

Answer the following in your notebook:

Explain to what extent you agree with the following:

1. At heart people are generally rational and make well considered decisions.
2. The universe is governed by “natural laws” and humans have the capacity to understand these laws.
3. Humans can solve the problems that we face today.
4. Traditional views should be challenged and if found inadequate they should be discarded.
5. Religion and science are at odds with each other.

The Enlightenment

Several Key Thinkers You Must Know:

- Thomas **Hobbes**
- John **Locke**
- Charles de Secondat, Baron de **Montesquieu**
- Jean Jacques **Rousseau**
- **Voltaire**
- Denis **Diderot**
- Thomas **Jefferson**

In Pairs (or threes if need be):

- Take about 10-15 minutes to read the two hand outs (Hobbes and Locke)
- Next **debate** the following topics and **record** your thoughts on paper (to turn in):
 1. *Why would the basic nature of humans be a topic of discussion?*
 2. *Why would this be important for developing a concept for an ideal form of government?*
 3. *How would these writers have come up with their point of view?*
 4. *How could Locke and Hobbes have come to such different conclusions?*

Key Concept 2.3

The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture.

Key Concept 2.3.1

Rational and empirical thought challenged traditional values and ideas.

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

Key Concept 2.3.1 A

Intellectuals such as Voltaire and Diderot began to apply the principles of the Scientific Revolution to society and human institutions.

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

Key Concept 2.3.1 B

Locke and Rousseau developed new political models based on the concept of natural rights.

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

Key Concept 2.3.III A

Political theories, such as John Locke's, conceived of society as composed of individuals driven by self-interest and argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition)

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

I. The **Enlightenment** (reached maturation by 1750)

A. Secular world view emerged perhaps for the first time in human history

1. Belief that **natural science** and **reason** could explain all aspects of life
2. Belief in man's intellect apart from God
3. Faith in reason, not revelation
4. Deism: the religious arm of the Enlightenment
God as a cosmic clockmaker who created the universe and then stepped back and left it running like a clock

B. The principles of the Scientific Revolution were applied to **human society and institutions**.

1. Progress in society was possible if natural laws and how they applied to society could be understood
2. Education was seen as a key towards helping society to progress

C. **John Locke (1632-1704)**: greatest of the Enlightenment thinkers

1. ***Two Treatises on Civil Government*** (1690)

a. Philosophical defense for the “Glorious Revolution”

b. Humans in a state of nature: Locke believed humans are basically good but lack protection.

- Contrasts Hobbes’ view of humans in a state of nature as “nasty and brutish.”



- c. Governments provide rule of law but only through the **consent of the governed**.
- d. The purpose of government is to protect the “**natural rights**” of the people: **life, liberty and property**.
 - **Social contract:** people agree to obey the government in return for protection of natural rights
- e. **Right to rebellion:** People have a right to abolish a government that doesn't protect natural rights.

2. *Essay Concerning Human Understanding* (1690)

- a. One of the great works of the Enlightenment
- b. Stressed the importance of environment on human development
- c. ***tabula rasa***: the human mind was born as a blank slate and registered input from the senses passively
- d. Locke saw all human knowledge as the result of sensory experiences without any preconceived notions. (He rejected Descartes' view that all people are born with certain basic ideas and ways of thinking)
- e. For progress to occur in society, education was critical in determining human development.

KEY PHILOSOPHE IDEAS

- A. Human society is governed by Natural Laws.
- B. These Natural Laws can be discovered by rational men.
- C. Human society can turn from traditional, authoritarian forms, and progress toward a more perfect government through rational thought.

Directions: Read the excerpts from Montesquieu and Rousseau. In pairs/threes compile a list of ways that these documents express these three ideas.

Key Concept 2.3.IV

During the Enlightenment, the rational analysis of religious practices led to natural religion and the demand for religious toleration.

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

Key Concept 2.3.IV A

Intellectuals, including Voltaire and Diderot, developed new philosophies of deism, skepticism, and atheism.

Source: College Board, *AP European History Course and Exam Description (Including the Curriculum Framework)*

D. The ideal of religious toleration was popularized by many scholars who made the Enlightenment accessible to the public.

E. The *Philosophes*

1. Notable 18th-century French philosophers were committed to fundamental reform in society.
 - a. They were extremely successful in popularizing the Enlightenment, though they were not professional philosophers (like Descartes and Locke).
 - By 1775, much of western Europe's educated elite had embraced the Enlightenment.

2. **Voltaire** (1694-1778)

a. Perhaps most influential of Enlightenment philosophers

- Wrote criticisms with sharp sarcasm that ridiculed those with whom he disagreed.

b. Challenged traditional Catholic theology

- Strong deist views
- Believed prayer and miracles did not fit with natural law
- Believed that human reason was the key to progress in society, not religious faith



- c. His social criticism inspired a call for change, setting the stage for the French Revolution
- He hated bigotry and injustice and called for religious toleration.
 - His most famous quote against religious intolerance was “crush the infamous thing” (*“Ecracsez l’infame”*).
 - Although raised Christian, he came to distrust organized religion as corrupt in its leadership and for having moved away from the central message of Jesus.



d. He advocated “enlightened despotism” believing people were incapable of governing themselves.

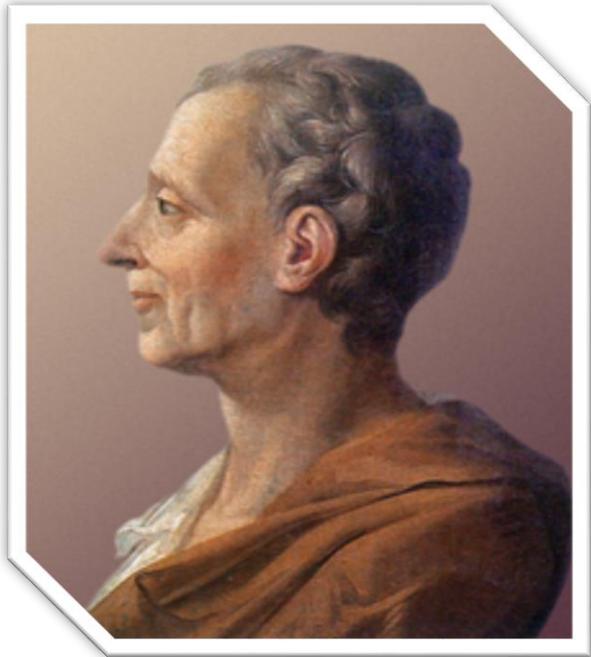
- These views were similar to Hobbes’ 17th-century views.
- His views influenced several “Enlightened Despots” including Frederick the Great of Prussia (who invited Voltaire to live in his court in Berlin), Catherine the Great of Russia, Joseph II of Austria and Napoleon of France.
- Believed in equality before the law but not equality of classes.



3. Baron de Montesqueiu (1689-1755)

- a. He was a French noble who hated the absolutism of Louis XIV.
- b. ***Spirit of the Laws*** (1748): He called for the separation of powers in government into three branches (monarchy, nobility, and the rest of the population).
 - His primary goal was to prevent tyranny and promote liberty.





- The principle of checks and balances would ensure that no single branch of gov't became too powerful as the other two branches could check excess power.
- He favored the British system of a monarch, Parliament and independent courts.
- He supported the 13 *parlements* in France (judicial tribunals of nobles) as a check against the tyrannical absolute rule by the monarch.
- Montesquieu's ideas had a significant impact on the U.S. Constitution and the French Revolution in the 1780s.

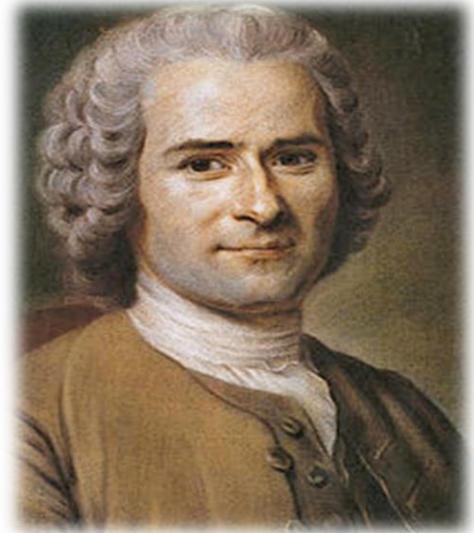
- c. Montesquieu's ideas had a significant impact on the creation of the U.S. Constitution and the French Revolution in the 1780s.



4. Jean-Jacques Rousseau (1712-78)

a. *Social Contract* (1762)

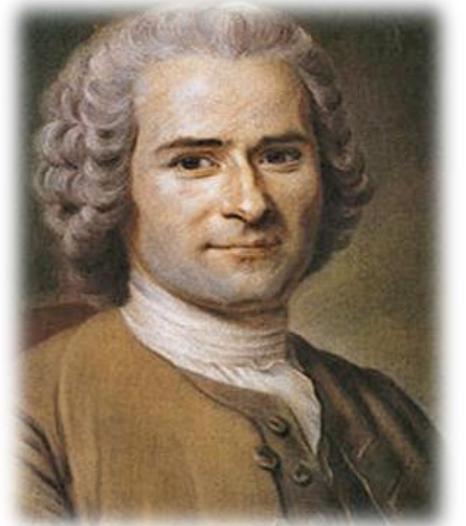
- He believed that too much of an emphasis on property, and not enough consideration of people, was a root cause of social injustice.
- The **general will**, a consensus of the majority, should control a nation. This strongly implied democracy.
 - o Downside: minority viewpoints were not recognized.
- Though these ideas seem to support democracy, the ambiguous nature of “general will” was later manipulated by dictators to rationalize extreme nationalism and tyranny (e.g. Robespierre).



- The **general will**, a consensus of the majority, should control a nation. This strongly implied democracy.
 - Downside: minority viewpoints were not recognized.
- Though these ideas seem to support democracy, the ambiguous nature of “general will” was later manipulated to rationalize extreme nationalism and tyranny (e.g. Robespierre)
- Though considered part of the Enlightenment, Rousseau is more accurately seen as a founder of the Romantic movement.
- After the French Revolution, the Enlightenment’s emphasis on reason gave way to a glorification of emotion.
- Rousseau believed that man in a simpler state of nature was good—a “noble savage”—and was corrupted by the materialism of civilization.

d. *Emile* (1762)

- Supported progressive education; learning by doing; self-expression was encouraged.
- However, he argued against equality for women in society and in educational opportunity.
- Ironically, he left his 5 illegitimate children in an orphanage instead of educating them.



5. **Denis Diderot (1713-1784): *The Encyclopedia*** (completed in 1765)

- a. The multi-volume tome was perhaps the greatest and most representative work of the philosophes.
- b. It was a compendium of political and social critiques from various Enlightenment philosophers and authors.
- c. It helped to popularize the views of the philosophes.
- d. It emphasized science and reason while criticizing religion, intolerance, injustice and tyranny.
- e. Sought to teach people to think critically and objectively
- f. The Encyclopedia was banned in France; the pope placed it on the Index of Prohibited Books.

