

# ENLIGHTENMENT, REVOLUTION, AND NATIONALISM

- **10.2** The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.
- **10.2a** Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.
  - **10.2b** Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.
  - **10.2c** Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
  - **10.2d** Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.

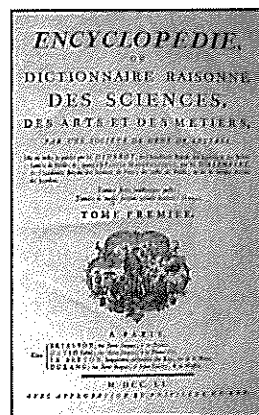
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## MAJOR TURNING POINTS IN THIS CHAPTER

- (1) Enlightenment thinkers, like Locke and Montesquieu, challenged traditional beliefs of the time.
- (2) The French Revolution replaced the theory of divine right rule with consent of the governed.
- (3) The Congress of Vienna restored former rulers that were in power before the French Revolution.
- (4) Enlightenment ideals and the ideas of the French Revolution spread to the rest of the world.

In this chapter, you will learn about the Enlightenment — an intellectual, political, and social movement that emerged in Europe during the 1700s. This period was a time when Enlightenment thinkers questioned traditional governmental authority and the views of the church. These thinkers promoted the idea that humankind could be improved through reason and rational change. This period would later inspire the American and French Revolutions. Enlightenment ideas and principles later affected Europe and the rest of the Western world for centuries to come.

*The aim of the Enlightenment's Encyclopédie was to gather all available knowledge to examine it critically.*



## KEY TERMINOLOGY EXPLORED IN THIS CHAPTER

- |                        |                         |                       |
|------------------------|-------------------------|-----------------------|
| ■ Enlightenment        | ■ Jean-Jacques Rousseau | ■ Enlightened Despot  |
| ■ John Locke           | ■ Mary Wollstonecraft   | ■ Catherine the Great |
| ■ Baron de Montesquieu | ■ William Wilberforce   | ■ French Revolution   |

In this section, the “enduring issue” of the *Impact of New Political Ideas* encompasses the key idea that new political ideas challenged traditional beliefs resulting in social change by looking at the ideas of three Enlightenment thinkers — John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau.

## SECTION 1A: THE ENLIGHTENMENT

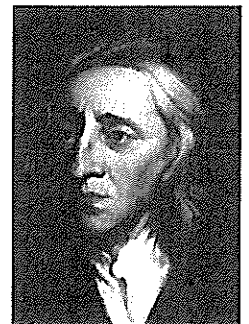
The spark for the Enlightenment came from the progress made by the **Scientific Revolution**. It was a revolution because of the way individuals perceived the world. As such, it was an intellectual revolution that changed people’s thought process. The Scientific Revolution led many in society to reject traditional authority in favor of the direct observation of nature.

### KEY THINKERS OF THE ENLIGHTENMENT

Enlightenment thinkers believed that nature and society operated according to certain basic natural or universal laws. Enlightenment thinkers believed that people could use reason to discover these laws and then apply this knowledge to improve the quality of life. This belief led them to question the theory of “**Divine Right**” of kings, the hereditary privileges of the nobility, and the power of the Catholic Church. The ideas of the Enlightenment transformed the Western world. Their ideas affected Europe and the rest of the world for centuries to come. Some of the most outstanding Enlightenment thinkers were:

#### JOHN LOCKE

**John Locke** is most famous for advancing a political philosophy that was radically different from people of his day: all political power derived from the people. This idea served as a strong rejection of the divine right of kings. He believed people have a right to form a government to protect their natural rights. In this **social contract** with each other, people surrender certain freedoms to government in exchange for society’s protection. If a government fails to protect its citizens they have the right to overthrow the government and create a new one.



John Locke

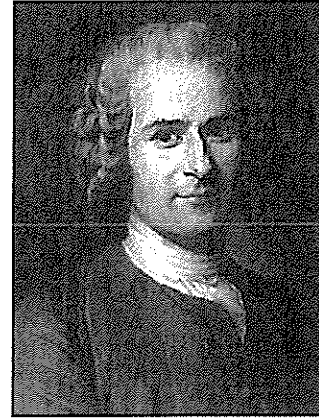
A second contribution of Locke to political thinking was his belief that government should protect property. But what was different for Locke was that the term “property” refers not just to material things or land, but also to ownership of one’s self. His idea of the right to revolution and property would later influence leaders of both the American and French Revolutions. This idea can be linked directly to the language found in the Declaration of Independence.

#### BARON DE MONTESQUIEU

**Baron de Montesquieu** strongly believed that tyranny resulted when power was concentrated in one person’s hands. He argued for separation of the three main powers of government — *legislative*, *executive* and *judicial* — as a check against tyranny. In his book, *The Spirit of Laws*, Montesquieu called for a system of **checks and balances** in which each government branch would have some “checks” or stops against each other. He believed that in this way, no one power could become stronger than the others. This idea of separating the powers of government was later adopted by the authors of the U.S. Constitution.

## JEAN-JACQUES ROUSSEAU

**Jean-Jacques Rousseau** believed a government should express the “general will” of the people — that government authority is created by and for its citizens. Rousseau’s idea is often referred to as **popular sovereignty**. This means that the people are the ultimate rulers. He believed that a republican government, in which people choose their representatives, was the ideal political system. His social contract between the people and their government became one of the ideas written into the U.S. Constitution. His most important book, *The Social Contract*, helped to inspire the democratic ideals of the French Revolution, and became the “bible” of French revolutionary leaders.



*Jean-Jacques Rousseau*

## THE INFLUENCE OF ENLIGHTENMENT IDEALS ON REFORM

New Enlightenment ideas helped shape political attitudes. Two key subjects that Enlightenment writers debated were the role of women and the issue of slavery. Some of the most noteworthy people who addressed these issues were Mary Wollstonecraft, William Wilberforce, and Catherine the Great.

### MARY WOLLSTONECRAFT

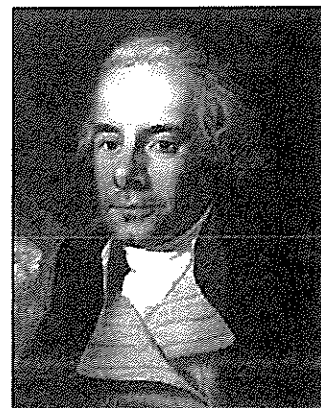
**Mary Wollstonecraft** was an English writer, philosopher, and strong advocate of women's rights. In her most famous book, *A Vindication of the Rights of Woman* (1792), she argued that girls and boys should be co-educated and that women and men should share the responsibilities of parenthood. She felt that men and women should be treated as equals. Wollstonecraft saw that the education of girls in her day was merely to support the role of men in society. Wollstonecraft attacked the double standard and advanced the idea of inalienable rights for both women *and* men. She argued that women were not inferior to men, but only appeared so because they were deprived of the opportunity of an education.



*Mary Wollstonecraft*

### WILLIAM WILBERFORCE

**William Wilberforce**, a member of the British Parliament, was appalled at the practice of African slaves being bought and sold in the West Indies. He regularly introduced anti-slavery motions in Parliament, but most were defeated. In 1807, in large part through his uncompromising efforts to rid the British Empire of this practice, the slave trade was abolished. Despite this enormous triumph, it failed to free those people who were already slaves. It was not until 1833 that an act was passed that granted freedom to all slaves in the British Empire.

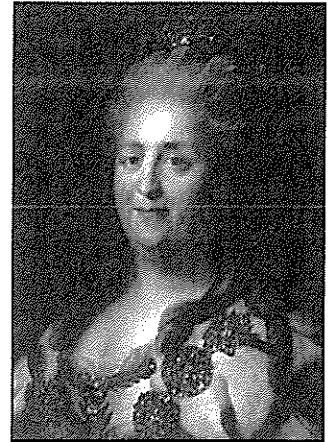


*William Wilberforce*

## CATHERINE THE GREAT OF RUSSIA

In 18th century Europe, some rulers were deeply influenced by the ideas of the Enlightenment. These rulers were known as **enlightened despots**. Maria Theresa of Austria and Joseph II of Austria were examples of enlightened despots.

The most famous enlightened despot was **Catherine the Great of Russia** who ruled from 1762 to 1796. She founded the first schools for Russian women. Catherine became the first monarch to abolish torturing criminals and to allow her subjects to practice their own religion. She undertook the first substantial reform of Russia's legal system. Among the reforms Catherine proposed was a practice that granted equal protection under the law to all persons, and stressed prevention of criminal acts rather than the imposition of harsh punishments.



*Catherine  
the Great of Russia*

### SECTION 1B: ANALYZING EVIDENCE-BASED DATA

The following passage is from John Locke's book, *Two Treatises of Government*.

If man in the state of nature is free, why will he give up his freedom? Why will he put himself under the control of any person or institution? The obvious answer is that rights in the state of nature are constantly exposed to the attack of others. Since every man is equal and since most men do not concern themselves with equity and justice, the enjoyment of rights in the state of nature is unsafe and insecure. Hence, each man joins in society with others to preserve his life, liberty, and property.

1. This passage by John Locke provided support for the
  1. regulation of the economy by the government
  2. formation of government based on a social contract
  3. continuation of church authority in people's lives
  4. rejection of the natural rights philosophy
2. The significance of Locke's theory about government was that
  1. absolute monarchs are usually corrupt individuals
  2. the idea of divine right of kings must be preserved
  3. there needs to be checks on all branches of government
  4. governments should be based on the consent of the people

The usage of torture is contrary to all the dictates of nature and reason; even mankind itself cries out against it, and demands loudly the total abolition of it.

— *Documents of Catherine the Great* translation by W. F. Reddaway

3. This statement by Catherine the Great is considered
  1. a secondary source
  2. a primary source
  3. an example of an oral tradition
  4. a statement of religious belief
4. Catherine the Great's belief in reforming Russia and her belief that she was a servant of the state are characteristics that would allow her to be known as a
  1. an elected leader
  2. an enlightened despot
  3. a totalitarian dictator
  4. a constitutional monarch
5. Which statement would most likely have been made by Catherine the Great?
  1. "Monarchs ought to proceed undisturbed by the cries of the people."
  2. "A wise and benevolent ruler should ensure the well-being of her subjects."
  3. "The rights and prohibitions of the nation are joined with my body and reside in my hands alone. Public order in its entirety comes from me."
  4. "The sovereign is absolute; there is no other authority but that which centers in my person."

In this section, the "enduring issue" of the *Impact of New Political Ideas* encompasses the key idea that a major event in a country can have world-wide effects by looking at the French Revolution and its effects on other countries.

## SECTION 2A: THE CAUSES AND RESULTS OF THE FRENCH REVOLUTION

The emergence of Enlightenment ideas made people less willing to accept the rule of autocratic kings and the privileged positions of the Catholic Church and nobility. These tensions finally boiled over in what became the French Revolution.

### PRECONDITIONS OF THE FRENCH REVOLUTION

For centuries, France had been one of the most populous and powerful countries in Western Europe. France had expanded its empire into Central Europe and large sections of North America. Acquiring such sizeable amounts of territory came at enormous costs. This overreach and other conditions made France ripe for revolution by 1789.

### INEQUALITY AMONG CLASSES

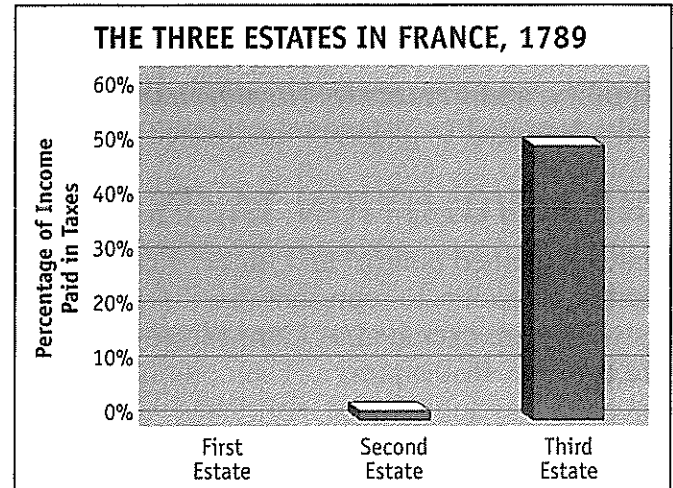
Prior to 1789, France was divided into three classes or "estates." The **First Estate** was made up of the clergy; the **Second Estate** was comprised of the nobility. The third and largest estate included almost every French citizen. The **Third Estate** consisted of beggars, peasants, laborers, and the bourgeoisie — middle class merchants, professionals, and shopkeepers. The nobles held many special privileges, such as being exempt from most taxes. The bourgeoisie, influenced by their rising wealth and Enlightenment ideas, resented being taken advantage of and the special privileges of the nobles.

## UNFAIR TAX SYSTEM

France's financial system of taxes was outdated and unfair. Personal taxes were compulsory for all members of the Third Estate. Meanwhile the two privileged classes managed to avoid most if not all personal taxation. The nobility paid no personal taxation since they claimed that, as representatives of a military elite, they paid their taxes in service and blood to France.

## A BANKRUPT GOVERNMENT

Bourbon kings had bankrupted the government through expensive wars, excessive borrowing, and poor money management. The king's ministers came to believe that the only way to solve the government's financial problems was to tax the nobles. But the nobles refused to pay taxes unless the king summoned an **Estates General** — a national assembly or congress in which each of the three social classes was represented. Each estate would have one vote regardless of its size. Elections were held throughout France to select delegates to represent the different estates.



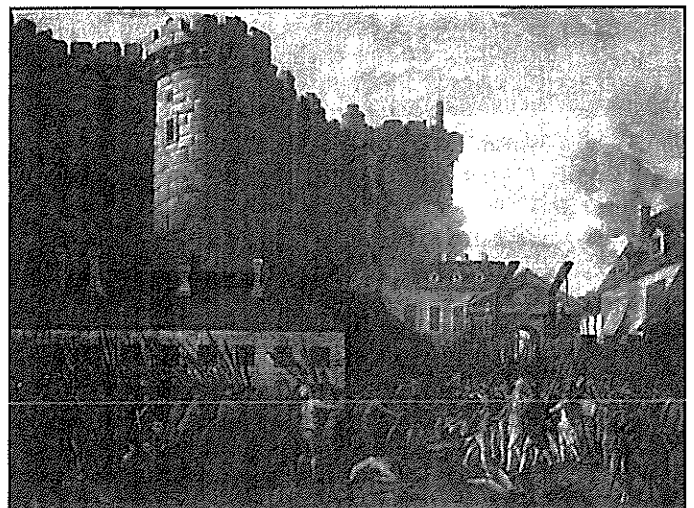
## MAIN EVENTS OF THE FRENCH REVOLUTION

The French Revolution, which began as a contest for power between the king and the nobles, soon turned into a struggle in which the king and nobles closed ranks against the bourgeoisie.

## RULE OF THE MODERATES

Once the Estates General met, delegates from the Third Estate declared themselves to be a **National Assembly**. King Louis XVI grew fearful when Parisian mobs seized a royal prison known as the **Bastille** on July, 14, 1789. The Bastille was a symbol of the Bourbon abuses. Its overthrow acted as a flashpoint of the French Revolution.

The National Assembly issued a **Declaration of the Rights of Man** proclaiming that government rested on the consent of the people, not on the **divine right** of a king — a monarch who claimed his or her authority came directly from God.



*Storming of the Bastille in Paris.*



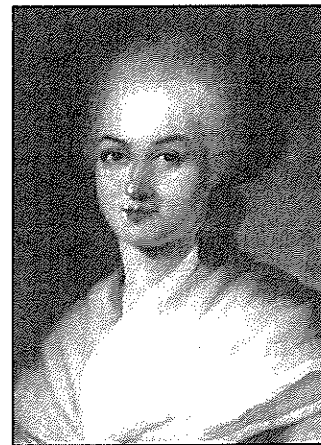
The National Assembly also announced that all Frenchmen were “free and equal,” and abolished the privileges of the nobles. The slogan of the revolution became “**Liberty, Equality, and Fraternity [Brotherhood]**.” A written constitution was adopted, which created a National Legislature that turned France into a constitutional monarchy.

## THE REVOLUTION TAKES A RADICAL TURN

Radicals gained control and turned France into a **republic** — a state whereby the people elect their leaders to represent them. A return to power by Louis XVI was feared, so he and his wife were executed. A **Committee of Public Safety** took over the government, led by **Maximilien Robespierre**. The committee launched a **Reign of Terror** (1793–1794) that spread throughout France. Estimates vary as to the number of victims; about forty thousand people were beheaded by the guillotine, and it is believed that over 200,000 were arrested during this 15 month period. The Committee of Public Safety was essentially a war dictatorship, begun during a national emergency. It was instituted to save the revolution from foreign invasion and domestic counter-revolution. Priests, nobles, and others suspected of treason were executed often without a trial or died in prison. As France grew tired of internal violence, the radical phase of the revolution came to an end.

**Olympe de Gouges** was a passionate advocate of human rights and an outspoken leader of the French Revolution. In 1791, she wrote the *Declaration of the Rights of Women*. This document echoed the language of the *Declaration of the Rights of Man* but challenged the presumed inferior role of women. De Gouges saw men and women as equals. She once said that if “A woman has the right to be guillotined; she should also have the right to debate.” She worked for the right of women to divorce and campaigned in favor of civil partnerships to replace religious marriage.

De Gouges’ attempts to get her ideas made into laws eventually led to her being accused of treason. She was arrested, tried, and executed in 1793. Despite her trial, she is viewed as a leader in forcing people to discuss the issue of women’s rights.



*Olympe de Gouges*

The revolution challenged the belief in the divine right of kings and the continuation of privileges for nobles throughout Europe.

The revolution stood for democratic government and for social equality, granting lower classes equal representation in government.

### SIGNIFICANCE OF THE FRENCH REVOLUTION

Some political power in France shifted from the king and nobles to the bourgeoisie, even though the monarchy and nobility were later restored.

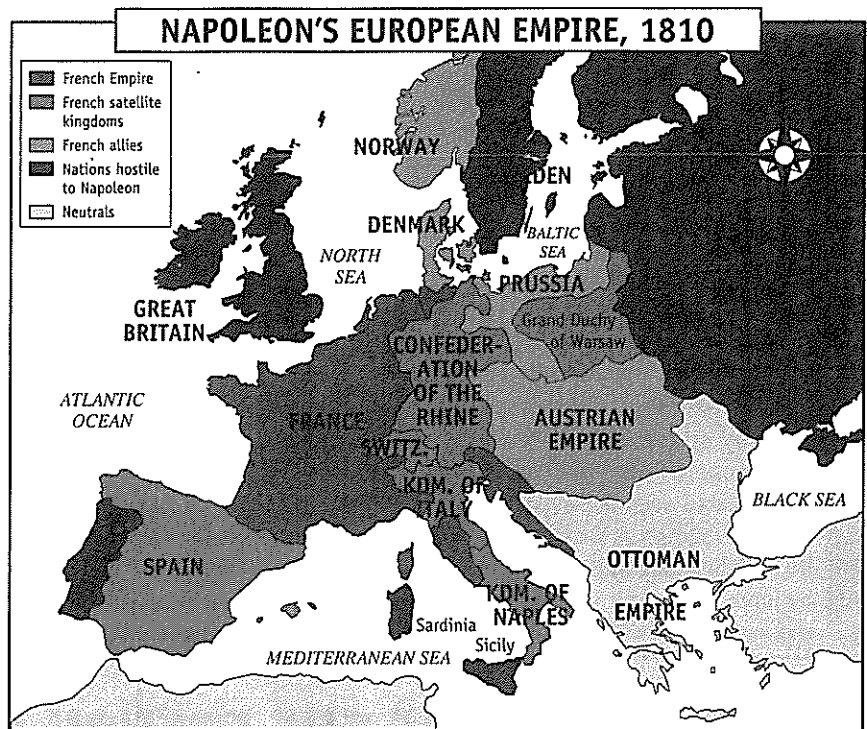
The revolution removed many feudal restrictions, clearing the way for a modern capitalist economy.

Both the American and French revolutions served as models for other peoples seeking political change in their countries.

## THE RISE AND FALL OF NAPOLEON

In 1799, Napoleon Bonaparte (1769–1821) seized power in France. He tried to spread the reforms of the French Revolution by going to war against other European kings.

By 1805, Napoleon had defeated all of the other European powers except England. He had created a French Empire covering much of Europe. Wherever his armies conquered, he would place his relatives in positions of power — in Italy, Germany, Holland, and Spain, bringing all of these nations under his influence and control. In each conquered territory Napoleon handed them a pre-written constitution that contained the ideas of the French Revolution.



## NAPOLEON IS DEFEATED

In 1812, Napoleon invaded Russia. The Russians followed a “scorched Earth” policy. They burned their crops and buildings as they retreated. This action deprived the French of food and shelter. By the time Napoleon reached Moscow, much of his army had either deserted or died from starvation or the frigid Russian winter.

Because they lacked supplies, the French were forced to retreat in bitter winter weather. In this retreat, Napoleon lost more of his army to starvation and cold. After his failure to conquer Russia, the other European powers defeated him. These powers then brought back the old French royal family to the French throne in 1814. The new king, Louis XVIII, granted his subjects a charter which guaranteed the people of France their basic civil rights and a national legislature.



*Only 10,000 of Napoleon's army survived the Russian campaign out of 420,000 soldiers.*



## THE IMPACT OF NAPOLEON

Although Napoleon ruled France for only fifteen years, he had an important influence on France, Europe, and the rest of the world. Napoleon created a unified Italy, Poland, and Germany. He was also responsible for getting rid of many of Europe's old regimes and promoting the ideals of equality. During his military campaigns, he spread the ideas of the French Revolution across Europe, and these ideas would spread in new waves of revolution by the middle of the century. For these reasons, some consider Napoleon the father of modern Europe.

### NAPOLEON'S IMPACT ON FRANCE, EUROPE, AND THE WORLD

**France.** Napoleon created stability by establishing the **Code Napoleon**, a law code which consolidated such achievements of the revolution as social equality, religious toleration, and trial by jury.

**Europe.** Napoleon introduced the ideas of the French Revolution in the lands he conquered, abolished serfdom, introduced religious toleration, and reformed local laws.

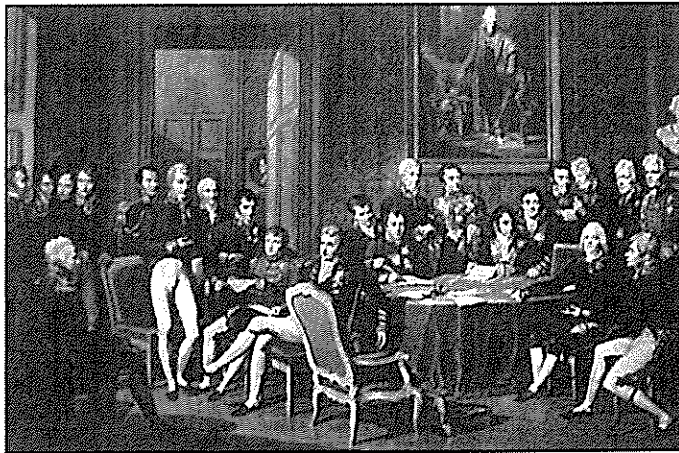
**The World.** French rule was greatly resented. Napoleon also weakened Spain, which lost its colonial empire in Latin America to independence movements.

## THE IMPACT OF THE FRENCH REVOLUTION

After Napoleon's defeat, Europe's leaders, disgusted by the changes Napoleon had brought, met in Vienna to redraw national boundaries. The four powers of Europe that had defeated Napoleon sought to establish a new balance of power in Europe.

### CONGRESS OF VIENNA (1815)

The first goal at the **Congress of Vienna** was to create a new balance of power in Europe and maintain peace between the great powers. They also sought to prevent any future political revolutions, such as the French Revolution. At the meeting, Great Britain, Russia, Austria and Prussia restored many former rulers and borders, bringing Europe back in some measure to the way it had been before the French Revolution. These countries also agreed to cooperate to maintain the "status quo" in Europe.



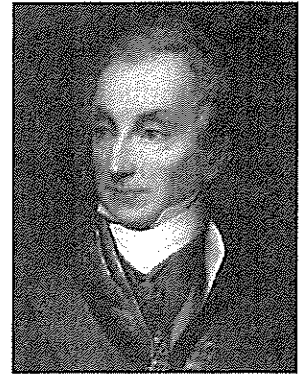
*The Congress of Vienna meets to redraw the map of Europe after Napoleon's defeat.*

Although the territorial changes brought about by the Congress of Vienna did not endure for a long period, they did introduce a practical solution for dealing with Europe's national borders. These four countries were to act as the police of Europe. They agreed that they would stop any revolutions if or when they started.

## THE RISE OF NATIONALISM

The French Revolution had encouraged the spirit of **nationalism** — the belief that each nationality (*ethnic group*) is entitled to its own homeland and government — throughout much of Europe. The idea of nationalism held that each government should be based on the will of the people. Nationalism bound people together with a sense of belonging and unity.

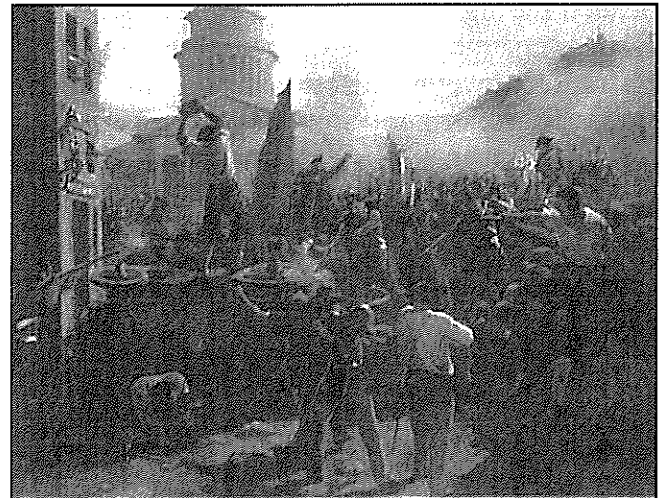
Prince **Klemens von Metternich** of Austria, a statesman at the Congress of Vienna, helped to create a system that prevented the rise of nationalism in Europe. The thirty year period following the Congress of Vienna witnessed a series of unsuccessful revolutions in Italy, Germany, and Poland. In each of these countries, national groups sought to win their independence, but were met with defeat. However, independence was achieved in Greece and Belgium in 1830. In France, the French people overthrew the monarchy, and replaced it with a **constitutional monarchy**, in which the ability to pass laws is held by the legislative branch of government.



*Klemens von Metternich*

## THE REVOLUTIONS OF 1848

The year 1848 is considered a turning point of the 19th century. During that year, Europe witnessed a series of revolutions. Revolutions broke out in cities where a middle class was joined by urban working people who wished to end the oppressive working conditions of the early Industrial Revolution. In Paris, Frankfurt, Budapest and Naples, protesters rebelled against the traditional establishment. Severe famine and rising unemployment helped to inspire a wave of revolutions in Italy, Germany, and Central Europe. Revolutionaries in these places demanded either constitutional reforms or the establishment of their own unified nations. Each revolutionary regime collapsed, except for France, where Napoleon's nephew took power.



*A painting of street barricades in France during the Revolution of 1848.*

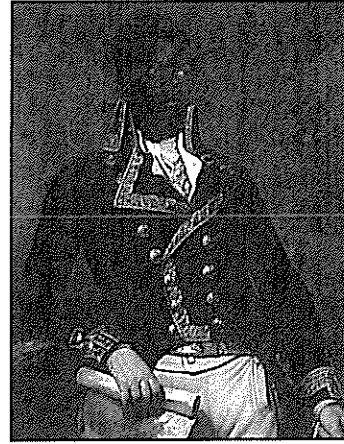
## REVOLUTIONARY IDEAS SPREAD TO LATIN AMERICA

A significant legacy of the French Revolution was its set of ideas. The French Revolution had declared that people were entitled to a government that protected their interests. This central idea, along with the ideals of liberty and equality, were to re-appear in almost every successive revolution even after the Russian Revolution of 1917. Some have even claimed these ideas helped to influence the student uprising in China at Tiananmen Square in 1989. These revolutionary ideas were to have a profound effect on Latin America.

## TOUSSAINT L'OUVERTURE (1743–1803)

**Toussaint L'Ouverture** was born a slave in Haiti. In 1791, L'Ouverture, inspired by the ideals of the French Revolution, led an uprising of African slaves against French, Spanish and English forces in Haiti. This angered Napoleon, who sent French soldiers to Haiti to capture L'Ouverture and crush the uprising. He was captured and returned to France where he died in prison.

The importance of L'Ouverture lies in his successfully defeating a major European colonial power to bring about an independent black-ruled state created by a slave uprising. His uprising marked the first Latin American colony to be liberated from European rule. The uprising led by L'Ouverture ignited a desire for freedom across the Americas, and went on to inspire other colonies to seek independence.



*Toussaint L'Ouverture*

## SIMÓN BOLÍVAR (1783–1830)

**Simón Bolívar** was a Venezuelan political leader who spearheaded the fight for Latin American independence from Spain. Bolívar emerged as one of the first modern leaders of a national liberation movement. Between 1819 and 1825 he drove Spanish forces from northern South America, and helped lay the foundations of democracy in Latin America. During his lifetime, he helped Venezuela, Colombia, Ecuador, Peru and Bolivia to achieve independence. Bolívar's dream of a united South America never came into existence. He rejected the Spanish colonial monopoly, but cheered foreigners who wished to bring manufactured goods and entrepreneurial skills to South America.



*Simón Bolívar*

## SECTION 2B: ANALYZING EVIDENCE-BASED DATA

Across Europe, Napoleon applied several liberal reforms to civil affairs, including abolishing feudalism, establishing legal equality, religious toleration, and legalizing divorce. His lasting achievement, the Napoleonic Code, has been adopted by dozens of nations around the world. The Code forbade birthright privilege, granted freedom of religion and specified that government jobs should be awarded on merit alone.

— Dwyer, Philip G. *Napoleon: The Path to Power*

6. The reforms of Napoleon led other nations to
  1. reject the ideas of the Catholic Church
  2. restore the monarchy to power
  3. adopt the ideas of the French Revolution
  4. end the British threat to the French nation

The rule of law is more powerful than the rule of the tyrant.

—Simón Bolívar

Whoever has the supreme power ... is bound to govern by established standing laws.

—John Locke

7. What is the main idea expressed in these quotations?
  1. A ruler should govern with unlimited power.
  2. All governments must be democratic.
  3. A ruler must be subject to the law.
  4. Governments should be based on god's laws.
8. The ideas expressed by Bolívar and Locke were first stated during which period of European history?
  1. Edo Period
  2. Enlightenment
  3. French Revolution
  4. feudalism
9. Bolívar and Locke were in agreement that a government should be based on
  1. separation of ethnic nationalities
  2. consent of those being governed
  3. religion of the people being ruled
  4. equal distribution of wealth

In this section, the “enduring issue” of the *Role of Nationalism* encompasses the key idea that a state that serves its people’s interests can unify a country by looking at how it affected the unification of Italy and Germany and the dissolution of the Ottoman and Austro-Hungarian Empires.

## SECTION 3A: THE UNIFICATION OF ITALY AND GERMANY AND THE DISSOLUTION OF THE OTTOMAN AND AUSTRIAN EMPIRES

The French and American Revolutions ignited the spirit of nationalism in much of Europe. The French Revolution was especially influential in the emergence of the idea that a state should represent and serve the interests of a people or “nation.” These ideas ultimately resulted in the unification of Germany and Italy in the late 1800s. It also caused the dissolution (*break up*) of the Ottoman and Austrian Empires.

### THE UNIFICATION OF ITALY (1859–1870)

In the first half of the 19th century, industrialization strengthened the influence of the middle classes in Europe. They demanded national unity and independence. For example, Italy had consisted of several small states. Its unification would be brought about by a process due in part to the efforts of patriots and in part due to the efforts of three leaders.

The settlements reached at the Vienna Congress in 1815 had restored Austrian control over much of the Italian peninsula but had left Italy completely divided. Italian nationalists such as **Giuseppe Mazzini** called for the unification of Italy into a single country. In 1852, Count **Camillo di Cavour**, with the help of the French, defeated the Austrians and drove them out of northern Italy. Cavour then merged the states of northern and central Italy with Piedmont.

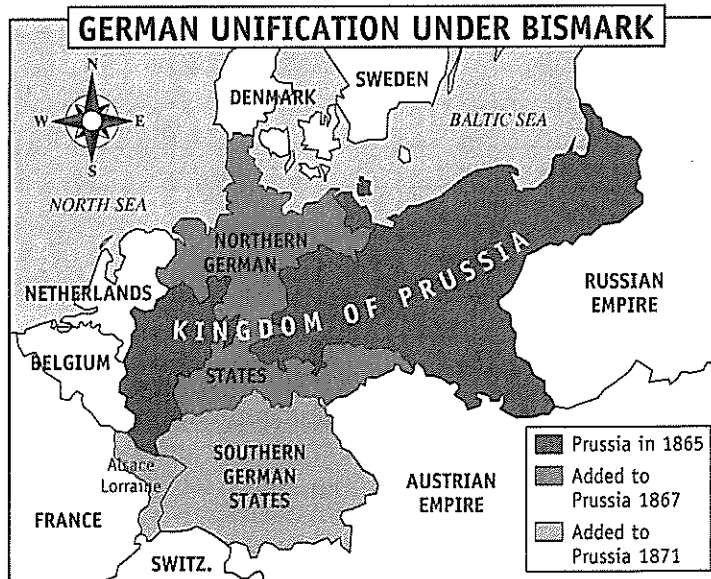
Further to the south, the nationalist leader **Giuseppe Garibaldi** and his secret revolutionary society overthrew the King of Naples. He then joined Naples to Cavour's enlarged Piedmont. By 1860, Italy had become a unified nation. Venice and Rome later joined Italy in 1866 and 1870.



## THE UNIFICATION OF GERMANY (1863-1871)

Germany had been fragmented into as many as 300 separate states since the Middle Ages. Like Italy, by the 1860s Germany still consisted of a number of small states. In the revolutions of 1848, German nationalists had failed to unite the German states. Prussia, under the leadership of Prime Minister **Otto von Bismarck**, succeeded in uniting Germany by following a policy he called “**blood and iron.**”

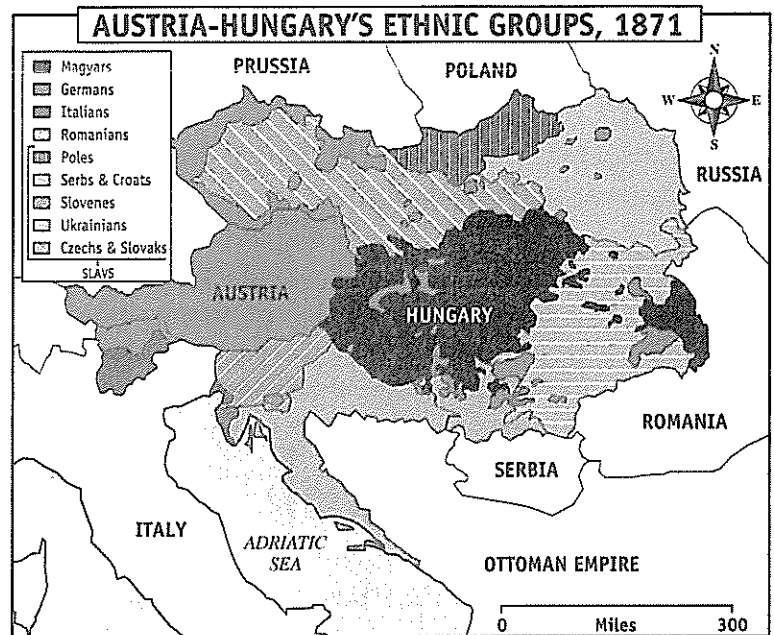
Under this policy of blood and iron, Bismarck used skillful diplomacy and Prussian military power to achieve unification. Prussia's military leaders used new technologies, like the railroad and the rifle, to build the most powerful army in Europe. After a series of successful wars against Denmark, Austria, and France, Prussia finally unified the German states in 1871. The Prussian king Wilhelm II became Kaiser (*emperor*) of all Germany.





## DISSOLUTION OF THE AUSTRO-HUNGARIAN EMPIRE

The Austro-Hungarian Empire was a multi-national, multi-ethnic empire, which had faced calls for independence even before the start of World War I. This call for independence took the form of demands for political and cultural equality for various national groups in the empire — Germans, Hungarians, Poles, Czechs, Romanians, and Ukrainians. Their demands for independence threatened to break apart the empire. During World War I, nationalist groups intensified their push for independence. One dominant principle that had emerged during World War I was President Wilson's call for the **right to self-determination** by ethnic minorities. In later 1918, Czechoslovakia declared its independence from Austria-Hungary. Shortly thereafter the Slavs of Hungary withdrew from the union with Austria, formally dissolving the Austro-Hungarian Empire.



## THE DISSOLUTION OF THE OTTOMAN EMPIRE

At one time, the Ottoman Empire had ruled over a vast territory for a period of five centuries. However, the forces of nationalism accelerated the decline of the Ottoman Empire. The decline of the Ottoman Empire can be traced to a number of factors:

**Disunity.** Because of its vast size, the empire was never highly centralized. The Sultan relied on provincial officials to control his large empire.

**Failure to Modernize.** The Ottoman Turks failed to keep pace with Western technology and science. Muslim religious leaders frequently opposed change.

### WHY THE OTTOMAN EMPIRE DECLINED

**Warfare.** The Ottomans lost important territories to Austria and Russia in the 1700s. Russia, as protector of Orthodox Christianity, continued to wage a series of wars against Turkey in the 1800s.

**Nationalism.** As nationalism became more widespread, the difficulties of governing different nationalities grew. Serbs, Greeks, and Romanians all gained independence from the Ottomans during the 19th century.



## THE CONGRESS OF BERLIN (1878)

In the 1870s, Slavic peoples in the Balkans, a region in Eastern Europe, rebelled against Turkish rule. Russia came to the aid of these rebels. In 1878, European powers met in the **Congress of Berlin** to resolve the problem. The conference was held primarily to settle the peace between the Ottoman Empire of Turkey and the Russian Empire. European diplomats at the conference considered the Ottoman Empire the “sick man of Europe.” Great Britain, France, and Austria all feared that Russia would acquire Turkey, and then control the Balkan region. This Congress and the treaty that followed was a significant event in the history of Europe. The treaty helped shape the future of the European continent for decades to come.



*This cartoon shows Bismarck and Europe's “hunger” to feast on the former Ottoman Empire.*

## THE TREATY OF BERLIN

At the Congress of Berlin the major European powers agreed to the Berlin Treaty, which was not a total success. However, it did manage to keep peace in Europe for the next three decades. Concessions made to Turkey were the result of a European policy that sought to limit the influence of Russia in the Balkans. The treaty was disliked by the Russians and the Slavic people of the Balkan region. It prevented the Russians from extending their naval power. The treaty also crushed, for the time being, the desire of a united Slavic nation in the Balkans. This calm would soon evaporate and lead to World War I in 1914, destroying millions of lives and wiping out huge amounts of wealth.

## SECTION 3B: ANALYZING EVIDENCE-BASED DATA

A French visitor to Austria-Hungary in 1902 observed that everything was “dualist” in the empire. One side of an Austro-Hungarian bank note was Austrian, with the denomination spelled out in German as well as the eight other languages: Polish, Italian, Czech, Serbian, Croatian, Slovenian, Romanian and Ukrainian. The flip side of the note was Hungarian, with the denomination spelled out in Magyar (*the language of Hungary*) alone.

— Geoffrey Wawro, “The Improbable Rise and Violent Fall of Austria-Hungary”

10. Which conclusion is best supported by the passage concerning the breakup of the Austro-Hungarian Empire?

1. International cooperation led to the settlement of border disputes.
2. Transition from a command to a free-market economy was difficult.
3. Multiple ethnic groups made ruling the empire difficult.
4. The fall of the Austro-Hungarian Empire was due to their money system.

## STUDY CARDS

**Directions:** Photocopy each *Study Card* below. Then complete the information asked for on each card. On the back of the card, draw an image that depicts the term or concept.

### ENLIGHTENMENT

- What was the Enlightenment?
- State some of the ideas of these leading Enlightenment thinkers:
  - John Locke
  - Baron de Montesquieu
  - Jean-Jacques Rousseau
  - Mary Wollstonecraft
  - William Wilberforce

### FRENCH REVOLUTION

- State the major events that took place during the French Revolution.
- Describe the role of some of the individuals involved in spreading the ideals of the French Revolution:
  - Olympe de Gouges
  - Maximilien Robespierre
  - Napoleon Bonaparte
  - Toussaint L'Ouverture
  - Simón Bolívar

### ENLIGHTENED DESPOT

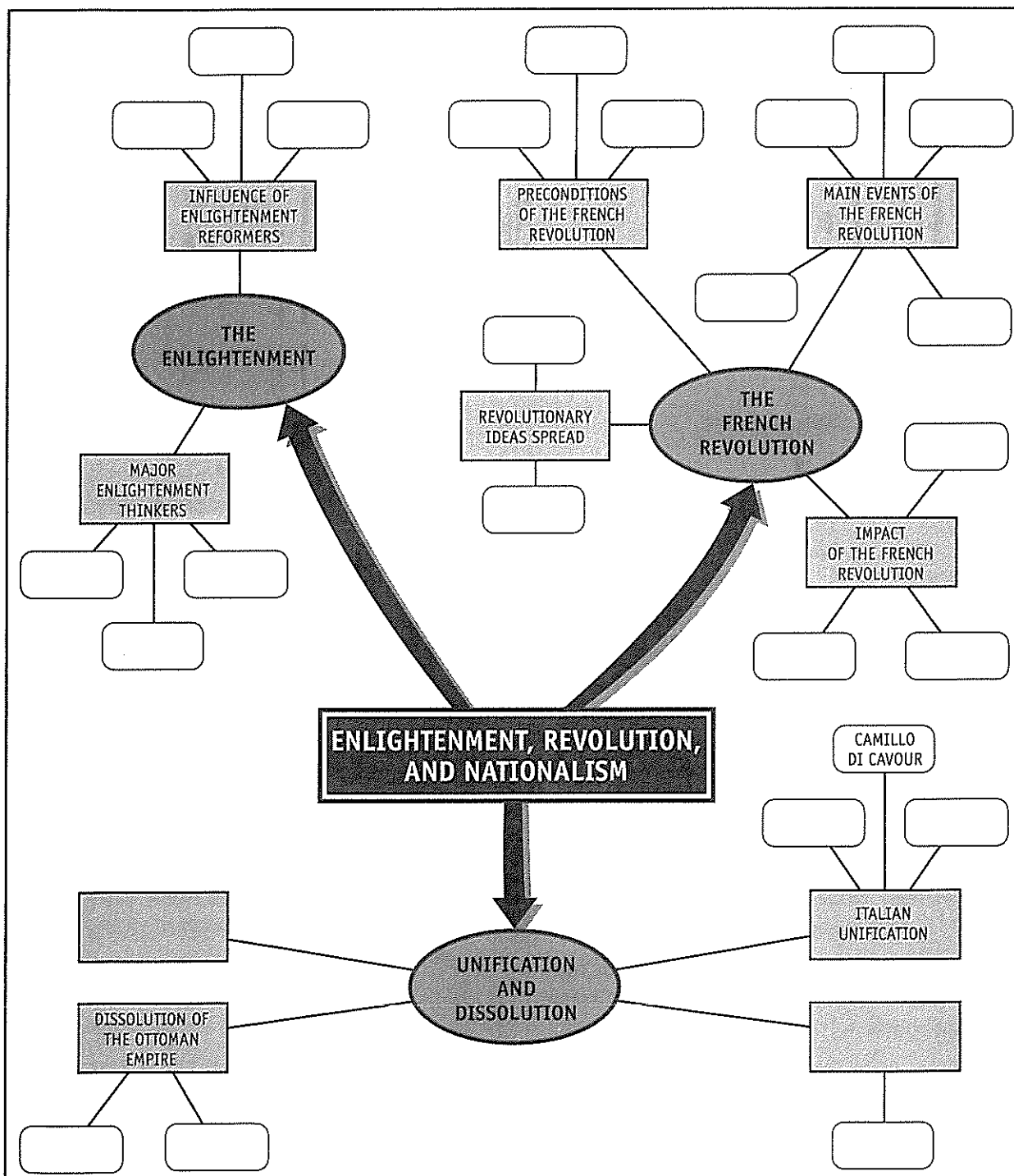
- What is an enlightened despot?
- Name some of the leading enlightened despots in Europe.
- Why is Russia's Catherine the Great often considered an enlightened despot?

### AUSTRO-HUNGARIAN AND OTTOMAN EMPIRES

- Which major ethnic groups lived in the Austro-Hungarian Empire?
- What factors helped bring about the dissolution of the Austro-Hungarian Empire.
- Which factors led to the dissolution of the Ottoman Empire?

## SUMMARIZING YOUR UNDERSTANDING

**Directions:** Below is a concept map for this chapter. A **concept map** is a type of graphic organizer that is helpful for organizing and representing knowledge. This graphic consists of ovals, boxes and rectangles. They show the relationship between various topics examined in this chapter. Some of this graphic has been filled in for you. Complete the blank boxes by referring back to the material in this chapter.



## CHECKING YOUR UNDERSTANDING

### Declaration of the Rights of Man and of the Citizen

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political associations is the preservation of the natural and imprescriptible [*inalienable*] rights of man. These rights are liberty, property, security and resistance to oppression ....

— French National Assembly, 1789

### Declaration of the Rights of Woman and Female Citizen

1. Woman is born free and remains equal to man in rights. Social distinctions may be founded only on common service.
2. The aim of all political associations is to preserve the natural and inalienable rights of Woman and Man: these are the rights to liberty, ownership, safety, and above all resistance to oppression ....

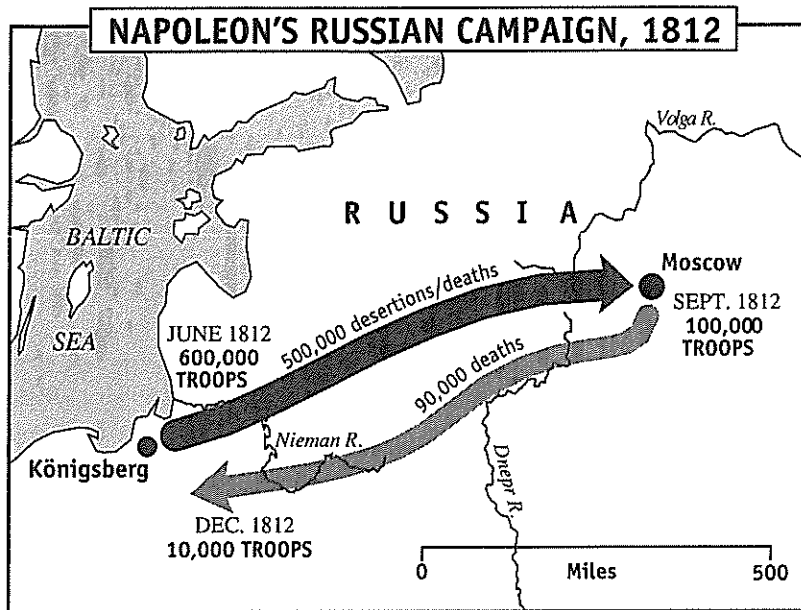
— Olympe de Gouges, 1791

1. The first excerpt would most likely support the idea of
  1. placing women in national leadership positions
  2. formation of government to protect man's natural rights
  3. continuation of an absolute monarchy in France
  4. rejection of the idea of man being born with natural rights
2. Based on these two excerpts, which action would Olympe de Gouges most likely support?
  1. executing the king of France
  2. limiting access to education
  3. expanding the definition of equality
  4. creating a strong military force

... The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny ....

— James Madison, *The Federalist*, Number 47

3. Madison describes a constitutional principle in *The Federalist* that originated during the Enlightenment. Which government principle did Madison favor in this passage?
  1. due process of law
  2. popular sovereignty
  3. states rights
  4. separation of powers
4. This excerpt shows that key leaders in the United States, like James Madison, were clearly influenced by
  1. opposition to the use of slave labor in the Americas
  2. the ideas of European philosophers
  3. support for the right of a king to impose taxes
  4. the formation of European political parties
5. The ideas put forth by Madison in this excerpt were first stated by
  1. John Locke
  2. Baron de Montesquieu
  3. Olympe de Gouges
  4. Jean-Jacques Rousseau



6. Based on information in the map, what conclusion can be reached about Napoleon's Russian campaign?
1. All his soldiers remained loyal during the invasion of Russia.
  2. It took his army over a year to reach Moscow.
  3. His army suffered serious losses during the Russian campaign.
  4. Many Russian soldiers deserted and joined forces with Napoleon's army.
7. Which factor played a primary role in the defeat of Napoleon's army during his invasion of Russia?
1. the severe winter conditions and Russia's scorched earth policy
  2. the many rivers and mountains in Russia his army had to cross
  3. the union between the Russian czar and the democratic leaders of Europe
  4. the Russian army was better-trained and better-supplied than his army

The guillotine had been kept busy at its ghastly work .... Every aristocrat was a traitor .... For two hundred years now the people had sweated, and toiled, and starved to keep a lustful court in lavish extravagance; now the descendants of those who had helped to make these courts brilliant had to hide for their lives.

8. Which event is referred to in this passage?
1. Scientific Revolution
  2. French Revolution
  3. dissolution of the Ottoman Empire
  4. unification of Italy
9. The sentiments expressed in this excerpt are most closely associated with the ideas of
1. King Louis XIV
  2. Catherine the Great
  3. Maximilien Robespierre
  4. Olympe de Gouges

The following excerpts were written by leading Enlightenment thinkers.

When the legislative and executive powers are united in the same person, or in the same body of magistrates [*government officials*], there can be no liberty; because apprehensions [*fears*] may arise, lest the same monarch or senate should enact tyrannical laws to execute them in a tyrannical manner ....

— Baron de Montesquieu,  
*Spirit of the Laws*

If man in the state of nature be free why will he part with his freedom and subject himself to the control of any other power? ... in the state of nature he hath such a right, yet ... the enjoyment he has in this state is very unsafe, very unsecure .... full of fears and continual dangers: it is not without reason, that he is willing to join in society with others for the mutual preservation of their lives, liberties and estates.

— John Locke,  
*Two Treatises of Government*

Man was born free, and is everywhere in chains. Every man having been born free and master of himself, no one may under any [excuse] control him without his consent. A state has no right to enslave its people .... In this desired social contract, everyone will be free because they all forfeit the same amount of rights and impose the same duties on all.

— Jean-Jacques Rousseau,  
*The Social Contract*

10. Which solution would Baron de Montesquieu put forth to avoid the enactment of oppressive and dictatorial laws?
  1. granting freedom of speech
  2. separating government branches
  3. restoring absolute monarchies
  4. limiting natural laws
11. In which way did these Enlightenment ideas influence the French Revolution?
  1. Superstition and ignorance were promoted.
  2. The principles of monarchical rule were glorified.
  3. The divine right theory of kings was challenged.
  4. Punishments must be used to prevent future crimes.
12. The writings of Montesquieu, Locke, and Rousseau were most influential in
  1. justifying the acquisition of territory in foreign lands
  2. promoting religious wars throughout Europe
  3. spreading the idea of revolution to other areas
  4. supporting the core beliefs of the Catholic Church
13. The ideas of these Enlightenment thinkers were based in large part on
  1. efforts to achieve salvation
  2. faith in a human's ability to reason
  3. traditional church practices
  4. the inevitability of poverty



The map below shows the Austro-Hungarian Empire in 1914 and 1930.



1914



1930

14. The creation of Yugoslavia from the Austro-Hungarian Empire came about because
  1. various national groups demanded their independence
  2. of a lack of nationalism among the various ethnic groups in the empire
  3. the Austro-Hungarian Empire relied on local officials
  4. of the treaty between the Russian czar and the Greek nation
15. Based on these maps, the change in the Austro-Hungarian Empire between 1914 and 1930 was a result of
  1. the end of World War I and the enactment of various treaties
  2. the role played by the Catholic Church to stop the advance of Islam
  3. economic competition and development of new capitalistic markets
  4. movement of people to escape earthquakes and droughts

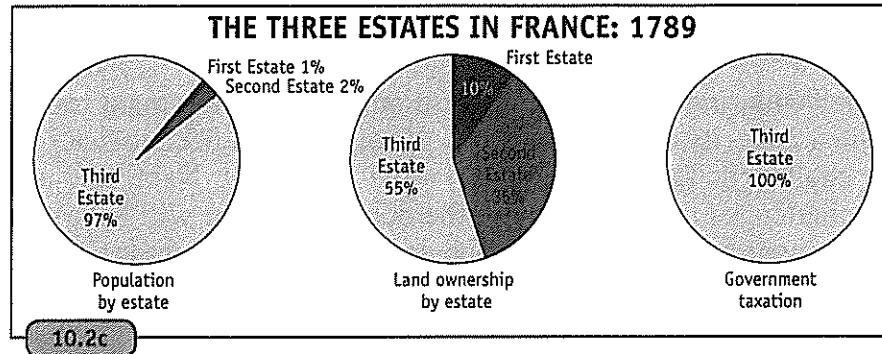
Prussia has to [unite] and concentrate its power for the opportune moment, which has already been missed several times; Prussia's borders are not favorable for a healthy, vital state; it is not by speeches and majority resolutions that the great questions of the time are decided, but by iron and blood.

16. In this excerpt, the ideas expressed are most closely associated with
  1. King Louis XIV
  2. Otto von Bismarck
  3. Camillo de Cavour
  4. Giuseppe Garibaldi
17. The sentiments expressed in this passage were used in support of the
  1. French Revolution
  2. Napoleonic Wars
  3. unification of Germany
  4. dissolution of the Ottoman Empire

# CONSTRUCTED-RESPONSE QUESTIONS

## DOCUMENT 1

These pie charts show information about the situation present in pre-revolutionary France.



## DOCUMENT 2

An Englishman describes his travels in the French countryside just at the start of the French Revolution.

**July, 1789**

Walking up a hill I was joined by a poor woman, who complained of the times, and that it was a sad country. I demand her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, and 3 chickens, to pay as a rent, besides very heavy tailles [taxes on the land] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce without a horse; and mules are little used in the country. It was said, at present, that something had to be done by some great folks for such poor ones, but she did not know who nor how, but God help us [because the taxes and laws are crushing us]. This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so [wrinkled] and hardened by labor, but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labor: I am inclined to think, that they work harder than the men. To what are we to attribute this difference in the manners of the lower people? To Government ....

— Miss Betham-Edwards, ed., *Arthur Young's Travels in France During the Years 1787, 1788, 1789.*

10.2c

18. Explain the historical circumstances that affected the emergence of the French Revolution.
- 19a. Based on this excerpt, explain the author's purpose for writing about conditions at the start of the French Revolution.
- b. Explain the extent to which this excerpt is a reliable source of evidence for understanding the French Revolution. In your response, be sure to include your evaluation of the source's reliability and your reasoning for that evaluation.

**Hint:** Remember that *purpose* refers to the reason a record, document, or source was created. When responding about the *purpose* of a document ask:

- Why does this document exist?
- Why did the author create this document?
- What is the intent of this document?

*The third type of Constructed-Response Question will be covered in later chapters.*