Learning Objectives

In this chapter, students will focus on:
- The main developments in France, Great Britain, the Dutch Republic, the Mediterranean states, and the Scandinavian monarchies
- The meaning of enlightened absolutism, and how Prussia, Austria, and Russia exhibit its characteristics
- The cause and results of the Seven Years’ War
- The changes that occurred in agriculture, finance, industry, and trade
- The European social order, the conditions in which they lived, and the differences between them
- The relationship between political, economic, and social changes

Lecture Outline

I. The European States
   A. Enlightened Absolutism?
      1. Natural Rights
         a. Characteristics
         b. Declaration of Independence
         c. Enlightened rulers
            (1) How they were to rule
   B. The Atlantic Seaboard States
      1. France: Problems of the French monarchs
         a. Louis XV (1715 – 1774)
         b. Louis XVI (1774 – 1792)

II. Great Britain: King & Parliament
   A. United Kingdom of Great Britain, 1707
   B. The King’s Ministers
      1. Set policy and guided Parliament
   C. Parliament
      1. Makeup
      2. Parliamentary elections
D. Hanoverians – George I (r. 1714 – 1727) and George II (r. 1727 – 1760)
   1. Robert Walpole (prime minister, 1721 – 1742)
   2. William Pitt, the Elder (prime minister, 1757 – 1761)

E. George III, (1760 – 1820)
   1. William Pitt, the Younger (prime minister, 1783 – 1801 and 1804 – 1806)

III. The Decline of the Dutch Republic
   A. Economic Decline
   B. Domination of the Oligarchies
   C. Patriots and Orangists

IV. Absolutism in Central and Eastern Europe
   A. Prussia: The Army and The Bureaucracy
   B. Frederick William I, 1713-1740
      1. General Directory
      2. Highly efficient bureaucracy
      3. Army
         a. Junkers
   C. Frederick II, the Great, 1740-1786
      1. Well educated
         a. Enlightenment thought
      2. Reforms: Law code, Civil liberties
      3. Socially and politically conservative
      4. Use of the army
         a. Expansion

V. The Austrian Empire of the Hapsburgs
   A. Empress Maria Theresa, 1740-1780
      1. Austria culturally divided
      2. Practical reforms but conservative
   B. Joseph II, 1780-1790
      1. Reforms
         a. Abolishes serfdom
         b. New penal code
         c. Reforms overwhelming

VI. Russia Under Catherine the Great, 1762-1796
   A. Reform
      1. Instruction, 1767
   B. Strengthens landholders at expense of serfs
   C. Rebellion of Emelyan Pugachev, 1773-1775
   D. Territorial Expansion

VII. The Destruction of Poland
   A. Elected King
   B. Weakness of Monarchy
   C. Destruction of the Polish State by Austria, Russia, and Prussia
VIII. The Mediterranean World
   A. Spain
      1. Philip V (1700-1746)
      2. Charles III (1759-1788)
   B. Portugal
      1. The Marquis of Pombal (1699-1782)
   C. The Italian States
      1. Austrian Domination

IX. The Scandinavian States
   A. Sweden
      1. Swedish nobility grew in power after the death of Charles XII in 1718
      2. Factionalism allowed Gustavus III (1771-1792) to reassert monarchial authority
         a. Enlightened reforms
   B. Denmark
      1. Reform efforts of Christian VII (1766-1808) and John Frederick Struensee

X. Enlightened Absolutism Revisited
   A. Only Joseph II sought radical changes based on Enlightenment ideas
   B. Political and Social Limits on Reform

XI. Wars and Diplomacy
   A. European Rivalries
   B. The War of the Austrian Succession (1740-1748)
      1. A world war?
   C. Seven Years’ War (1756-1763)
      1. Diplomatic revolution
      2. European war
      3. Indian war
         a. Robert Clive (1725-1774)
      4. North American war
         a. William Pitt the Elder
         b. British victory

XII. European Armies and Warfare
   A. Rise of the Professional Army
   B. Composition of Armies
      1. Reflected social hierarchy
      2. Rank-and-file soldiers came from lower classes
      3. Armies partly composed of foreign troops
      4. Britain had no standing army
      5. Britain and the Dutch Republic emphasized naval power
   C. The Nature of Warfare
      1. Larger armies did not lead to greater destruction
      2. Emphasis on strategy and tactics
XIII. Economic Expansion & Social Change
   A. Population and Food
      1. Population Growth
         a. Falling death rate
         b. Improvements in diet
         c. Ideal growing conditions
         d. New crops
   B. Family, Marriage, and Birthrate Patterns
      1. Nuclear family
         a. Late marriages
         b. Limits on the birthrate

XIV. Economic Expansion & Social Conditions (cont)
   A. An Agricultural Revolution?
      1. Debate
      2. Increased food production
      3. New methods and new crops
      4. Enclosure
   B. New Methods of Finance
      1. National debt
      2. National Banks
   C. European Industry
      1. Cottage industry
      2. New methods and new machines
   D. Mercantile Empires and Worldwide Trade
      1. European dependence on trade abroad

XV. The Social Order of the Eighteenth Century
   A. Patterns of Society
   B. Forces of Change
   C. The Peasants
      1. General situation
      2. Compulsory services
      3. Importance of the village
      4. Domination by wealthy landowners
      5. Diet
   D. The Nobility
      1. Privileges of the nobility
      2. Military service
      3. Moving into the ranks of the nobility

XVI. The Aristocratic Way of Life
   A. The Country House
      1. Purpose and style
      2. Privacy
      3. Influence of women
      4. The estate
B. The Grand Tour
   1. Cosmopolitan nature of high culture
   2. Travel as a manifestation of the Enlightenment
   3. Difficulties of travel
   4. Purpose of travel
   5. Itinerary

XVII. Inhabitants of Towns and Cities
   A. Townspeople still a minority of the population
   B. Importance of towns
      1. Centers of culture
      2. Urban oligarchy
      3. Middle class
      4. Petty bourgeoisie
      5. Laborers
      6. Sanitation and poverty

Lesson Plan

AP Standards
1. Intellectual and Cultural History
   • Relationship to social values and political events
   • Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   • The diffusion of new intellectual concepts among different groups
   • Developments in elite and popular culture: religion, family, work, and ritual
   • Impact of global expansion on European culture

2. Political and Diplomatic History
   • The rise and functioning of the modern state
   • Relations between Europe and the world: colonialism
   • Political elites, and the development and ideologies of political parties
   • The extension and limitation of rights and liberties
   • Relationship between domestic and foreign policies
   • Efforts to restrain conflict: treaties, diplomacy, international organizations
   • War and conflict: origins, developments, technology, and consequences
3. Social and Economic History
   • The shift in social structures, and changing distribution of wealth and poverty
   • Influence of sanitation and health care: food, famine, and disease
   • Commercial practices: mass production, consumption, economic and social impact
   • Changes in demographic structure of Europe: causes and consequences
   • Gender roles and their influence on work, social, and family structure

Suggested Time
5 traditional classes or 3 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 18 at www.academic.cengage.com/history/spielvogel.

Glossary

Agricultural revolution: the application of new agricultural techniques that allowed for a large increase in productivity in the eighteenth century.

Balance of power: a distribution of power among several states such that no single nation can dominate or interfere with the interests of another.

Cottage industry: a system of textile manufacturing in which spinners and weavers worked at home in their cottages using raw materials supplied to them by capitalist entrepreneurs.

Enclosure movement: in the eighteenth century, the fencing in of the old open fields, combining many small holdings into larger units that could be farmed more efficiently.

Enlightened absolutism: an absolute monarchy where the ruler follows the principles of the Enlightenment by introducing reforms for the improvement of society, allowing freedom of speech and the press, permitting religious toleration, expanding education, and ruling in accordance with the laws.

Infanticide: the practice of killing infants.

Limited (constitutional) monarchy: a system of government in which the monarch is limited by a representative assembly and by the duty to rule in accordance with the laws of the land.
**Natural laws:** a body of laws or specific principles held to be derived from nature and binding upon all human society even in the absence of positive laws.

**Natural rights:** certain inalienable rights to which all people are entitled; include the right to life, liberty, and property, freedom of speech and religion, and equality before the law.

**Orders/estates:** the traditional tripartite division of European society based on heredity and quality rather than wealth or economic standing, first established in the Middle Ages and continuing into the eighteenth century; traditionally consisted of those who pray (the clergy), those who fight (the nobility), and those who work (all the rest).

**Patricians:** wealthy ruling class that dominated town and city councils in western and central Europe.

**Primogeniture:** an inheritance practice in which the eldest son receives all or the largest share of the parents’ estate.

**Reason of state:** the principle that a nation should act on the basis of its long-term interests and not merely to further the dynastic interests of its ruling family.

**Serf:** a peasant who is bound to the land and obliged to provide labor services and pay various rents and fees to the lord; considered unfree but not a slave because serfs could not be bought and sold.

**Tithe:** a tenth of one’s harvest or income; paid by medieval peasants to the village church.

See interactive Flashcards for Chapter 18 at www.academic.cengage.com/history/spielvogel.

**Lecture and Discussion Topics**

2. Catherine the Great and Frederick the Great: What Constitutes Greatness?
3. The Social, Political, and Cultural Role of the Nobility in the Eighteenth Century.
5. European Dynastic Military Conflicts and the Geopolitics of Global War.
Chapter 18  The Eighteenth Century: European States, International Wars, and Social Change

Group Work Suggestions and Possible Projects

1. Have students write a fictitious essay about an enlightened monarch who possesses all the attributes of the perfect enlightened king.

2. Suggest students debate the question of whether Frederick the Great (or Catherine the Great of Joseph II) was or was not an enlightened ruler.

3. Have students debate the advantages and disadvantages of enlightened absolutism, both in the eighteenth century and even to many societies today.

4. Ask students to examine the makeup and relatives sizes of the social orders or estates in Europe during the 1700s and how and why the position and living standards of each changed during the century.

5. Have individuals or groups study the causes and impacts of the major wars of the eighteenth century on the involved societies to determine whether personal or reasons of state impelled them to participate and also have them consider the roll extra-European elements played in influencing belligerent actions. A mock peace conference might enhance student understanding.

6. Have students investigate the possible reasons why it was Great Britain rather than France or another European nation which established the first world-wide empire.

7. Suggest students organize a modern Grand Tour for the twenty-first century, comparable in aim/intent and experience with the Grand Tour of the eighteenth century.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

Media Menu

See Resource Integration Guide for Chapter 18.

Handout Masters & Black Line Transparency Masters

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.
Test Bank

For an online Test Bank, see Chapter 18 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

Suggested Readings

See comprehensive list of suggested readings at the end of Chapter 18.

Web Exercises

See Internet Exercises for Chapter 18 at www.academic.cengage.com/history/spielvogel.

Document Based Questions

Directions: The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:

…understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

Part A: Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

Part B: The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:

• Has a relevant thesis and supports that thesis with evidence from the documents.
• Uses a majority of the documents.
• Analyzes the documents by grouping them in as many appropriate ways as possible.
• **Does not simply summarize the documents individually.**
• Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

**Question:** Using the documents and illustrations, analyze the class divisions that existed in eighteenth century Europe. Who were the main groups making up the European social order in the eighteenth century? How did the conditions in which they lived differ both between groups and between different parts of Europe?

**Background:** Europe’s old order still held power in the 18th century. Absolute monarchs held power in most European states. However, the ideas of the Scientific Revolution and the Enlightenment were beginning to bring change. Enlightened monarchs championed this new rationality but stopped short of surrendering any power. With or without permission, however, the new ideas would bring dramatic change to Europe.

**Part A Questions**

A. Document: The French King’s Bedtime
   • Who attends Louis XVI’s bedtime?
   • How does the King behave during his bedtime?
   • Why was the position of holding the taperstand so desirable?
   • In what way does this selection illustrate how Louis XVI had lost touch with the French people?

B. Document: The Proposals of Catherine II for a New Law Code
   • To what extent do these proposals reflect the Enlightenment ideas?
   • In what ways would these proposals have created greater equality in Russia if they had been adopted?
   • Why were these proposals not adopted?

C. Illustrations: Children of the Upper Classes and The Practice of Infanticide
   • How were children viewed in the upper classes?
   • What was home life like for the upper classes?
   • Why does the woman in the other illustration commit infanticide?
   • What happens to her?
D. Document: Marital Arrangements
   • What is expected of an upper class child?
   • Why did Sir Anthony Absolute select this particular wife for his son? How typical were such marriages for the upper class?
   • To what does Sir Anthony Absolute compare a wife?
   • Based on the evidence in this selection, what is the author’s opinion of these attitudes? How can you tell?

E. Document: Propaganda for the New Agriculture
   • How do the British manage to grow and harvest more produce than the French?
   • To what does the author attribute the high population of France?
   • What does the author say about the British peasants? To what extent was this accurate?
   • Why did the English aristocratic landholders support accounts like these?

F. Illustration: Cottage Industry
   • In what industry is this family engaged?
   • What effects did the cottage industry have on England’s rural poor?

G. Document: The Beginnings of Mechanized Industry: The Attack on New Machines
   • According to this document, in what ways are the machines more efficient than the workers?
   • Why do the workers object to the use of the machines?
   • Why do the workers insist they cannot learn a different business?
   • What long-term effects do the workers claim this will have on society?
   • What benefits did the machines bring to society?

H. Illustration: The Aristocratic Way of Life
   • What is the subject matter of each of these two paintings?
   • What does the subject matter and style of these paintings reveal about the aristocratic way of life?

I. Document: Poverty in France
   • According to the author, what three things are necessary to avoid famine in France?
   • What stands in the way of these three things?
   • What actions did the French government take? Were these sufficient?

J. Document: A Market in Turin
   • What new classes were beginning to appear in Europe?