennis Court Oath

Reason:

- The problem of the representation of the vote was unresolved since Louis XVI refused to take a stand and allowed the Estates General to decide it amongst themselves
 - The First and Second Estate wanted to use a system of common verification, such that they would have the majority of the power (2:1)
 - The Third Estate wanted to use a system of individual verification, since the Third Estate outnumbered the other two and had more members
 - This created a conflict in the Estate General regarding the legitimacy of the proposed new system, and which model should be adopted

- The Third Estate was angered by the deadlock and inaction and decided to adjourn temporarily to take a breather and consolidate their ideas. However, upon their return, they were locked out and decided to break away
- Severely angered, and despondent at the ineffectiveness of the meeting, the deputies decided to use a Tennis Court to make their oath and swear that till a new Constitution was enacted, they would not cease their actions to end the existing regime

Significance of the National Assembly:

- An alternative governing body separate from the Estates General and portrayed itself as the defender of rights and liberties of the people, since its members were not part of the aristocracy
- It is evidence that the nobility could not lord over the commoners anymore
- It was a massive leap towards securing an ideal system of governance for France, in its nascent stage of nationalism and a new political governing structure

Significance of the Oath:

- Charted a new path for France and show defiance to the King
- It showed the determination of the revolutionaries, the passion that oozed from their hearts which resulted in their ability to win the minds of the commoners with their idealistic virtues
- It symbolized the resilience of the Third Estate, that even without proper representation, they were truly angered by the system

What is the impact of this event:

- Louis XVI decided to send troops into Paris to quell the uprising and new views, which resulted in subsequent military defenses by the Parisians, such as the Fall of the Bastille
- The revolutionaries were further emboldened to make larger steps to ensure the liberties that they stood for, to show people that they were the ideal group to rule
- A legend in the historical narrative of the French Revolution: to portray a liberation from the bondage of the ancien regime, the start of the end of autocracy

ii. The Fall of the Bastille

Main Actions:

- The Parisians were alarmed that the King had dispatched troops to Paris to quell the rebellion, the commoners realized that they were unarmed and short of gunpowder for self defence
- The Bastille was known to be a fortress that stored ammunition and weapons, and held 7 prisoners
- The Bastille is a symbol of monarch and tyranny, hated by the French commoners
- The sacking of Jacques Necker was the tipping point since he was popular with the people

Significance of the Storming of the Bastille:

- The people were so angered and fearful that they decided to conduct a daring raid that others would not have attempted previously
- It showed that the Parisians were united in the belief that they should not be subjugated anymore
- People decided that a way to show their anger and disapproval was by swift action

Significance of the Fall of the Bastille:

- The Government was not infallible and could be overcome by the masses
- A symbol of tyranny had fallen
- It was the beginning of violence, where symbols of monarchy and the old regime would be eliminated by force, by killings, condoned by the National Assembly
- People were now adequately armed and capable of dealing with any future threats

Impact of Event:

- The commoners were emboldened by their exploits and realized that they were capable of overthrowing the Government, or at least halt their threats
- The direct impact of nobility: they were supposed to be afraid and more proactive in engaging with the citizens but Louis XVI did not even seem to notice the incident
- The King withdrew the troops from Paris and gave up on the reversal of this tide against his rule

iii. Dissection of Question:

- It can be viewed from an ideological question, since the entire idea of revolution was borne out of the desire to defy against the existing structure and form an Assembly that was representative of the majority of the society
- The Tennis Court Oath symbolized the formation of a new era

- In a physical sense, the start of the French Revolution would have required the backing and support of the people, where the existing monarch would have lost his mandate of power, and the Assembly became the institution that people trusted
 - The Fall of the Bastille was an event that required the contributions of all Parisians, from all walks of life, to affirm their support for the revolution and proved that the King had to take decisive action to quell discontent (the King publicly later held up the Tricolore Flag indicating that the fall of the Bastille and the Declaration of the Rights of Man had indeed achieved its intended result)
- A. Convening of the Estate General
- Government debt tripled between 1774 and 1789: much of it incurred by supporting the American Revolution
 - Facing bankruptcy, Louis decreed that the Church and nobility would pay land taxes: these people who made up less than 2% of the population owned 1/3 of the land in France
 - “We are on the verge of a crisis which will end in slavery or liberty” Diderot, 1771
 - “With it began the true revolutionary struggle. If the king had authorized vote by head the previous December, or if the nobility and clergy had agreed to common verification when the Estates had first met, all would have been in order, and the chain of the law remained unbroken. The time they waited before ‘cutting the cable’ (in Sieyès’s phrase) shows how reluctant... deputies of the third were to flout legality.”
 - “Up until this moment, throughout the years of struggle and debate, opponents of the Government had never questioned its legitimacy, but only the legitimacy of some of the things it had tried to do. They had sought to influence or restrict the way it used its power, but not to usurp that power for themselves. Even the deadlock of the first month of the Estates had been caused by a prolonged attempt to secure action by agreement under existing conventions rather than by unilateral action”
 - “But the motion of 10 June ‘cut the cable’... By it, the deputies who made up the Third Estate notified their intention to dictate terms... on this date, then, the bourgeoisie became revolutionary; and the transfer of power which lay at the heart of the French Revolution began”

The National Assembly:

Characteristics of the Period:

- A state of terror, chaos and panic where people were uncertain of their new found liberties and privileges and were poor in the administration of France
- A Jacobin republic was established, resulted in numerous deaths by execution to quell any discontent and to ensure that the ideals of the Revolution could be upheld without opposition : no different from their autocratic predecessors
- People were in conflict: unsure of whether they opposed or supported the state of terror imposed by the Government (clashes between rural folk and the Parisian sans-culottes)
- People were still poor and hungry: for they still had to pay taxes, but the social redistribution also meant that the rich had to support the burden of the economy
- Slightly greater social mobility and the rich were abused, but people were still generally poor
- The youths were conscripted to fight against other countries, leading to a removal of their rights and liberties (it was a violent period between countries attempting to bite away at the influence of France)
- People were to be treated as equals and citizens: yet the slaves and the women were still ignored
- Anti-monarchy and anti-nobility sentiments
- Robespierre strengthens his grasp on society through mass executions with the support of Marat (the radicals had imposed their new ideology)
- More draconian policies were implemented to ensure social stability

Reason for the State of Affairs:

- Setting up of the Committee of Public Safety, which was in full support of executions of disbelievers
- The Jacobin leaders were blood-thirsty and far too radical in their ideology
- The presence of hardliners such as Marat and the sans-culotte
- The French wanted to fight more wars in order to conquer more territory for greater economic power (and they were also threatened by attacks from other countries seeking an advantage)
- The Jacobin rulers were misled to believe that the spilling of blood could lead to more peace
- The radicalization of large sectors of society that supported new harsh measures of the National Assembly led to a veil of ignorance

- The greed of Robespierre for more control and autocratic measures: use of violence to serve the glorious purpose of the Revolution (afraid of the threats from other counter-revolutionaries)

People Involved:

- Jacobins: a revolutionary group that held more extremist views, believing that deaths and massacres of counter-revolutionaries would aid their cause (constantly suppressed the views of other political factions and sought to gain more power for itself)
- Girondins: the moderate political faction that held more reconciliatory stances and did not want to resort to violence to achieve stability (but defeated by the Jacobins and subsequently persecuted)
- Louis XVI: executed in January 1793 and represented the final vestige of the ancien regime (sentenced to the guillotine by the Tribunal and marked the end of Constitutional Monarchy)
- Marat: author of L'ami du Peuple (a revolutionary newspaper) and one of the most ardent proponents of violence and the death penalty, with a large influence over the commoners due to the huge popularity of the newspaper
- Sans-culotte: part of the middle class in Paris and supported the ideology of the Jacobins
- Robespierre: leader of the Jacobins who created a French Republic and strongly influenced the negative administration of his time

Consequences on Society

- People lived in a state of terror, afraid to pass off as a royalist which could lead to death
- The people had to support the plans of the Jacobins and ended up poor and hungry
- People were suspicious of one another, fearful of being falsely accused
- The poor still had the burden of paying the taxes and society was becoming increasingly resentful of the autocratic regime that promised liberties, but gave none (and their justification was that the time was not ripe for such liberties)
- People were increasingly aware of the false promises made, but appeared to have no progress

Impacts of the French Revolution:

Impact of the Revolution on Regional, International, and Historical Developments:

- In France it charted a course of development for future democratic movements
- It set a new precedence of rule in Europe that proved to be possible and unbound from hierarchy
- It alarmed the neighbouring monarchs that there was a rise of new ideology that people wanted to rule themselves and rejected the notion of the divine right to rule and hereditary rights

World Impact:

- Changed other nations to a stable form of constitutional monarchy (Spain, Belgium, Holland, Sweden)
- Led to the emancipation of slaves and women, that every individual was created equal and should be accorded due rights with the rest of society
- Led to a system of better and more efficient rule: all Governments had an incentive to improve and do well since their power was based on the support of the people
- This tended to have Governments taking action to improve the society
- People truly realized the power of the individual, that they were capable of restructuring society

Ideas and Revolution:

- New Ideas are borne out of the existing circumstances of the people (people were terribly displeased with Louis XVI and the ancien regime, and sought to make changes)
- A revolution is bloody, long and violent (the September Terrors took the lives of many people and it was a long time before the desired outcome could be reached)
- Revolutions can go full circle (France ended up with Napoleon as a dictator, and even the Bourbon monarchy was restored for a period of time)
- Ideas require the support of the people: the new Enlightenment ideas needed to have a substantial following in order for it to be believed and implemented
- Revolutions are started by a small group of core people (such as the vocal proponents Robespierre and Marat): who could spark massive changes in France due to their influence and celebrity-like status in the country

Why did Robespierre get overthrown?

- In a dinner event, he pretended to be God and assert that his rule was based on divine power
- People realized that he was no different from an absolute monarch
- He offended the people that brought him to power, and they banded together to remove him

- The Committee of Public Safety had lost its support and respect from a large sector of society
- The revolutionaries realized that Robespierre had regressed upon his original intentions and ideals (he was now a threat to the ideologies he once proposed)

Was it a mistake to have started the French Revolution in the first place?

Yes:

- People died for the most trivial and ridiculous of reasons, such as providing the defenders of the country with sour wine or by sawing down a tree of liberty (it shows that the Jacobins were even more tyrannical and bloodthirsty than their predecessors)
- Hundreds of innocent people suffered through clerical mistakes, such as through accusations by jealous or spiteful neighbours or based on pure hearsay, which shows the inadequacies of the judicial system that failed to live up to its standards of ensuring a just and fair society
- The Tribunal acted purely in its own interest by weeding out any possible discontent against the current administration
- The French King said "I forgive my enemies; I trust that my death will be for the happiness of the people, but I grieve for France and I fear that she may suffer the anger of the Lord" which showed that he truly cared for his subjects, and did not deserve the death penalty (after all, he was merely inexperienced, and did no actual harm to France)
- The King died with a dignified air, and showed that he was no threat to the common folk

No:

- The monarch was unworthy of the throne a ferocious murderer, and had to be removed from power such that the society could progress
- The King was actually a traitor and attempted to flee his subjects in France, showing that he was not truly interested in serving the people, but wanted to secure and protect his own interests
- The King was in cahoots with the Church, and symbiotically co-existed to repress the common folk and ensure that the two would constantly remain in power and control
- The King was the main link in the counter-revolutionary chain and he had separated his interests from those of the nation

Reconciliation:

- It is not wrong to have started the French Revolution since its original intentions were noble and upright, morally. In fact the ideas were completely justifiable
- However, it is the actions of the revolutionaries and their incompetence as well which led to the degradation of the founding morals of the Revolution. BUT this does not mean or prove that the Revolution was a wrong concept
- The fight for liberty and equality was one that was many years in the making, and proved that French society had progressed to the point whereby they had decided, enough was enough

Other Key Personalities:

Anne Robert Jacques Turgot:

- Advocate for economic liberalism (to allow individual corporations to dictate the market)

Jacques Necker:

Charles Alexandre de Calonne:

Charles Brienne:

Assembly of Notables:

- Served a consultative purpose for the King, like a group of advisors
- Assemblies of Notables had only met in 1583, 1596-1597, 1617, 166, 1787 and 1788
- Unlike the Estates Generals, whose members were elected by the subjects of the realm, the members of the Assemblies were selected by the King
- The Assembly of Notables met together for the final time in February 1787 during the reign of Louis XVI
 - Finance Ministers such as Turgot, Necker and Calonne believed that tax reform was necessary if France was to pay off its debt and bring Government expenditure back into line with the Government income
 - However, before any new tax laws could be passed, they first had to be registered with the French parlements (law courts; not to be confused with parliament) that possessed a limited veto power
 - Repeated attempts to implement tax reform failed due to the lack of parlement support, as the members of the Parlements felt that any increase in taxation would affect their own personal finances

- Calonne suggested that Louis XVI call an Assembly of Notables (which had no legislative power), but if they provided support for the proposed reforms this would put greater pressure on the Parlements to pass the laws
- It failed since the 144 Notables, were from privileged sectors of society, and did not wish to bear the burden of increased taxation upon them
- In addition to tax reform, the Assembly also discussed other issues. The result was that the Assembly assisted the Parliament in creating provincial assemblies, reestablished free trade in grain, converted the *corvée* (a tax in the form of labour) into a cash payment, and generated short-term loans.

Paris Parlements:

- It should not be mistaken with parliament, for it is a judicial system
- It checks upon the laws created by the King and passes it
- Has vested interest for itself and was unrepresentative of the people

Extra Material and Information:

7 Year War:

Introduction:

- Otherwise known as "The French and Indian War"
- Continuation of the War for Austrian Succession (could have been 23 years)
- Technically the first 'Global War', since it was fought concurrently on a variety of fronts
- Duration: 1754-1763 (but the main conflict only began in 1756)
- Main Aggressors: Great Britain (George II and George III) and Prussia (King Frederick II) vs France (Louis XV) and Spain (King Charles III) and Austria
- Reason for Conflict: Trade and Empire
- End of Conflict: Treaty of St Petersburg (1762), Treaty of Hamburg (1762), Treaty of Paris (1763)

Reasons:

- The Austrians wanted to win back Silesia (which they failed)
- Land: Britain wanted to expand west of the original 13 colonies
- Owned by the French (and only had some trading settlements)
- Main Reason: trade (expansion to allow for more colonists)
- Benefit from: Raw Materials and Import of Goods (desire for wealth)
- Fear: French thought that British could potentially attack the important sugar plantations in the Caribbean (slave-operated)

Details:

- British and French were both supported by certain tribes of American Indians
- The British were aided by Americans as well (but eventually turned back upon them)
- Fighting done by: colonial militias
- Plain of Abraham (1759): capture of Quebec (featured participation by Native Americans)
- Native Americans preferred the French (to maintain a degree of autonomy by playing off powers)
- Threat of Disease: more dead due to disease
- Fight in West Africa: Goree and Saint Louis (for trade) in Senegal (gum trade)
- India: Mughal Empire (power with local kings and princes)
- Help from British East India Company's own soldiers (Robert Clive: won important battles)
- A million combatants died in the 7 years' war (pillage of the countryside)

Relevance to France:

- Secession of New France (technically USA without Louisiana) to Britain
- Recognizes British supremacy in Bengal (India)
- Problem: loss of colonies (which were important as a market for the sale of consumer goods, and a location for import of raw materials)
- Problem: could not obtain cloth and silk from India, or sugar from the Caribbean and US

Other Information:

- Treaty of St Petersburg between Russia and Prussia: return to Prussia all land occupied by Russia during the war, as well as peace
- Treaty of Hamburg between Sweden and Prussia: reaffirmation of the pre-war status quo
- Treaty of Paris: formal end to the War with exchange of land
- British debt of 1756: 75 million pounds, 1763: 133 million pounds
- Resulted in the American Revolution (when the British placed taxes on America to fund its losses)

American War of Independence:

John Green Video

Why did it happen?

- End of the 7 Years War in 1763
- Result: Expensive War and a victory for the British (including subjects in America: more land)
- 1765: passing of the Stamp Act (in return: for money)
- Unhappy colonists (no direct representation in the parliaments that levied the tax)
- Unhappy: about the British keeping troops in America even after the end of the 7 years war
- Repeal of the Stamp Act: started the tradition of commemorative teapots (King George III)
- Emboldened colonists when they wanted to have the Townsend Act
- 1770: Boston Massacre (5 dead)
- 1773: Colonists dump a million dollars worth of tea into Boston Harbour (protest of British Government decisions that would have made tea cheaper)
- Boston Tea Party: British crackdowns

Thought Bubble:

- English Crown benefitted from the import of consumer goods to the American colonies (colonists to protest taxation was by boycott: created Committees of Correspondence which spread information about who was and was not observing the boycotts)
- Coerce non-compliers into compliance (enforce policies: like a Government)
- Maryland: set up the first Continental Congress (co-ordinate a response to the fighting that started in 1775: draft and approve the Declaration of Independence)
- Congress edited out ¼ of Jefferson's original Declaration
- Colonists had already viewed themselves as separate from Great Britain when the fighting began
- Committees of Correspondence: employed physicians to tell men that drinking British tea would make them weak and effeminate

Process of Revolution:

- British support existed in main cities
- Support of slaves: who were promised freedom if they fought for Britain
- Step toward justice and equality (Britain's end to slavery without a war)
- British fought until 1781/1783 (giving up/treaty)

American Revolution vs War of Independence:

- Revolution: threw off the rule of an imperial monarchy (replacing it with a Government with no king): rare form of governance
- Revolution: informed by the Enlightenment (focus on liberties)
- Outcome: not very revolutionary

Property Rights and Equality

- Central Tenets to the Revolution: unfulfilled
- Articles of Confederation: no power to tax (able to keep property)
- Different from taxation system (writers and signers of Dol were men of property)
- Line of Dol: we hold these truths to be self-evident, that all men are created equal (large segment of American population: were slaves of African descent and held of property and not treated with rights)
- No votes women, and white men without property either (Government of, for and by the people, but only by 10-15% of the people)

History of Ideas (Enlightenment):

- Allow people to understand through reason
- Including Renaissance and SR: radical proponents and argued that a belief in God was unnecessary (belief in a divine intervention or a divine plan for humanity was merely superstition)
- John Locke: inalienable rights (life, liberty and property)
- Locke and Adam Smith: British
- Radical: French (the Americans followed the British more closely)
- America: no formal nobility

Change:

- Americans viewed themselves as equal to one another
- Nobody was better than anyone else
- Revolutionary ideas and values are difficult to follow
- Make new ideas as humanistic and inclusive as possible

Results for France:

- France reason for involvement: to enact revenge for the 7 Years' War
- Ruined the country's economy and mired it in debt (spent 56 million pounds and increased debt to 187 million pounds and was not financed)
- Proved to be expensive, despite the victory

Difference between Britain and France:

- British nobility and commoners had to pay taxes
- Britain was bolstered by the Industrial Revolution: which allowed for the production and sale of goods to its colonies (increasing the wages of workers and the owners of corporations)
- Despite Britain's national debt increasing from 80 to 250 million pounds, it was easily financed at about 9.5 million a year in interest

Difference between America and France:

- US spent 37 million US dollars at the national level and 114 million by the states
- Refinanced with loans from France and Holland, and increasing the amount of paper money
- Solved its problem when Alexander Hamilton (1790) established the First Bank of the US

French Revolution Video (History Channel):

Part 7:

- January 20th 1793: the King is found to be guilty for treason and is executed
- He had to be removed to end the counter-revolutionaries fight for a monarchy
- It was a victory of the Revolution and for the French republic but it steered the country towards more violence (to the horror of the Girondins)
- A main figure of the revolutionary was Jean-Paul Marat who was extreme and supported killings
- People outside Paris were afraid of the brutality of the Jacobins, and on July 15, Charlotte Courday walked into the headquarters of the L'Ami du Peuple pretending to have a list of traitors before killing Marat in his bathtub
- Marat rose to be a symbol and legend, a near God of the radical republic and led to the calls for the head of Marie Antoinette
- Trial of Marie Antoinette
 - She was convicted of high treason and the depletion of the Treasury
 - Marie Antoinette was thrown into prison at the Conciergerie
 - Also had charges of incest against her son and women changed their views (too much abuse)
 - The death symbolized the end of the pact with Austria, an end to court culture and feudal failures in France and Versailles)
- Revolutionary Tribunal
 - 12 man council of Committee of Public Safety which did the killings
 - Led by Maximillien Robespierre who called for more blood
 - The argument was that times had changed and for the sake of stability, liberties must be removed and censorship must be restored

Part 9:

- French Revolutionary and Christianity
 - Previously, the Church had a great control of the people
 - Movement against the religious dogma and a move towards secularism
- Changes to the System
 - Years of the calendar were remained to start from Year 0, in an attempt to wipe out any past history of France and to start anew
 - Months were renamed from the Roman Catholic Calendar, and instead of having Sunday for mass, there were now 10 days a week, and 10 months a year
 - Parallels can be drawn to the actions of the Chinese Cultural Revolution and the Khmer Rouge (which also attempted to create a gap in intellectual knowledge and return to its more agrarian roots)
 - This was used as a weapon against Christianity
- The Terror
 - Insurrections were put down and a remission of the rights that were granted to the people
 - Law of the day: suspension of the Constitution
 - Lyons: the Committee of Public Safety (CPS) moved down hundreds of rebels

- In Nantes, rebels were tied onto boats and sunk into rivers
- This was accompanied by French Army victories: with Napoleon fighting against the British and led to their retreat from the frontiers of France
- Robespierre endured success throughout terror and attempted to maintain peace
- Lofty goal: more terror was required to mould a republic with civic virtues
- To destroy the enemies of the nascent state
- September 15th 1794: Danton realized that it was a mistake and there was no virtue seen in the development of the Terror (there was a need for a new Government, and Robespierre was duly executed)

Exam Tips and Strategies:

Structured Based Questions:

Inference:

- 1) Explanations should link how the evidence can prove a particular inference
- 2) Requires evidence to support (evidence must be from the source)
- 3) Identity the main issue before moving on to illustration
- 4) Do not over-infer and make a logical leap (Conclusion should be relevant to the source)
- 5) WILL DEFINITELY come out for MYCTs (the simplest of questions, do get the marks)

Point vs Inference

- 1) If it is a 4-mark question, 1 inference would be enough
- 2) If it is a 5-mark question, 1 very solid inference or 2 inferences would be enough
- 3) If it is a 6-mark question, 2 inferences are required
- 4) If you see a need to write more inferences to guarantee your marks, please take note of your time
- 5) You should not spend more than 10 minutes on one inference question

Conclusion:

- **NO vague conclusions** (good, bad not accepted)
- Usually an **adjective** to describe somebody, a time period, a place or a relationship (be precise!)
- Take note of the phrasing of your conclusion (it must be **true and absolutely accurate**)

L1-Inference with no explanation (1-2)

L2- 1 inference with explanation (3-4)

L3- 2 inferences with explanation (5)

Comparison (ripped off from Sec 2 Notes)

Areas that can be compared:

- Type of Source (provenance)
- Content
- Tone
- Purpose

L1-Source Type (1 mark)

L2- Difference in source type (2-3)

L3- Content (4-5)

L4- Content + Tone/Purpose (6)

To be safe, it would be best to compare everything, such that there are safeguards in case one of the comparison is flawed.

Provenance

-Written/Pictorial/Oral source

-Time period (and its relevance)

Content

-What is provided within the source

-Most important section (MUST have similarity AND difference)

-Have a comparison phrase between the two sources (For example: the ability of Melaka to repel external threats. Source A describes how Melaka was able to fight off the Siamese while B shows how the Portugese ravaged Melaka)

Tone

- Tone can be seen with the use of the the language (punctuation marks, capitalization of letters)
- Tone is usually rather **clear-cut** (whether it is **positive or negative**)
- Only point out a difference in tone when it is **OPPOSED** (one positive and one negative)

Positive Tone

- Optimistic
- Encouraging/Happy

Neutral Tone

- Objective
- Balanced (gives views about both sides of the coin)

Negative Tone

- Disappointed/Sad/Regret
- Angry/Accusatory
- Pessimistic/Prejudiced

Purpose

No author=no purpose

1. Author (who is this person? Is he credible?)
2. Audience (who is the intended target? Why was the intended target chosen-some special ability to change decisions?)
3. Source of content (paraphrasing of what is important)
4. What was the author trying to show (Were there any ulterior motives? Point this out!)
5. What was the intended outcome of the message? (what did the author want from the audience?)

Examples

How similar is Source A and Source B?

- a. Note: There must be at least 2 similarities for us to point out

The two sources may be entirely similar!

Please point out one of the difference if it suits your stand on HOW similar the sources actually are (Eg.

One example may cause you to say: Even if there are many similarities between the two sources, I believe that there are certain differences.)

Does A support B? (comparing similarities)

-Talk about what B has that A also has

-If possible, bring up one major difference between the two sources to show how they are not that alike

How does A support B?

-Cannot talk about differences

*Not all sources have a purpose (reports)

However, there must be a reason to write the source (be it to inform or to persuade), or else the author must be really foolish.

*Do not compare what is not present in the source (do not rely on contextual knowledge.)

Reliability

-This question will be about truthfulness (or how much you can rely on the source)

-Definitely a 7 mark question

Context

- 1) Is it exaggerated? If so, then is there a purpose
- 2) Is there any missing information (point this out)
- 3) Distortion of facts (point this out)
- 4) Are there any truths? (point this out)

Trick: Try explaining 2 true points and justify if they are true (assuming there are at least 2 truths), before pointing out 2 false points (distortion/missing info)

- 5) Use contextual knowledge/other sources (as a cross reference)

Purpose

- 1) Audience (justify the selection of the audience)
- 2) Author (please look at the provenance-it could help)
 - a. For example, Colonel Bannerman in your summative (the Governor of Penang-tells you a lot about him)
- 3) Message
- 4) Intended Outcome (what does the author want-the reaction)

Usefulness

- The more valid the information, the more useful it is in helping to gain a better understanding of the issue discussed
- Useful=provide a clear and accurate picture of the issue
- Accuracy is affected by the validity of the source (purpose and missing information)
- MI and Purpose results in the inavailability to provide a complete picture
- If the information is invalid, it is not reliable
- Propaganda can be very useful but invalid due to the purpose (although it is still helpful in proving a point)

Essays: Concept Essays