

Module 1	<p><b>Introduction Video</b></p> <ol style="list-style-type: none"> <li>1650-1800 - in Europe</li> </ol> <p><b>Lecture - What is the Enlightenment</b></p> <p>What is the Enlightenment</p> <ol style="list-style-type: none"> <li>Traditional concepts included in histories of the enlightenment             <ol style="list-style-type: none"> <li>Age of reason - a period where there was an ascension of rational thought, apply reason to problems and answer them, shift from earlier periods where there was reliance on traditional, faith, religion, superstition, magic, supernatural</li> <li>Rise of science - look for scientific evidence and use a scientific mindset</li> <li>Champion intellectual advancement - strides in terms of ideas and learning, investments in educations and cultivating advancements</li> <li>Rights of man - there was a focus on politics and political philosophy, thinking about the set of ideas that is going to produce the french revolution and the rights of man, era where they decide that they don't need a monarch anymore</li> </ol> </li> <li>Canon - Locke, Voltaire, Montesquieu, Hume, Rousseau, Kant             <ol style="list-style-type: none"> <li>A sense that the enlightenment is a body of thought produced by these white men philosophers</li> </ol> </li> <li>The problem with these approaches to the enlightenment is that it is very narrow - it is more than the age of reason and the advancement of science and the writings of these few men</li> </ol> <p><b><u>The Making of Modernity</u></b></p> <p>What was early modern Europe like? (1500-1650)</p> <ol style="list-style-type: none"> <li>Predominated by rural peasants (90+% of the population)</li> <li>Almost all illiterate</li> <li>Dominated by agriculture</li> <li>People live in little villages, don't travel much</li> <li>Not that linked into the places around them</li> <li>Don't know a whole lot about what is going on in other places</li> <li>Dominated by religion - major part was the protestant reformation</li> <li>In the 18th century, the world starts to look far more modern</li> </ol> <p>Modernity Emerging</p> <ol style="list-style-type: none"> <li>Increased migration to urban areas - a powerful source of change</li> </ol> <p><b><u>A World in Transition</u></b></p> <ol style="list-style-type: none"> <li>1648 - treaty of Westphalia             <ol style="list-style-type: none"> <li>marks end of the religious wars, Protestantism and Catholicism are accepting of each other</li> <li>First major peace treaty that the pope is not invited to</li> <li>Role of the catholic church is slipping, remains important, but not as much so</li> </ol> </li> </ol>
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2. 1649 - Parliament executed King Charles I
  - a. After the civil war in England the king is put on trial and executed
  - b. Experiment with rule by parliament
  - c. Rule for the bulk of the 1650s without a king
3. 1660 - Royal society of London founded
  - a. Development of sciences
  - b. An organisation that brings together scientists
  - c. They have a publication, public experiments, open talks, important development symbolic of the ways that there is a significant development of the sciences
  - d. Issac newton publishes what is seen to be the bible of the scientific revolution
    - i. Work that offers mathematical explanations as to why matter acts the way it does
    - ii. Blueprint of the whole universe
4. 1688 - glorious revolution
  - a. Englands runs another king out
  - b. Replace the king, but the king has to work with parliament, no longer an absolute monarch
  - c. Influences John Locke
5. 1689 - John Locke
  - a. Writes letters concerning toleration and two treatises of government
  - b. His works influence others and influence the US revolution
  - c. Shouldn't be the government's job to impose religion on other people
6. 1694 - bank of England is founded
  - a. Linked up to the world through trade
7. See experiments with ideas that are going to become a democracy, changing attitudes to religion

**The Enlightenment: a series of problems**

1. There were lots of people writing during this period
2. There was a broad range of ideas on all sorts of issues during this period
3. Think about the enlightenment as a series of problems or themes

**Theme 1 - monarchy**

1. Should one person have complete power
2. Just about everywhere has a monarch
3. People are used to living under monarchies
4. Only in rare cases do they rebel against it
5. People are debating if they want to keep a monarchy
6. The French revolution is built to
7. If not a monarchy, what should you have, what does it mean about the claim to the monarchy

8. If there is no king, then this is also a religious stance

#### Theme 2 - New Social Worlds

1. The world was changing in material ways
2. What happens when a million people decide to live together (urbanisation)
3. There is increased urbanisation, literacy, and industrialization

#### Theme 3 - Ways of knowing/how to win an argument

1. Think about the ways in which authority is changing
2. Evidence and proof is changing
3. To debate something you need to have evidence and proof
4. Start making fun of the people who had hosted the witch hunt
5. They figure out how to generate electricity

#### Theme 4 - The problem of difference

1. At the heart of the enlightenment, there are debates about the difference
2. What if you don't want to extend rights to everyone
3. Proclamations of universal rights, but there is still a slave trade, colonization, and patriarchy
4. Once there is a proclamation of universal rights, what do you do with the people that they didn't want rights extended to
  - a. Some people led abolitionist, feminist movements
  - b. Existing elements of the century was during these sorts of debates
5. Problem they spend considerable time on

#### Theme 5 - The changing economy

1. Capitalism commodifies everything
2. Starts in the 1700s
3. Adam Smith wrote his Wealth of nations in 1776
4. Well developed capitalism in theory and practice by the end of the 18th century
5. The problem of slavery was a political philosophical problem because there is a massive industry
  - a. People owned stock in slaves even if they didn't own slaves
  - b. People didn't want to free slaves because they had stock in them

#### **The Enlightenment Many Contradictions**

1. People who proclaim the rights of life liberty and property profit from the slave trade
2. In an age committed to science, almost everyone remains religious
3. Men who champion learning and intellectual advancement oppose opening universities to women
4. By the 18th century, there is
  - a. Democracy
  - b. Capitalism
  - c. Industrialization

	<ul style="list-style-type: none"> <li>d. Empire</li> <li>e. Global trade</li> <li>f. Steam power</li> <li>g. Stock markets</li> <li>h. Cities of 1 million</li> <li>i. Mass literacy</li> <li>j. Daily newspapers</li> <li>k. Electricity</li> <li>l. Genetics (sort of, more like crossbreeding and heredity)</li> <li>m. Inoculation and vaccination</li> <li>n. Vegetarianism</li> </ul>
Module 2	<p><b>Lecture Video 1</b></p> <ul style="list-style-type: none"> <li>1. Increased urbanisation</li> <li>2. Cities becoming bigger and larger cultural forces</li> <li>3. More people in cities can read</li> <li>4. All the major cities are growing, London is growing the fastest</li> <li>5. The city is getting geographically larger</li> <li>6. People are living outside of the mediaeval city walls</li> <li>7. This urbanisation picked up especially after 1750</li> </ul> <p>Migration</p> <ul style="list-style-type: none"> <li>1. Deaths outnumber births in cities <ul style="list-style-type: none"> <li>a. They are dirty and unhealthy places to live</li> <li>b. Infant mortality is getting worse</li> </ul> </li> <li>2. London imports about 7,000 migrants annually between 1500-1800</li> <li>3. The young people were the ones migrating <ul style="list-style-type: none"> <li>a. They feel they do not have a future in their rural areas</li> <li>b. The wages are higher in cities than the pay for rural workers</li> </ul> </li> <li>4. Men get apprentices - 10% of population is apprentices</li> <li>5. Women's primary destination is domestic service</li> </ul> <p>Social Makeup of cities</p> <ul style="list-style-type: none"> <li>1. Massive poverty in London</li> <li>2. Tax data <ul style="list-style-type: none"> <li>a. 50-60% are poor and tax exempt</li> <li>b. 5% is the aristocracy</li> <li>c. About 40% is the middle class</li> </ul> </li> <li>3. Class segregation <ul style="list-style-type: none"> <li>a. 1560 - 73% inside walls, 27% outside</li> <li>b. 1680 - 24% inside walls, 76% outside walls</li> <li>c. The poor people lived primarily outside of the walls</li> <li>d. New social tension building up as there is a large body of the poor</li> </ul> </li> </ul> <p><b>Lecture 2 - Literacy and reading</b></p> <ul style="list-style-type: none"> <li>1. Printing press comes on the scene in the 14th century</li> </ul>

2. In the 1640 36% of men and 15% of women could read in england
3. 1750s was the age of mass literacy
4. Key variables in literacy
  - a. Religion
    - i. Protestants are encouraged to be able to read the bible themselves
    - ii. Higher literacy rates in protestant europe
  - b. Urban/rural
    - i. People living in cities have higher literacy rates
    - ii. Driven by what peoples jobs are
    - iii. Some jobs demanded a level of literacy
    - iv. The more people were involved in buying and selling goods the more literate people were
  - c. Region
    - i. In the london area people were more likely to own books
    - ii. Cities like london are transforming into new modern places
    - iii. 90% of men in london could read in 1700, 60% of women
    - iv. 69% of domestic servants could read in london

#### What were people readings

1. People were reading everything
2. Can see from book sale catalogues you can see the diversity in what people are reading
3. Non-fiction, fiction
4. Demand for religious books declines
5. Novels were the most important growth industry in the 18th century
6. Novels often deal with social, political ideas
7. There was relatively little censorship at the time - it was weak, ineffective, and there was a huge black market with smuggling

#### Newspapers

1. Explosion of newspapers
2. There are news sheets in the 16th century - if something important happened then they would be printed on off
3. Regular newspapers start to be printed each week in the 1630s and 1640s
  - a. This is primarily in urban areas
4. Smaller cities start to get newspapers in the 1700s
5. 18th century cities are flooded with cheap print - cost is no obstacle to obtaining reading material
  - a. More people can own books
  - b. Books are no longer just for the aristocracy
6. Daily newspapers create the idea of yesterday's news - it is no longer valuable

	<p><b>Lecture 3 - The coffee house as revolutionary</b></p> <ol style="list-style-type: none"> <li>1. All sorts of different people could come together read and debate</li> <li>2. It has the potential to be subversive and it concerned some people like the king of England</li> <li>3. Regular people could use coffee houses</li> <li>4. People are discussing amongst themselves and can judge the decisions of their governments</li> <li>5. Authorities are worried about the potential for disorder and subversion of traditional authority figures</li> <li>6. People liked going to these places</li> <li>7. People felt free to state their opinions in these places</li> <li>8. There is socialisation between different classes,</li> <li>9. In these places people are able to speak their mind on anything that they have an ability on</li> <li>10. Social barriers are being broken down</li> <li>11. There were coffee houses all over London - 11 on just a few city blocks</li> <li>12. Certain houses developed a reputation for different topics of debate</li> <li>13. This is happening in the UK as well as other places on the continent</li> </ol> <p>What's the big deal with coffee houses</p> <ol style="list-style-type: none"> <li>1. It is not so much that people are debating new ideas, instead that it is new people debating ideas</li> <li>2. Coffee houses opened up the area of debate to new people and social classes</li> <li>3. Tens of thousands of people are suddenly brought into conversations together</li> <li>4. Regular working people are in these coffee houses and a part of these debates</li> <li>5. The new social world will bring new challenges for the political system - ie. the problem of monarchy</li> </ol> <p>The enlightenment old and new</p> <ol style="list-style-type: none"> <li>1. The enlightenment included people in the working and middle classes debating ideas and reading these ideas</li> <li>2. These people cannot be kept out of the political system anymore</li> </ol>
Module 3	<p><b>Video 1</b></p> <ol style="list-style-type: none"> <li>1. The ways that knowledge shifted and developed in this period</li> <li>2. Not a focus on particular ideas</li> <li>3. The culture was shifting in important ways</li> <li>4. The ways of thinking about things changed and became more modern</li> <li>5. Changes to what constituted good evidence</li> </ol> <p>Science</p> <ol style="list-style-type: none"> <li>1. The scientific revolution happens before the enlightenment</li> <li>2. The old system was mediaeval scholasticism</li> </ol>

- a. Logic builds in the classical wisdom - have a starting point that they build on
  - b. These people were thought to have given truths
- 3. In the 16th and 17th centuries, these authorities were under challenge and revision
- 4. Mechanistic philosophy - the world is the way that it is because it is operated on by different forces, and looking at nature as if it is a machine with forces that we can measure
- 5. Hyper rationality - we can understand the world and nature - can't answer things by just thinking about them, also have to do experiments
- 6. Empiricism - hands-on experimentation
- 7. Scepticism of traditional authorities as older systems are disproven
- 8. Creation of universal laws - they are trying to create universal truths and laws
- 9. Confidence in maths for proving things
- 10. Enlightenment is often thought of as it is a light out of the dark ages
  - a. The middle ages were called the dark ages in the enlightenment
  - b. There is a light coming from science
- 11. Optimism comes from the scientific method
  - a. Believe that if you can apply the scientific method to everything and create the perfect world
  - b. Think that they can predict the future through science
  - c. Abolition of inequality between nations, the progress of equality within nations and the true perfection of mankind is achievable through the scientific method
- 12. Birth of social sciences - law, politics, economics, social reform, agriculture
- 13. Encyclopaedia - a great project of the enlightenment
  - a. Editors are Didero and D'Alembert
  - b. A scientific, mathematical and technical approach to a wide range of topic
  - c. Criticised by the french crown because they thought it was going to stir revolution
- 14. Taxonomy - example from encyclopaedia
  - a. Development of a system of dividing nature
  - b. Way of organising data to go from the general to the specific
  - c. People start to get put into these categories - this is often racist and separates different ethnicities
  - d. Powerful sense of having dominion over nature
- 15. Didero creates a system for human knowledge
  - a. Breaks down different types of learning
- 16. Science is being relied on for more, this comes at the expense of many other ways of thinking, often religion

## Lecture 2 - Enlightenment and Religion

1. St Bartholomew's massacre
  - a. A metal commemorated the slaughter of the Huguenots
  - b. This was part of attitudes to religion in the 16th and 17th century
2. Diderot
  - a. Under reason, there is a category of the science of god
  - b. Religion is near science, but it is also just a hair removed from superstition
  - c. Diderot is an atheist
  - d. Religion is in a reduced position
3. Front of Encyclopaedia
  - a. The women truth is having her veils removed light is gives light
  - b. Reason and philosophy are removing the veils
  - c. Theology is at the centre, but she is not looking at truth
4. Criticism
  - a. There starts to be a criticism of religion
  - b. Diderot is an atheist, still extreme, but more atheists are starting to be found
  - c. He writes about how god is not important - he believes this and can express this publicly
  - d. He is a radical
5. Deism
  - a. A scientific approach to religion
  - b. You could prove religion to be true through reasoned argumentation and a study of nature, not revelation
  - c. God created the world, but then doesn't intervene all the time
  - d. God steps back and lets the world run like a machine
  - e. The metaphor of the clockmaker
  - f. Newton believes in god
  - g. Descartes also believes in god
6. The study of nature becomes like the study of god - by a better understanding of how the world operates, you can better understand god
7. Fewer people believe that religion is worth killing and dying over
  - a. They become more tolerant of religious differences
  - b. Religion becomes more of a private affair
  - c. John Locke - argues that it shouldn't be the state's job to enforce religious uniformity
    - i. Toleration act is passed in England in 1688 - suspends some laws against non-Anglicans
    - ii. Joseph II in Austria - emancipation of protestants and relaxed some of the laws against jews
  - d. Shift in religion is small but profound



- e. The religious mood is turned down because there are other ways of thinking
- f. People are not reading the bible as literally
- 8. John Locke is also thinking politically

### Lecture 3 - Challenging Absolutism

1. Think about the ways that modern political theory challenges absolutism
2. Kings argued that they were given power by God, and they were getting more power and became absolute rulers
3. Move to challenge the notion of an absolute monarchy king
4. John Locke
  - a. British political theories
  - b. 1689 - two treatises for government
  - c. This is bound up in the glorious revolution - they run James out of the country
    - i. He is catholic
    - ii. Give the crown to his daughter Mary who is married to William of orange
  - d. Trying to lay out a justification for toppling the king
  - e. Uses a scientific mode of arguing
  - f. To understand politics we have to go back to the state of nature
    - i. Human societies grow naturally
    - ii. There is no civil society
    - iii. People push each other around and take stuff
  - g. They come together and create a social contract
  - h. The relationship between the government and the governed is contractual and there are obligations on both sides
    - i. The king's power is not absolute - it is limited by his obligations
    - ii. If the government is not upholding this then the contract is null and void
    - iii. They can then have a revolution and overthrow the kind
  - i. The king's power is not divine - it is coming from the people upwards
    - i. Social conception of power rather than divine
  - j. Argue that people have natural rights - life, liberty and property
    - i. Sovereign cannot infringe on these rights
    - ii. You have these rights from birth, they are natural and universal
    - iii. Operate like newton's natural laws - operates like a machine
5. Later social contract thinkers are Jean Jacques Rousseau and Thomas Jefferson

	<ol style="list-style-type: none"> <li>6. See a world of kings, but there are lots of debates about how much power a monarch should have</li> <li>7. Idea emerges that all men by nature are equal - a statement by Locke</li> <li>8. Rousseau has an emphasis on equality</li> <li>9. These ideas are circulating, and are being talked about in these coffee shops</li> <li>10. A world of monarchy, but shifting ideas of thinking about it</li> <li>11. Does Not lead to immediate revolution but sows the seeds</li> </ol> <p>Conclusion</p> <ol style="list-style-type: none"> <li>1. There are new ways of thinking and new ways of knowing, but these lead to new problems</li> <li>2. Presentation of fanatical religion</li> <li>3. The idea that reading the bible is foolish</li> <li>4. What happens when science starts to contradict the bible</li> <li>5. If the foundations of the church and monarchy can be questioned, how far should the questioning go</li> <li>6. If people have natural rights, then what happens to slavery, patriarchy, aristocratic class privilege, colonialism</li> </ol>
Module 4	<p><b>Lecture 1</b></p> <ol style="list-style-type: none"> <li>1. The key moment in the larger history of gender</li> <li>2. Debates about gender are emblematic of larger thought structures</li> <li>3. Links to the debate about the difference</li> <li>4. New social worlds of literate cities</li> <li>5. New ways of knowing</li> <li>6. Locke was responding to theories of monarchy and trying to offer an alternative vision</li> <li>7. Divine right theory <ol style="list-style-type: none"> <li>a. Kings as fathers, and fathers as kings</li> </ol> </li> <li>8. Locke's response <ol style="list-style-type: none"> <li>a. Patriarchs power is limited and not absolute</li> <li>b. The mother and the father have equal power over their children</li> <li>c. Not suggesting that women are equal to men</li> <li>d. He says at one point that all men are equal - does he mean men or mankind</li> <li>e. Opportunity for thinking that women may have rights</li> </ol> </li> <li>9. Lots of thinkers are talking about women's rights</li> </ol> <p><b>Lecture 2</b></p> <ol style="list-style-type: none"> <li>1. Skyrocketing rates of female literacy <ol style="list-style-type: none"> <li>a. In cities, it is even higher</li> </ol> </li> <li>2. There are increasing numbers of newspapers directed at women - a growing market as there are more women who can read <ol style="list-style-type: none"> <li>a. Written by and for women</li> </ol> </li> </ol>

- b. In these women can express their opinions without being ridiculed by men
- c. There is talk of women's rights and liberties
- d. There are a range of opinions in these as well - as there are in general thought
- 3. Patriarchy's challenge
  - a. Question of how to exclude women that the enlightenment promised and that they were actively seizing

### Video 3

1. How do they maintain the gendered social relationship that men like
2. Conceptualised through the doctrine of separate spheres
  - a. Confinement of women to the domestic sphere while men monopolise the public sphere of work, economy and politics
  - b. A lot of people still did work in the homes, and thus their whole family was still there
    - i. domestic space as well as a place of work
    - ii. There is no true private sphere that is totally separate
  - c. As there is increasing industrialization work is taken out of the home and the whom just becomes the domestic sphere
  - d. This is class-specific - poor women still have to work
  - e. Not an accurate representation - women were participating in the public sphere
  - f. This is an ideal, not a reality
  - g. There were prescriptive literature and conduct books to teach women how to act
3. There is a stress on difference - Jean Jacques Rousseau
  - a. Writes a book - emile
  - b. The education of Sophie
  - c. Women are fundamentally different so their education is different
  - d. Boys and girls should be educated differently
  - e. Differences between men and women arise from their biological differences
  - f. The education of women should be about pleasing and making men's lives better
  - g. Art of thinking is not forbidden, but they should only skim the sciences of reasoning
  - h. He argues that this is just natural
4. Medicine of difference
  - a. Use science to argue for difference and exclusion
  - b. Discussions of anatomy and skeletons
  - c. Role of the nerves - women can be easily overstimulated
  - d. Talk about hysteria - female forms of mental illness, they are less stable - the mind does have a sex

	<ul style="list-style-type: none"> <li>e. Doctors depicted women as irrational, or less rational in this period</li> <li>f. Importance of maternal breastfeeding - movement to have children breastfeed from their mother</li> <li>g. Men start to become midwives - the rise of the male doctor displaces the role of women and female knowledge</li> </ul> <p><b>Lecture 4</b></p> <ul style="list-style-type: none"> <li>1. Debating gender in the french revolution <ul style="list-style-type: none"> <li>a. Question if women should exercise political rights and be involved in the government</li> <li>b. Women do not have the moral and physical strength to debate things</li> <li>c. Women should not be in the public sphere because they are meant to be in the private</li> <li>d. Women are not granted great intellectual effort or be able for long strides</li> <li>e. Morals and nature have assigned the functions of women - educate men, prepare children's minds</li> <li>f. If women were in the public then they would be leaving their families at home</li> <li>g. National convention says that clubs and societies of women are prohibited</li> </ul> </li> <li>2. Conclusion <ul style="list-style-type: none"> <li>a. Enlightenment presented opportunities for women - they were literate, where publishing, and there was increasing terminology</li> <li>b. Women are using the language of the enlightenment to get involved in the public sphere</li> <li>c. Medical science and other discourses try to push women into the domestic sphere</li> </ul> </li> </ul>
Module 5	<p><b>Lecture 1 - Property Rights vs Human Rights</b></p> <p>Theories of Racial Difference</p> <ul style="list-style-type: none"> <li>1. Traditional and dominant explanation is monogenesis <ul style="list-style-type: none"> <li>a. All humans come from adam and eve so all people are basically the same</li> <li>b. No fundamental difference</li> <li>c. Bodies adapt to their environment so this causes physical differences between people</li> <li>d. Soft hereditarianism - these differences are not permanent - the European body can adapt <ul style="list-style-type: none"> <li>i. But these differences become fixed over many generations</li> </ul> </li> <li>e. Is monogenism less racist than other ideas to come</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>f. Differences are nearly permanent in this theory</li> <li>g. Monogenisists still believe in hierarchy were Europeans are superior</li> </ul> <p>2. Natural history</p> <ul style="list-style-type: none"> <li>a. There is a historical way of thinking that has been developed over time</li> <li>b. Different political thinkers talk about the state of nature</li> <li>c. Thinkers start to think about this in other ways</li> </ul> <p>3. Stadial theory/4 stages theory</p> <ul style="list-style-type: none"> <li>a. People have developed economic stages of survival</li> <li>b. Travelling around the world you will find different stages of civilization</li> <li>c. Stage 1 - hunting stages - savages</li> <li>d. Stage 2 - herding - shepherds</li> <li>e. Stage 3 - agriculture - farmers</li> <li>f. Stage 4 - commerce - merchants</li> <li>g. These are theories created by the British because they think that they are the most advanced</li> <li>h. Emphasis on economics and economic thinking</li> <li>i. This leads them to talk about differences between the stages in terms of physical, intellectual, moral and cultural stages</li> <li>j. They can progress through the ranks, but still establishes a sense of hierarchy</li> <li>k. Europeans were once like them, but they are now ahead</li> </ul> <p>4. Comparative anatomy</p> <ul style="list-style-type: none"> <li>a. Discussion of skeletons between the races</li> <li>b. 5 races are determined <ul style="list-style-type: none"> <li>i. White</li> <li>ii. Yellow</li> <li>iii. Brown</li> <li>iv. Black</li> <li>v. Red</li> </ul> </li> <li>c. Adam and Eve were white and others degenerated from there - the language of degeneration is important</li> <li>d. The differences are more than skin deep <ul style="list-style-type: none"> <li>i. These are skeletal differences as well</li> </ul> </li> </ul> <p>5. Classifying difference - taxonomy</p> <ul style="list-style-type: none"> <li>a. Linneays creates 4 races <ul style="list-style-type: none"> <li>i. Americanus</li> <li>ii. Asiaticus</li> <li>iii. Africanus</li> <li>iv. Europeanus</li> </ul> </li> <li>b. Seeing race as an important scientific fact</li> </ul>
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## 6. Polygenism

- a. Humans come from different origins
- b. Maybe races are essential differences
- c. See them as different species of people
- d. It was a minority belief, but not a fringe idea

## Lecture 2

1. The driving force of the slave trade is not racism, it is likely driven by labour demands in the colonies after the collapse of the indigenous population
2. Before the conception of race the african slave trade had already started
3. First slave ships started in 1502 or 1503
4. About 20% die in passage
5. About 45% of them go to brazil
6. 37% go to the caribbean
7. 11% spanish america
8. 3.6% north america
9. England is the largest slave trading nation by 1690
10. Tax revenue from slave production =  $\frac{1}{3}$  of the english governments revenue
11. The slave trade was done primarily through private companies and royal monopolies
  - a. It is done by private companies that have the royal stamp of approval
  - b. This is done like HBC
  - c. This is very expensive upfront and they raised money through stocks
  - d. Huge amounts of the british population have stock and are benifitign from the slave trade, and are complicit in this
12. There is a lot of econmic integration with the slave system
  - a. A lot of product is produced thy them
  - b. There are insurers involved in it
  - c. There are taxes taken from it
  - d. There are slave ship builders

## Lecture 3 - Abolition

1. Johnathan Strong and James Summerset are slaves who are brought to London and escape
  - a. Owners catch them and try to bring them back to slavery
  - b. Granville Sharp then try to free them
  - c. These were legal cases fought on narrow legal grounds - pitted contract law and property rights against human rights
  - d. Property rights are also important rights in the enlightenment
2. Granville Sharp

- a. Argues that the human right to liberty is a superior right to his owners right to property
- b. Sommersett ends up being freed, which energises abolitionists and terrifies slave traders
- c. Slavery and the slave trade are not struck down overall yet
- 3. Slave traders respond to the somersett decision
  - a. Judgement is criticised in the paper
  - b. Edward Long a jamaican plantation owner writes against this decision
  - c. Legal argument - britain has laws governing the slave trade, so therefore it is within british law
  - d. Uses fear mongering saying that women have sex with africans and thus the nation is becoming tinted
  - e. Science - argues that you can treat them differently because they are different, and thus do not get universal rights
  - f. Samuel Estwick - legal distinction on different people because of their differences, they are savages and will always be so they should be used as objects of trade and commerce
- 4. Society for effecting the abolition of the slave trade
  - a. Small organisation that tries to change public opinion
  - b. Petitions talking about the evils of the slave trade
  - c. Boycotts of sugar that comes from slave labour
  - d. Publish a narrative of a former slave
  - e. They get the slave trade act passed that governs the conditions on slave ships
- 5. Opposition
  - a. They talk about national strength
  - b. Link abolition to radicalism who are trying to undermine the authority
  - c. Haitian revolution - slave uprising which succeeds and is terrifying to plantation owners
  - d. Revolutionary france abolishes slavery in 1794
  - e. They try to prevent a kind of slavery
    - i. It is a lovely place where people are being looked after
- 6. Abolitionists have success
  - a. Shows the power of the public sphere
  - b. Failed bill in 1791
  - c. In 1807 there was an act for the abolition of the slave trade
    - i. Can't import them anymore
  - d. Slavery ends in the British empire in 1833/1834
  - e. Ends in us until 1865
  - f. Brazil in 1888
- 7. Conclusion

	<ul style="list-style-type: none"> <li>a. Debates over slavery put enlightenment ideas on trial <ul style="list-style-type: none"> <li>i. Staggering brutality of the 18th century\</li> <li>ii. Enormous potential for hypocrisy</li> <li>iii. Power of enlightenment forces to effect change</li> <li>iv. Importance of scientific discourse to systems of power</li> <li>v. Centrality of the emerging capitalist worldview - property, contracts, profits, stock markets, insurance, global trade ext</li> </ul> </li> </ul>
Module 6	<p><b>Lecture Vid 1</b></p> <p>Anatomy</p> <ul style="list-style-type: none"> <li>1. Before 18th century there was a 1 sexed biology</li> <li>2. Suggested that men and women had the same set of reproductive organs <ul style="list-style-type: none"> <li>a. Thought ovaries were like testicles</li> <li>b. Penis was like the vagina</li> <li>c. Uterus was like the scrotum</li> <li>d. These were just in different places</li> </ul> </li> <li>3. Different because of different heat and moisture <ul style="list-style-type: none"> <li>a. Men were hot and dry</li> <li>b. Women were cold and moist</li> </ul> </li> <li>4. Women were imperfect men because they are too cold, and thus have to menstruate because they have waste that women's cold bodies cannot burn up</li> <li>5. Women were imperfect man</li> <li>6. One sex model survives despite dissection</li> <li>7. The model was read onto the body, confirmed what was already believed</li> <li>8. Dissections were demonstrations not experiment</li> <li>9. Epistemology - how do we know what we think we know</li> <li>10. Culture influences what science discovers</li> </ul> <p>Two-Sexed Model</p> <ul style="list-style-type: none"> <li>1. Doctors start to suggest that the female body is fundamentally different from the man's body</li> <li>2. Just as skeletons and nervous systems were gendered and racialized so too were reproductive organs</li> <li>3. Possible to gender these things</li> <li>4. Science provides a scientific and natural rationale for treating women differently</li> </ul> <p><b>Lecture 2</b></p> <ul style="list-style-type: none"> <li>1. One sexed model <ul style="list-style-type: none"> <li>a. Both sexes produce seed</li> <li>b. Both seeds needed for reproduction</li> </ul> </li> <li>2. Two sexed model</li> </ul>



- a. Man produces seed
- b. Woman incubates seed
- c. Active male and passive female
- 3. Preformationism
  - a. Uses a microscope to look at semen

#### Female pleasure

- 1. In 1 sexed model female pleasure was essential because women have to experience pleasure to release her seed
  - a. Cliterous is seen as the penis of a woman
- 2. In 2 sexed model female pleasure is pointless
  - a. Strong female libido is pathologized - danger of suffering from nymphomania/uterine fury
  - b. Linked to hysteria which undermines female rationality

#### Libido and race

- 1. Sexuality is a useful way of portraying them as savage and beastly
- 2. Disease in the new world because of their savagery there

#### Lecture 3

- 1. A period of sexual repression
- 2. Sex is policed
- 3. Beginning of the period
- 4. Puritan adultery act
  - a. Mens adultery is fornication
  - b. Womens adultery is treason -woman having sex with someone not their husband is like going against their husband, who is the king
    - i. Transgressing this authority is a form of treason
    - ii. It carries the death penalty, even though this is not enforced everywhere
  - c. Double standard written into the law
- 5. Infanticide act
  - a. If a married woman has a baby who died is not presumed to have killed it
  - b. If an unmarried woman has a baby who died they are presumed guilty
    - i. Only exception to the prove guilt rule
  - c. Control sexuality outside of marriage

#### Policing Homosexuality

- 1. There are laws preventing sodomy
- 2. Poorly defined word - unnatural or beastly sex - oral, anal or bestiality
- 3. Before enlightenment the law is on the books but it is not being enforced very often
- 4. Molly houses develop - a modern gay subculture formed in London
  - a. Coffee shops and pubs where gay men go

5. Society for the reformation of manners
  - a. Try to enforce moral codes
  - b. One of the things they do is starting to raid molly houses
  - c. Because they are raided the people there get arrested
  - d. As a result there are trial records
  - e. Men are hanged for this offence

#### Policing of Masturbation

1. 18th century masturbation panic
2. Suddenly decide that this is a problem
3. Doctors write books about it
4. Warn of physiological effects of it
5. While they write about both sexes they are mostly focused on boys and men
6. Fear of weakness and effeminacy - they may deplete themselves of the essences
7. Not going to grow up into strong men
8. Kind of nationalism - france is going to defeat england because the men are going to be weak

#### Lecture 4

1. Lots of erotica predates the enlightenment
2. Birth of the pornographic novel - John Cleland Fanny Hill
3. Book fanny hill - story of a prostitute, uses lots of metaphors
4. It is both a radical and conservative text
5. It originally had same sex scenes, but these were later censored
6. Later editions come out with illustrations
7. Ways in which it is somewhat conservative - it ends with her marrying the man who takes her virginity
8. It ends endorsing the idea of female domesticity

#### France

1. Robert darnton
  - a. Roughly  $\frac{1}{3}$  of the books banned by the french monarchy were erotic/pornographic
  - b. Radical philosophers are also being banned
2. Motivations for banning
  - a. They had a political meaning sometimes
  - b. Uses of sexual depravity to critique traditional authorities
  - c. It talks about the royal family
3. Secret life of marie antoinette
  - a. A fictional telling
  - b. She is a nymphomaniac
  - c. The king cannot satisfy her
4. It had the power to erode the strength of the monarchy

	<ul style="list-style-type: none"> <li>a. God's representative on earth, and they are being portrayed in this way</li> <li>b. This is an enabling factor in the french revolution</li> </ul> <p>Conclusion</p> <ul style="list-style-type: none"> <li>1. How can we reconcile widespread erotica with a masturbation panic and execution for sodomy</li> <li>2. Was this a century of sexual liberty or sexual repression</li> <li>3. Tim hitchcock thinks he can reconcile this problem</li> </ul>
Module 7	<p><b>Lecture 1</b></p> <ul style="list-style-type: none"> <li>1. Many believe that the enlightenment was a fundamental part in the development of capitalism</li> <li>2. Changes were not to the benefit of everyone, and there was resistance to these</li> </ul> <p>Agricultural Revolution - english case, but it is everywhere</p> <ul style="list-style-type: none"> <li>1. There is a population boom <ul style="list-style-type: none"> <li>a. Population doubles from 1500-1650</li> </ul> </li> <li>2. This leads to inflation as there is more demand <ul style="list-style-type: none"> <li>a. Wheat, land, fuel prices all rise</li> <li>b. Prices triple from 1520-1570 and up 600% by 1630</li> </ul> </li> <li>3. Oversupply of labour leads to low wages <ul style="list-style-type: none"> <li>a. Wages don't rise enough to keep up with rising prices</li> <li>b. Wages only go up 66% 1520-1570</li> <li>c. Real wages plummet</li> </ul> </li> <li>4. Peasant farmers get poorer <ul style="list-style-type: none"> <li>a. Increasing demand for land = rents skyrocket</li> </ul> </li> <li>5. Larger farmers <ul style="list-style-type: none"> <li>a. Farming becomes increasingly profitable</li> <li>b. Rising prices for produce + falling labour costs = growing profit margins</li> <li>c. More people around that you can pay less</li> <li>d. They also increase their landholdings - they buy land that their poorer neighbours can no longer afford</li> </ul> </li> <li>6. Peasants now become wage workers on large farms, or migrate in search of work</li> <li>7. This drives urbanisation as people are pushed off the land</li> </ul> <p>Agricultural Improvements</p> <ul style="list-style-type: none"> <li>1. There are more large farms that are going to be managed - this is called agricultural improvement</li> <li>2. There are large, and rationally managed farms</li> <li>3. New systems of large-scale farming <ul style="list-style-type: none"> <li>a. Crop rotation (rather than just letting it go fallow) - use all land, all year</li> </ul> </li> </ul>

- b. Plants that animals can graze
- c. Industrial plants (like dyes)
- d. New world plants (potatoes, corn, buckwheat)
- e. Sheep (wool for early industry)
- 4. There is a science to hybridization
  - a. Influenced by the discussions of race
  - b. Cross-breeding of farm animals
  - c. Cross-fertilization of plants/crops
- 5. Economic driver to these discoveries - want to find more efficient animals, and crops
- 6. There was a very technical element to farming and the discussions around it
- 7. Technical advances
  - a. Invention of the seed drill

#### Interpreting agricultural revolution

- 1. Positive interpretations
  - a. Crop yields increase significantly
  - b. People are freed from agricultural labour to do other things like industry in cities
- 2. Critical interpretation
  - a. Most people got poorer
  - b. Create landless proletariat who have to seek wage labour when wages are following
  - c. Consolidated land in fewer hands
  - d. Environmental degradation
- 3. Resistance
  - a. There were riots due to enclosures of the commons

#### Video 2 - Trade and Markets

- 1. The revolution in consumption
  - a. Perhaps industrialization was driven by changes to demand rather than changes to supply
- 2. Transportation makes goods available and cheap
  - a. France builds 40,000 miles of new roads
  - b. England - private groups empowered to build roads and charge tolls, as well as 1400 miles of more canals
- 3. Urbanisation
  - a. Cities became centres of demand
  - b. Growing urban middle class with disposable wealth, so they buy things like luxury goods
  - c. Steady growth in the amount of non-essential goods consumed
  - d. City folks consume
- 4. Birth of Conspicuous consumption
  - a. Consumption to delineate and show off their level of wealth

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>b. This is increasingly important in an increasingly anonymous city</li> </ul> </li> <li>5. Fashion           <ul style="list-style-type: none"> <li>a. Tastes change from year to year</li> <li>b. There is advertising that tells people what is in fashion</li> </ul> </li> <li>6. Fashion impacts women, men, furniture, and pottery</li> </ul> <p>Global trade and the state</p> <ul style="list-style-type: none"> <li>1. Mercantilism           <ul style="list-style-type: none"> <li>a. Government policy to enhance national strength through encouraging trade</li> <li>b. Commerce structures and encouraged imperialism</li> </ul> </li> <li>2. There are joint stock companies</li> <li>3. Also royal charter like HBC           <ul style="list-style-type: none"> <li>a. These charters are also granted some governing powers</li> </ul> </li> </ul> <p>Video 3 - Industry</p> <ul style="list-style-type: none"> <li>1. Starts in the rural settings</li> <li>2. Cheap labour is a precondition for industrialization</li> <li>3. There is rural textile production (cottage industry)</li> <li>4. Organising workers on a larger scale - factories           <ul style="list-style-type: none"> <li>a. Driven by technological advancement</li> <li>b. There are lots of patents being created</li> </ul> </li> <li>5. Conditions and responses           <ul style="list-style-type: none"> <li>a. Machine breaking (pre-luddites?)</li> <li>b. Factories are attached, there is arson</li> <li>c. Laws protecting industrial goods and machinery</li> <li>d. There are industrial parallels to enclosure riots</li> </ul> </li> <li>6. Ideological superstructure           <ul style="list-style-type: none"> <li>a. Capitalism/industry and the law - property</li> <li>b. Locke               <ul style="list-style-type: none"> <li>i. Social contract</li> <li>ii. Life, liberty and property</li> </ul> </li> <li>c. Adam Smith               <ul style="list-style-type: none"> <li>i. Supply and demand = natural laws</li> </ul> </li> </ul> </li> </ul>
Module 8	<p>Lecture 1</p> <ul style="list-style-type: none"> <li>1. There are lots of people in the cities, and there are fears of disorder</li> <li>2. Art highlighted the sense of disorder in the cities</li> <li>3. Economic shift driven by the population boom</li> <li>4. Lots of people are in poverty in the cities now</li> <li>5. New class tensions - rich got richer and the poor got poorer</li> <li>6. Social tensions were managed by           <ul style="list-style-type: none"> <li>a. charity/social welfare system</li> <li>b. Criminal justice system</li> </ul> </li> <li>7. Problems of poverty will be attributed to morality</li> </ul>

8. Strategies to deal with these problems will be institutional

### Lecture 2

1. Job of alleviating poverty had previously been done by the church, so they had to find other systems to deal with it
2. Secular welfare state started to be built
3. Series of laws in England passed called the poor laws
  - a. They gutted the church and instituted a laws
4. The system was built along the parishes
5. There were lots of parishes
6. In every parish they started collecting taxes called the poor rate
7. Eligibility was based on residence - typically birth, but also marriage, renting, or buying significant property, paying sufficient taxes, serving an apprenticeship
8. In theory everyone is settled and eligible for relief somewhere
9. Problems with this system
  - a. Migration
  - b. Proving settlement
  - c. Bastardy enquiries
  - d. Passing - try to pass them back from their original parish
10. Who received relief
  - a. Very young orphaned and poor
  - b. Very old
  - c. Women
  - d. Disabled
11. Applicants receiving poor relief had to wear a badge
12. Able bodied working aged men don't really get relief - they were more able to survive in the new economy

### Lecture 3

1. Workhouses got more popular
2. Originally just got handed money, then they started to build workhouses
3. 59 Workhouses in London by 1777
4. 9 = larger than the largest hospital (400 beds)
5. 49 = larger than the largest prison (150 beds)
6. Major footprint on the social map of London
7. Why were they built
  - a. There were no more free rides for the poor
  - b. Discouraged people applying due to the conditions
  - c. Discover the phonies - only the truly destitute apply
  - d. Economic arguments - they would be factories, theories that they would be self-sufficient (this failed), tap into an underutilised resource (paupers labour)
  - e. People wanted reduced taxes
  - f. Moral improvement

8. Workhouses failed, never became self-sufficient
  - a. Not able bodied men, they would work normal jobs if they could
  - b. Not good workers
  - c. More than half of the people in workhouses were declared to be infirm
  - d. They keep building them because they got people off the street and out of sight
9. They provide lots of services
  - a. Schooling for orphans/children
  - b. Provided with wet nurses
  - c. Like a job centre - arranged jobs and apprentices
  - d. Provided medical care, and were infermeries
10. There is an obligation to care for them - medicalization
  - a. Debate that they had a right to relief

#### Lecture 4

1. Main crime was theft
2. Lots of crimes of capitalism, making money, not paying taxes, forging promissory notes
3. Not loads, but a significant amount of infanticide - single women whose children died were accused of this
4. Theft is 85% of crime in paris, 90% of crime in London
5. Most theft came from shops
6. Migration played a large role in crime - because those who were destitute and poor, were migrants
7. Propertied classes had a sense of vulnerability
8. Rise in crime after soldiers return from war as there is suddenly mass employment
  - a. Thought that they don't want to work
9. Crime and poverty are framed as a moral problem
10. Poverty is presented as a punishment for bad actions
11. Reformation of manners campaign
  - a. Belvie that they need to fix peoples manners
  - b. Go looking for people breaking social codes
  - c. They arrest a lot of prostitutes
  - d. Active in procesuting sodomy laws and raiding molly houses (gay bars)
12. Imprisonment was rare before 1770
  - a. Less than 2%
  - b. 1790s and 1790s more prions start being built and it goes up 33% annually
  - c. Previously jails were low level crimes, short sentences, to hold prisoners before trial, for the homeless

	<ul style="list-style-type: none"> <li>d. Before they could transport them to america, but after the american revolution this was lost</li> <li>e. Also ideological reasons <ul style="list-style-type: none"> <li>i. Idea that institutions can improve people</li> <li>ii. Prison was seen as a form of technology</li> <li>iii. Belief that people can be engineered to no longer have the problems</li> </ul> </li> <li>f. Forced to work there, received christian education <ul style="list-style-type: none"> <li>i. Idea of reform</li> <li>ii. Correctional facility</li> <li>iii. It is a moral problem which can be fixed</li> <li>iv. Turn a criminal into a good citizen</li> </ul> </li> </ul> <p>13. Conclusion</p> <ul style="list-style-type: none"> <li>a. Poverty increased rapidly</li> <li>b. New social problems</li> <li>c. New urban environments demanded many strategies</li> <li>d. Systems of mercy and punishment developed in parallel ways <ul style="list-style-type: none"> <li>i. Emphasised moral failure as the primary cause</li> <li>ii. Offered moral improvement as the primary solution</li> <li>iii. Both became more institutional in form</li> </ul> </li> </ul>
Module 9	<p><b>Lecture Vid 1 - Pre-Enlightenment Ideas</b></p> <ul style="list-style-type: none"> <li>1. Conceptions of nature <ul style="list-style-type: none"> <li>a. The great chain of being - god, angles, man, animals, nature</li> <li>b. Holistic - giant cosmic system that was all interlinked</li> <li>c. Man is connected to, and reliant on nature</li> <li>d. Connected to the animals above and below</li> <li>e. Interdependence for all things</li> <li>f. Sense of the village as an interconnected system</li> <li>g. Interlocking holistic worldview</li> <li>h. Thinking about nature as a living organism</li> </ul> </li> <li>2. Depictions of nature were gendered - mother earth</li> <li>3. Additude limited some forms of activity <ul style="list-style-type: none"> <li>a. Need to be careful and respectful of it</li> <li>b. They limited exploitation, and believed that they needed to keep a balance</li> <li>c. Rules around where, when and who can hunt</li> <li>d. There were lots of fears of mining</li> </ul> </li> <li>4. There was some environmental degradation already underway, but there was increasing exploitation in the enlightenment as views changed</li> </ul> <p><b>Lecture vid 2 - intellectual changes</b></p> <ul style="list-style-type: none"> <li>1. Early modern physics <ul style="list-style-type: none"> <li>a. Matter is embedded with spirit - anima</li> </ul> </li> </ul>



- b. It acts differently because it has different qualities
- 2. Scientific revolution
  - a. Mechanistic thought - world moves as a machine
- 3. Rene descartes - cartesian dualism
  - a. Increased split between physical and spiritual matter
- 4. Newton - all matter conforms to basic rules, moves because of gravity, does not move because of its different qualities
  - a. Rather than the world as a being with life, the world is a machine
- 5. Deism - notion that god is a clockmaker
  - a. The world operates based on rules and like a machine
  - b. Implicit sanctions limitless intervention in nature
  - c. If it is a clock you can take it apart and use it how you want
- 6. Domination and separation
- 7. Taxonomy
  - a. Nature can be mastered
  - b. Nature has no secrets
  - c. There are no hidden wonders
  - d. Man is still seen as part of the animal kingdom - still fits into system of the world
- 8. Philosophy and politics - state of nature
  - a. Civilization is the development away from nature
  - b. Nature becomes the opposite of civilization
  - c. We no longer live in nature, have developed out of it
- 9. Religion
  - a. Nature is a bounty provided by a god for man - 12:15
- 10. Attitudes towards animals
  - a. Use animals for human's benefit
  - b. Descarte - man separated from other animals because it has a soul, presents them as living machines
  - c. Animals were like a machine so you didn't have to worry about how you treat them

### Lecture vid 3 - Physical Changes

- 1. Agricultural revolution
  - a. Fewer people controlling land
  - b. More wage labourers moving to cities
- 2. Farms
  - a. Shift from small scale subsistence farming to large scale for profit operations
    - i. Managed more intensively
  - b. Intensified killing of vermin
  - c. More land is brought under till
    - i. Increasing deforestation
    - ii. More draining projects

- iii. Commons enclosed
  - iv. Worth it to farm these places now
- 3. Wetlands
  - a. Dutch perfect hydro-engineering
  - b. Create windmills to pump water
  - c. Massive area north of london was drained and turned into cash crops
  - d. Wind power gives way to steam power
  - e. 99% of wetlands were drained to become farmland
  - f. They create channels out of these drained wetlands
- 4. Forests
  - a. Deforestation for planting
  - b. Surging demand for wood
  - c. Industry needs more worlds
  - d. Metalurgic operations move to forests
- 5. Cities
  - a. They burned coal, which meant air pollution
  - b. Idea of a greenbelt - 150 ft ring around the city
  - c. The city is full of smoke and this had lots of health implications

#### Lecture 4 - Global Changes

- 1. Encountering the wider world enhanced the sense of limitless resources
- 2. Americas witness
  - a. Impact of invasive species and diseases - columbian exchange
  - b. Depopulation
  - c. Little ice age theory - reforestation 1500-1600
    - i. Population collapse in the americas meant that their land reforested itself reducing carbon and cooling the earth
- 3. Deforestation
  - a. Wood as a commodity in europe
  - b. Land cleared out to farm on a massive scale
  - c. Fuel for industrial processes
- 4. Industrial pollution
  - a. Toxic industrial waste is produced through silver processing creating mercury
  - b. Lots of it were absorbed by native labourers bodies who handled it
  - c. Released into the air of smoke
  - d. Most is secreted after processing as waste into the soil and water
- 5. Conclusion
  - a. Europeans transform the landscape with lasting impacts
  - b. Malthus - we are not producing enough for our growing population
  - c. Voices saying there might not be enough to go around
  - d. Forces of changes had major environmental impacts

	<ul style="list-style-type: none"> <li>e. Expansion means that impacts go beyond Europe and all around the world</li> </ul>
Module 10	<p><b>Vid 1 - Popular Politics Britain</b></p> <p>Riots</p> <ol style="list-style-type: none"> <li>1. Gloucester Food Riot 1766 <ul style="list-style-type: none"> <li>a. The mob goes to people</li> <li>b. Take food to the market and sell it, and then return the money to the people that they had gone to</li> <li>c. They sell the food for what they see is a fair price</li> <li>d. There is a threat of violence, but not much violence occurs</li> </ul> </li> <li>2. Riots were not out of control, targeted actions with goals and strategies</li> <li>3. Use as little violence as possible</li> <li>4. Responding to the changes that are occurring</li> <li>5. The agricultural revolution and expanding capitalism results in <ul style="list-style-type: none"> <li>a. Food riots - try to defend the traditional workings of the market, try to craft everything civilly and try to claim what they are doing is not a crime</li> <li>b. Enclosure riots</li> <li>c. Machine breaking riots - damage machines as a way of protesting change</li> </ul> </li> <li>6. Government response <ul style="list-style-type: none"> <li>a. Riot act 1715 - any group of 12 people could be told to disperse by authorities <ul style="list-style-type: none"> <li>i. Fuzzy level of power that the authorities had</li> <li>ii. Try to diffuse them by telling them to go home</li> <li>iii. No police force to disperse them</li> </ul> </li> <li>b. Black act 1723 - made different activities punishable by death to protect land</li> </ul> </li> <li>7. Riots reveal significant social tensions generated by the rapid changes</li> <li>8. Riots tended to be local</li> </ol> <p><b>Vid 2</b></p> <ol style="list-style-type: none"> <li>1. John Wilkes <ul style="list-style-type: none"> <li>a. Known to have a crossed eye</li> <li>b. Uncouth guy</li> <li>c. Political anti-hero</li> <li>d. Member of parliament</li> <li>e. Everything that a nobleman was not</li> <li>f. Common people loved him</li> <li>g. He was also a journalist</li> <li>h. He was a Scot at a time when there was a lot of anti-Scottish hate</li> <li>i. He is charged with seditious libel and counters with the defence that he is protected by parliamentary freedom</li> </ul> </li> </ol>

- j. He is kicked out of parliament and he flees to France
- k. He is convicted in absentia
- l. While in jail he stands for election and he wins, and is expelled, then win 3x
- m. People vote him in as alderman, sheriff and then lord mayor
- n. Wilkes supporters as lower class
- 2. Local election becomes a national cause
  - a. There were demonstrations and participation made for Wilkes all over the country
  - b. Claimed that his cause was the cause for everyone
  - c. The people were sending him to parliament, and he was being sent back, say it is at the heart of what parliament leans
  - d. He represents liberty
- 3. Tactics
  - a. New political tactics
    - i. Public sphere through print
    - ii. Organise societies
    - iii. Slogans and symbols - "Wilkes and Liberty", #45 as a symbol (Jacobite supporters)
    - iv. The commodification of politics - can buy revolutionary items like a mug or teapot
  - b. Traditional tactics
    - i. Big crowd or mob actions

### Lecture 3

- 1. American Revolution 1776
  - a. No taxation without representation
- 2. Also rang true in a lot of British ears
- 3. Manchester
  - a. City of 70,000 but has no MPs
  - b. 90% of tax-paying men cannot vote
- 4. The political map in lots of places did not change despite demographic changes - rotten boroughs
  - a. As few as 7 voters got an MP
- 5. Massive petitioning campaigns for electoral reform in the 1770s and 1780s
- 6. French Revolution 1789
- 7. London Corresponding society
  - a. Trying to coordinate other revolutions in other places
  - b. Network of political organisation
  - c. They are working class
  - d. Links to Wilkes campaign
  - e. Goals for electoral reform and universal male suffrage
  - f. Tactics

	<ul style="list-style-type: none"> <li>i. Publishing and creating a political education for the working class</li> <li>ii. Slogans - "Annual parliaments and Universal Suffrage"</li> <li>iii. Rallies</li> </ul> <p>8. Government response</p> <ul style="list-style-type: none"> <li>a. Aliens act</li> <li>b. Treason trials</li> <li>c. Seditious Meetings Act - requires licences to discuss politics, punishes coffee houses and pubs where conversations take place</li> <li>d. Treason Act</li> <li>e. Unlawful societies act - outlaws LCS</li> <li>f. Act to prevent unlawful combinations of workmen - criminalises trade unions</li> </ul> <p>9. Working-class men are portrayed as not fit to debate politics</p> <ul style="list-style-type: none"> <li>a. They are often portrayed similarly to racialized people</li> <li>b. Upper-class men are okay to discuss politics</li> <li>c. The public sphere was not open to everyone</li> </ul> <p>Conclusion 1</p> <ul style="list-style-type: none"> <li>1. Massive changes leading to social tensions</li> <li>2. Lower and middle-class people were drawn into national politics despite their exclusion from the ballot box</li> <li>3. New modern political tactics combined with old forms of symbolic crowd actions and riots</li> <li>4. Britain came close to having its own revolution in the 1790s but they were able to keep the lid on</li> </ul>
Module 11	<p><b>Lecture 1</b></p> <ul style="list-style-type: none"> <li>1. Louis XIV was in deep debt due to war</li> <li>2. Taxation is complicated by the French Constitution <ul style="list-style-type: none"> <li>a. Clergy and nobility were tax exempt</li> <li>b. Commoners felt the tax burden</li> </ul> </li> <li>3. If the king wanted to bring in new laws he had to consult the Parlements - in each region of France</li> <li>4. Kings were taking on enlightenment to organise their countries <ul style="list-style-type: none"> <li>a. New policies were falling behind in France</li> </ul> </li> <li>5. Calonne's reform program <ul style="list-style-type: none"> <li>a. Permanent land tax - nobody exempt</li> <li>b. Free trade to stimulate economy</li> <li>c. Get more loans</li> </ul> </li> <li>6. These reforms were controversial <ul style="list-style-type: none"> <li>a. Flour wars when there was free trade, so don't want to do it again</li> <li>b. Assembly of notables - king takes ideas to nobles, but the plan fails</li> </ul> </li> </ul>

- c. Louis tries to force the parlements to implement his plans, leads to riots
- d. Aug 1788 the government slides into bankruptcy
- e. Call goes out to have an estates general - has not met since 1614

#### Revolution - stage 1

1. Estates general - spring 1789
2. Question of voting by head or by estate
3. Typically they would get one vote per estate, which meant that the clergy and nobility would vote together
4. A general desire to form some type of constitutional monarchy, like the british
5. However, fighting prevents them from figuring out how to get this system

#### Lecture 2

1. At the same time as the estates general there was also a crisis outside (1788-1789)
2. There was famine and poverty
3. Poor harvests + free trade = rising prices
4. Real wages fell 25%
5. There is social unrest and riots
6. Peasants and workers demand estates general to fix the social crisis
7. They are represented by properties lawyers and merchants who are more conservative than they are, middle class and peasants are lumped together
8. Realise that the situation is getting out of control
9. Estates continue to fight over voting
10. Third estates votes to proceed along if need be (june 10th)
11. June 20th the king bars them from entering - they reconvene at an indoor tennis court
12. Name themselves the national assembly
13. Louis orders the clergy and nobility to join them and vote by head
14. The king is amassing troops around the city
15. June 14th 1789 they storm the bastille, find a lot of books that were censored
16. King is forced to back down, dramatic escalation of the situation
17. August 4th 1789
  - a. Abolish feudalism and noble privilege
  - b. Abolish tithe, nationalie church property
18. 1ug 25 1789 declaration of the rights of man and citizen

#### Revolution stage 2

1. Open right to vote to 39% of french men
2. Exclude working class men, like peasantry
3. Those who are designing the order are still propertied men

### Lecture 3

1. 1789 they were a constitutional monarchy
2. King and legislature
3. Legislature dominated by properties electorate
4. Church administered by state, and it was reduced
5. The revolution did not end here

#### Reasons for radicalising

1. Power of print and public opinion - politics in the streets
2. Avalanche of print

#### Stage 3 constitutional monarchy

1. Monarchies of europe had aligned against them
2. Terrified that their populations would get the ideas of the rights of man
3. France finds them at war abroad
4. There were frenchmen who opposed the revolution to so there were fears of a civil war
5. Emigres
  - a. French nobles in league with foreign powers, in communication with louis and marie antoinette
6. Attack on catholic church breeds domestic opposition

### Lecture 4

1. Austrian/prussian troops invade
2. Sept 10th massacres
3. Second revolution
  - a. Election sept 2-19th - all men vote
  - b. Sept 21 monarchy abolished
  - c. Louis XIV executed jan 21st
4. Emigree armies
5. Dechristianization of france
  - a. Arrest of priests who refuse to swear an oath to the revolution
6. Ventree rebellion - pro monarchy and pro catholic
7. Regin of terror - 1793-1794
8. Committee of public safety - at the head of the assembly, ones that actually get stuff done
9. 15,000-40,000 death warrants for counter revolutionaries
10. Unreasonable to assume that the monarchy and the nobles would go away quietly - unlikely to give up power easily, counter revolutionaries because they want to claim what they see as theirs
11. Roughly 16,000 would be executed during the reign of terror
12. Sans Culottes - a working class revolution?
  - a. Culottes were the pants that the nobility wore
  - b. They want big money and traditional anemones of the revolution to be removed from government
  - c. Want fixed food prices

	<ul style="list-style-type: none"> <li>d. Want a set amount of wealth, and land that nobody can own more of</li> <li>e. Want the disparity in wealth to disappear</li> </ul> <p>13. There is a conservative reaction - thermidorian reaction</p> <ul style="list-style-type: none"> <li>a. Conservative backlash</li> <li>b. Robspiere and jacobins ousted</li> <li>c. Directory</li> </ul> <p>14. White terror is a reaction to the reign of terror</p> <p>15. Finding new ways to erode the respect for the king, changes to religion in france</p> <p>16. Government collapse opened up a moment of weakness and created a perfect storm</p> <p>17. Nobody predicted the reign of terror, and the situation became radicalized</p>
Week 12	<p><b>Lecture - A Review of Themes</b></p> <p>1. Monarchy</p> <ul style="list-style-type: none"> <li>a. Do you really want one person to have complete power?</li> <li>b. Political system exists in a time when power was being diffused and more people being involved in the debate</li> <li>c. What do you do if you have people of different religions if the monarchy gets his power from God</li> <li>d. Ideas of liberty, equality, and democracy</li> <li>e. More people are involved in public debate - rise of the public sphere</li> <li>f. Disorder, and questions of how free should speech be</li> <li>g. Democratic alternatives are here to stay</li> </ul> <p>2. New social world</p> <ul style="list-style-type: none"> <li>a. Lots of people start to live in cities</li> <li>b. Driving force is urbanization</li> <li>c. There are social and political consequences of urbanization</li> <li>d. Cities were drivers of economic change</li> <li>e. There is increasing literacy - every issue becomes a topic of public debate because everyone can read about what is happening</li> <li>f. Industrial revolution changed what people did for a living</li> <li>g. Growth of capitalism</li> <li>h. There is an emergence of the middle class, as well as an industrial lower class</li> </ul> <p>3. Ways of knowing</p> <ul style="list-style-type: none"> <li>a. Nature is an important word - say that your position is natural, so therefore it is true</li> <li>b. Rise of science, or natural philosophy</li> </ul>



- c. There was a new way of proving something
- d. Science becomes a sense of cultural imperialism
- e. Look at social relations and try to apply science to it
- f. Lots of talk about the state of nature
- 4. Problem of Difference
  - a. Should everyone get rights extended to them
  - b. World of patriarchy, colonization, hereditary class structure
  - c. They challenge these divisions
  - d. Effort to push women out of the public sphere, because they are already there
  - e. Conservative backlash to these challengers
  - f. Science was used to justify these destinations, particularly in gender and racial discrimination
  - g. There are debates about civil rights, and the creation of this language
  - h. Also modernization of systems of exclusion as well
- 5. The changing economy
  - a. Capitalism commodifies everything
  - b. People are driven into cities because they can no longer get land to farm
  - c. There are landless people
  - d. There are larger production operations occurring, and these are increasingly mechanized
  - e. Workers respond by organizing
  - f. Europe is engaged in global activity and there are trading and consumption occurring from far away
  - g. Modern structures like stock markets develop, and this means that the british propertied class are complicit in these structures like slave trading, and care about what is going on overseas
  - h. Start experimenting with ideas like free trade
  - i. Consumerism became a way of life
  - j. Smith is writing about these natural laws of supply and demand

#### Seminar

1. 5-6 essay questions, choose 2
2. Upload answers by 21st 10am
3. Type them all into one document
4. Microsoft word or PDF
5. 1000 words each essay, about 4 pages or so, can go over it
6. No research
7. Don't need formal citations
  - a. Refer to stuff
  - b. Can use footnotes as a way of putting in if that is wanted
  - c. Don't need specific page numbers

8. Writing and grammar not marked - just be clear
9. Have a lot of detailed examples that are brought in to support level of generalization essays

#### Questions

1. Literature
  - a. travel literature
  - b. Coffee houses and salons
  - c. Changes in censorship
  - d. People are consuming print
  - e. Week on pornography
2. My question
  - a. Popular philosophy and how this incorporated into daily life
  - b. Gulfs between what intellectuals were advocating for and what society did for these
  - c. Women, slaves, rich/poor
  - d. Maybe talk about the inequality in the legal realm as well - criminal system
3. outline and discuss some of the contrasting enlightenment philosophies and the social/government reforms that resulted from them. - mark
4. Rhetoric of equality vs mechanisms of continued exclusion
5. Philosophical ideals vs reality
  - a. Locke
  - b. Rousseau
  - c. Kant
  - d. Talk about the generalized ideals that existed at the time
  - e. How did these actually get applied
6. What relevance does the contemporary understanding of "nature" play during the Enlightenment?
  - a. How did conceptions of nature and the natural impact enlightenment debates
  - b. Discuss with relation to 3 enlightenment debates
  - c. Politics, race, religion/science, economics, gender, environment/mining/forestry/natural resources, sexuality
7. As we have seen throughout the Enlightenment, it was also a period of tensions that eventually led to revolution but also the future. What were these tensions that have emerged as the result of the achievements and innovations, activities, or just ideas that were spoken by Enlightenment thinkers? And what were those?
  - a. such as literacy/urbanization/emergence of coffee houses/question of human rights/the issue with nature of reason/slavery where is the reason there/poverty/nobles etc.
  - b. But within reason - don't want people challenging everything will make society unstable

	<ul style="list-style-type: none"> <li>c. There is the potential for conflict and tension</li> <li>d. Contradictions, tension, conflict</li> <li>e. These debates moved in many different directions at once - no one set of ideas that everyone agreed upon</li> <li>f. Political and economic structures and realities</li> <li>g. There is a reason why women are made to be a hero - they are excluded</li> <li>h. Capitalist economy is also impoverishing them</li> <li>i. Transforming how people work and live</li> <li>j. Talk about the material conditions, as well as the theories behind them</li> </ul> <p>8. The term natural was the basis of most enlightenment arguments. How did the notion of naturalness dictate the apparent correctness of people's beliefs and the development of human rights? Use three separate examples/themes.</p> <p>9. Modernity also a theme - what is modern</p> <p>10. Religion - maybe a specific question</p> <p>11. Science - more direct question about the development of science, what are they talking about, scientific thinking and the application of this to all areas of life, implications of this</p>
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In the first module it was stated that typical histories of the enlightenment focus on the “great thinkers”, which were people typically from the upper classes. Drawing on the material presented in at least three modules, do you think that the primary driver of the enlightenment were these thinkers, or the lower classes?

The enlightenment is seen by some period of inequality and rationality. Through discussing three different groups in society that were studied this semester, explain how the increasing focus on science and rationality affected levels of inequality in Europe. Did the enlightenment increase or decrease inequality?