"The Eighteenth Century: An Age of Enlightenment" Chapter 17 Reading Guide *Western Civilization - 10th Ed. - Spielvogel*

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period:\_\_\_\_\_\_\_\_\_\_\_\_**

**MAJOR THEMES / BIG QUESTIONS: (as you work through the chapter, bear these questions in mind)**

* How did the popularization of scientific thought lead to the ideas of the Enlightenment?
In what ways and to what extent did Voltaire challenge the political, religious, and societal norms of his time? (OS-7, SP-4, SP-11)
* How did Locke’s ideas of natural law and natural rights influence Rousseau and other philosophes? (OS-7, SP-4, SP-11)
* How did Adam Smith’s new economic theories challenge mercantilism? (OS-8)
* In what ways and to what extent did women participate in the Enlightenment? (OS-2, OS-4, IS-6, IS-9)
* How did the Enlightenment influence the arts? How did Neoclassical art differ from the Baroque art of the previous era? (OS-10)
* In what ways and to what extent did the ideas of the Enlightenment affect Europeans’ views about their colonial empires and indigenous peoples? (INT-1, INT-3, INT-6, INT-7, INT-11)
* In what ways were the ideals of the Enlightenment comparable to those of the Italian Renaissance? (OS-3, OS-4, OS-5, OS-9, OS-10, OS-11)

1.) Read the Blue section on p.499-500. What did the term “Enlightenment” mean in the 18th century? Who was Marie Therese de Geoffrin? What role did women play in the Enlightenment?

**17.1 The Enlightenment**

2.) How was the Enlightenment, in many ways, an extension of the Scientific Revolution of the previous century or so? What fundamental beliefs carried on throughout both?

3.) Who was Bernard de Fontanelle? Why was he such a pivotal character of the Enlightenment if he never did any actual experiments or made any new discoveries?

4.) What is skepticism? How was this “New Skepticism” different from the previous century?

5.) Who was Pierre Bayle? What was his attitude towards religion?

6.) The term “noble savage” is of significance in the works of some philosophes. What is it? How is it important?

7.) How are the ideas of “skepticism” and “cultural relativism” connected? What is “cultural relativism” and why were people thinking about it?

8.) Spielvogel credits two Englishmen, Isaac Newton and John Locke, for being the most intellectually inspirational pre-Enlightenment thinkers. We already learned about Newton. Who is Locke? What did he write? Why were his ideas new and significant?

9.) What is a “philosophe” and what kinds of roles did they play in society? What was the capital of the Enlightenment?

10.) What were the ideas put forth by Baron de Montesquieu in *The Spirit of the Laws?* Although he was French, who did he use as a model example of government? Why?

11.) What class was Voltaire from and what line of work brought him early success? Of which elements in French society and government was Voltaire most critical?

12.) What was the “Calas Affair” and how did it relate to Voltaire’s opinion of the church?

13.) What is “Deism”? Are deists atheists or not? Do they believe in God? If so, how are they different than typical Christians?

14.) Who is Denis Diderot and what is he best known for helping create?

15.) Spielvogel says that many of the philosophes of the 18th century attempted to uncover “Natural Laws” pertaining to the “Science of Man.” What did he mean by this? Were they successful? Why or why not?

16.) Who is David Hume? What was his famous work entitled and what did he argue in it?

17.) Who are the “Physiocrats” and what did they study? What were the names of some notable physiocrats?

18.) In what respect did physiocrats reject (or repudiate) mercantilist economic beliefs? What did they stress as being different from what mercantilists fundamentally believed? What is “laissez-faire” economics?

19.) What did Adam Smith write in *The Wealth of Nations*? How was his argument just slightly different than the physiocrats? What is “economic liberalism” and is this term the same as what we view as “liberal” today? Why not?

20.) How were Paul d’Holbach’s views considered rather extreme, or radical, for his time?

21.) Why is Marie-Jean de Condorcets’s view of humanity both ironic and tragic?

22.) Jean-Jacques Rousseau has to be one of the more complex figures of the Enlightenment. His ideas are at times obscure and contradicting. Do the best you can to describe his views on the following topics.

 a.) Government:

b.) The Social Contract

c.) The General Will

d.) Individual Freedom

e.) Education

23.) How did the Enlightenment, in some ways, reinforce the same old gender values that had been practiced in pre-Enlightenment times?

24.) Who was Mary Astell? What were two major ideas she argued?

25.) Who was Mary Wollstonecraft? What did she write? What contradictions did she point out from other male Enlightenment thinkers?

**17.2 Culture and Society in the Enlightenment**

26.) In terms of social class, who most benefited from the Enlightenment? Why? Who were most likely to oppose such a movement? Who was least affected by the Enlightenment?

27.) What are Salons? What function did they serve in the 17th and 18th centuries? Who ran them? What other venues of the time had similar functions?

28.) How is Rococo art different from the Baroque (hint, be very deliberate and specific about how you answer this one… ALWAYS avoid using generic terms like “more detailed” or “realistic” when describing any art style)29.) What are some examples of Rococo art and architectural styles? Who are the artists that created each? (hint, name at least 3)

30.) Fill out the chart below describing music of the 17th and 18th centuries.

|  |  |  |  |
| --- | --- | --- | --- |
| **COMPOSER** | **YEARS** **(born-died)** | **FAMOUS PIECES** | **BRIEF DESCRIPTION OF WHAT THEY ARE REMEMBERED FOR** |
| **Johann Sebastian Bach** |  |  |  |
| **George Friedrich Handel** |  |  |  |
| **Franz Joseph Haydn** |  |  |  |
| **Wolfgang Amadeus Mozart** |  |  |  |

31.) What is the significance of the development of the novel during this time? What makes novels different than other books? To which audience were novels most appealing? What are some more notable novelists?

32.) How did the writing of history change in the period of the Enlightenment from how it was written by humanists of the Renaissance? What was emphasized? What were the weaknesses?

33.) What is the difference between “high culture” and “popular culture”? What parts of society made up each group? What role did print media play in the 18th century?

34.) How did education change in the 18th century? Who obtained an education during this era? What did their education focus upon, and what reforms were made toward the end of the 18th century?

35.) How were punishments handled almost everywhere in Europe? How frequently was the death penalty invoked? What differences existed between social classes in terms of judicial punishments?

36.) Who is Cesare Beccaria? What did he write? When did he write it? What did he argue about capital punishment?

37.) How was medicine conducted in the 17th and 18th centuries? Was there much forward progress during this time? What were the differences between physicians, surgeons (or barber-surgeons), and apothecaries? How were they regarded in society?

38.) What role did “festivals” or “fetes” play in popular culture? How was “Carnival” different from other festivals?

39.) What function did taverns play in places like England and Russia? What effect did alcohol have on the social classes?

40.) What are chapbooks? How did literacy amongst the lower classes in France spread in this time?

41.) What was the attitude of the ruling classes of educating the poor? Why do you think this was the case?

**17.3 Religion and the Churches**

42.) Both the Catholic and Protestant churches found themselves in a similar position during these centuries. What roles did they play?

43.) What happened to the Jesuits during this time? What two greater trends did this collapse represent in terms of the direction the Catholic church was heading during the 18th century?

44.) How much progress was made toward religious tolerance during this time?

45.) What are pogroms and who were most often targeted by them? How did the philosophes react to this?

46.) Religious devotion remained strong in the 18th century despite skepticism and deism. Spielvogel argues that because of these movements, however, some theologians moved to a more “rational” Christianity, favoring greater depths of religious experience. What were a few approaches to accomplishing this?

**DISCUSSION QUESTIONS FOR THE PRIMARY SOURCES (BOXED DOCUMENTS)**

1. “The Separation of Powers”: As seen in this selection, what is Montesquieu's doctrine of the separation of powers? From which country’s government might he have gotten his ideas? What are the underlying moral and political justifications of this system of government? How has this conception of the proper structure of the state clearly influenced later efforts in revolutionary rebuilding of government? Where? (page 504)

2. “The Attack on Religious Intolerance”: What are Voltaire’s ideas regarding religious intolerance?

Compare and contrast the excerpts from Voltaire’s The Ignorant Philosopher and Candide is his discussion of the problem of religious intolerance. Do you think one is more effective than the other?

Voltaire was a controversial figure in the eighteenth century? Why? Are his ideas regarding religion controversial today? If so, where? (page 505)

3. “Diderot Questions Christian Sexual Standards”: What does this passage from Diderot’s Supplement to the Voyage of Bougainville say about enlightened conceptions of nature and the place of physical pleasure in human life? What might the connections be between writing of this kind and the simultaneous deeper investigations of the human body and human senses typical of the Enlightenment? (page 506)

4. “A Social Contract”: What is Rousseau's concept of the social contract? What implications did it contain for political thought, especially in regard to the development of democratic ideas? What does

Rousseau mean by “the general will”? Might that concept lead as much to dictatorship and totalitarianism as to democracy? Why and/or why not? (page 509)

5. Opposing Viewpoints: Women in the Age of Enlightenment: Rousseau and Wollstonecraft. Page 511; Questions in box

6. “The Punishment of Crime”: What does this selection reveal about the punishment of crime in the eighteenth century? What impact do you think such descriptions had on the philosophes' attitudes toward justice and the current royal administrations of the state? (page 5218)

8. “The Conversion Experience in Wesley's Methodism”: How does the emotionalism of this passage relate to enlightened thinkers' fascination with the passions and the workings of human reason? Did eighteenth-century religious thinkers and religious practices accept or reject new enlightened ideas about human nature and behavior? How would Voltaire have responded to Wesley and his revivalism? (page 524)

**Key Terms and Identifications:**

1. Immanuel Kant

2. Fontenelle’s Plurality of Worlds

3. John Locke’s tabula rasa

4. Essay Concerning Human Understanding

5. philosophes

6. Montesquieu’s The Spirit of the Laws

7. Voltaire’s Treatise on Toleration

8. Denis Diderot’s Encyclopedia

9. David Hume

10. Physiocrats

11. Francois Quesnay

12. Adam Smith’s Wealth of Nations

13. laissez-faire

14. Condorcet and Baron d’Holbach

15. Jean-Jacques Rousseau’s The Social Contract and the general will

16. Mary Astell’s A Serious Proposal to the Ladies

17. Mary Wollstonecraft

18. Vindication of the Rights of Woman

19. Marie-Therese de Geoffrin

20. Rococo

21. Neoclassicism

22. Jacques-Louis David

23. Johann Sebastian Bach

24. George Frederick Handel

25. Franz Joseph Haydn

26. Wolfgang Amadeus Mozart

27. Samuel Richardson’s Pamela

28. Henry Fielding’s History of Tom Jones, A Foundling

29. Addison and Steele’s Spectator

30. Realschule and Volkschulen

31. Cesare Beccaria

32. Joseph II’s Toleration Patent

33. Ashkenazic and Sephardic Jews

34. pietism and the Moravian Brethren

35. John Wesley and Methodism