UNIT 1.- THE MAKING OF THE MODERN WORLD. INTRODUCTION TO THE NINETEENTH CENTURY

The Age of Revolutions in Europe and the USA

The Early Modern Ages (16th to 18th centuries) are considered as transition to capitalism and the start of commercial capitalism. During this time, a new social class started to exist, the bourgeoisie, and, by the end of the period had accumulated a considerable wealth. However, during the Ancien Regime, political power remained in the hands of the aristocracy and their head, the monarch. It was the period of absolutism, where there was a concentration of power in the hands of the monarch or king.

The fact that the bourgeoisie had economic power but could not reach political power led to the age of revolutions in Europe, from 1750 to 1848, with the bourgeois revolutions. These were backed by the industrial revolution that started around 1750.

**Bourgeois Revolution:** The bourgeois revolution is a violent process through which a country goes from a feudal economic system and absolutist political system to a capitalist economy and society. All obstacles to the development of capitalism are destroyed (i.e. for industrial development), creating a bourgeois state, this is, a state where the dominant class is the bourgeoisie and which serves the interests of this dominant class.

The bourgeois revolution has its ideological roots in the Enlightenment, an intellectual and philosophical movement in 18th century Europe. The enlightened thinkers formulated theories questioning the existing political and social order –i.e. absolutism- and requested change. Some of them would approve some changes within the same social and political system and others break with this system taking a more revolutionary approach. Some of the most important thinkers were:

- Baron de Montesquieu. He wrote the book *The Spirit of the Laws* in 1750. He was not a revolutionary, and for his aristocratic background he defended the monarchy. However, he admired the English parliamentarian system and came up with one of the most important ideas in modern political thought: the idea of the separation of powers, which nowadays is the model for the governance of democratic states. To avoid the concentration of power in one person or group, thus to avoid tyranny, there should be three different powers, each independent from each other:
  1. The executive power –that of the head of state, for Montesquieu it was the king. It executes and initiates laws, and is in charge of external relations.
  2. The legislative power –represented by the parliament. It makes and approves laws.
  3. The judicial power –represented by the judiciary, the courts. It makes sure that the law is applied and resolves disputes.

- Jean Jacques Rousseau. According to him, man is good by nature and tends to perfection. He defended direct democracy, that is, that citizens should participate in government personally and not through representatives. He did not agree with the separation of powers. His ideas of freedom comprised only of men, as he had
reactionary ideas on women, regarding them as subordinated beings to please men. He was later criticised by Mary Wollstonecraft, an early English feminist.

- John Locke. He wrote the book *Second Treatise of Civil Government* in 1690. He is considered a precursor and founder of Enlightenment philosophy. He was a fervent defender of liberal democracy and individual rights. He believed in limiting power and controlling power. His ideas influenced Montesquieu’s separation of powers. He believe that women were equal or nearly equal to men but considered natural for men to be heads of the family (because someone has to be the head).

Changes produced by the bourgeois revolution were deep, affecting the society as a whole: a) Politically: absolute monarchy is substituted by a constitutional system. b) Socially and economically: There are changes in the structure of land property with disentailments of Church and common lands, economic reform leading to an industrial society.

**DIFFERENCES BETWEEN THE ANCIEN REGIME AND THE CAPITALIST SYSTEM**

<table>
<thead>
<tr>
<th>Ancien Regime Characteristics</th>
<th>Capitalist System Characteristics</th>
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<tbody>
<tr>
<td><strong>POLITICS</strong></td>
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<tr>
<td>• Monarch’s sovereignty: The king is the head of state because of the divine right of kings, owing his power to the rule of God.</td>
<td>• Sovereignty resides in the nation. In democratic states the nation is represented by the people (popular sovereignty).</td>
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<td>• The inhabitants of the kingdom are the kings’ subjects and subordinated to his rule.</td>
<td>• The inhabitants of the country or nation-state are citizens with rights.</td>
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<td>• There is a concentration of power in the hands of the monarch (absolutism or absolute monarchy).</td>
<td>• Division of powers: executive, legislative and judicial powers.</td>
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<td>• Establishment of a constitutional government.</td>
<td>• Establishment of a constitutional government.</td>
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<tr>
<td><strong>ECONOMY</strong></td>
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<tr>
<td>• Feudalism</td>
<td>• Capitalism</td>
</tr>
<tr>
<td>• Obstacles to industrial production: guilds, internal tariff barriers, monopolies, different kind of taxes.</td>
<td>• Obstacles to industrial production are mostly abolished.</td>
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<td>• Agriculture is the main economic sector</td>
<td>• Industry (or now the Tertiary sector) is predominant.</td>
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<td>• Most of the population are peasants bound to the land.</td>
<td>• A new social class appears: the working class or proletariat, composed basically of industrial workers. The worker as workforce is considered as a merchandise.</td>
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<td>• There is a complex property structure over the land.</td>
<td>• Private property is the back-bone of capitalism that benefits the rich, the bourgeoisie, who are the property owners.</td>
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<td><strong>SOCIETY</strong></td>
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<td>• Society was divided in estates: the clergy, the nobility and the third</td>
<td>• Society divided in social classes. Although there is no rule</td>
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Around 1770 France was mostly a rural society. Population grew faster than production generating subsistence crisis. At the same time, prices rose higher than wages, drought killed part of the cattle and the Treaty with Britain in 1786 harmed the industrial sector. The bourgeoisie had economic power but lacked political power.

French society was a society of privilege, where someone’s position depended on the estate he/she was born into. Nevertheless, the feudal economic system of the Ancien Régime had worn off, as could be seen by the fact that seigniorial revenues were decreasing and the aristocracy monopolised more and more positions in the state. Some positions were inherited, others were given by the king or by venality in office.

This situation worsened considerably due to Treasury problems, particularly after the American War of Independence. These problems were due to several factors: 1) Costly military foreign policy. 2) Indebtedness by the crown expanded during the 18th century. Previous to the revolution public debt was 50% of the state budget. 3) Court politics and life was over-extravagant.

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<tr>
<th>DATE</th>
<th>PERIOD</th>
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<tbody>
<tr>
<td>1787-1789</td>
<td>Pre-revolution: Estates-General and National Assembly</td>
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<tr>
<td>May 1789-</td>
<td>National Constituent Assembly</td>
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<td>September 1791</td>
<td>Moderate phase</td>
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<td>Sept. 1791-August 1792</td>
<td>Legislative Assembly</td>
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<td>August 1792-July 1794</td>
<td>National Convention (Girondin and Montagnard)</td>
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<td>July 1794-October 1795</td>
<td>Thermidorian reaction</td>
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<td>October 1795-1799</td>
<td>The Directory</td>
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<tr>
<td>1799-1815</td>
<td>The Napoleonic period</td>
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<td></td>
<td>Dictatorship</td>
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**Constitution**: The fundamental law of a country or state. It prescribes the nature, functions and limits of the institutions of power –government- and regulates them. It usually includes a bill of rights.
Due to the serious situation of the Treasury, the king, Louis XVI, put in charge of the Treasury prestigious economists of the period: Turgot, Necker, Calonne. They tried to rationalise expenses and devise the possibility of contribution by the nobility to the public fund —the privilege estates did not pay taxes. These ideas collided against the privilege estates —nobility and the Church, who refused to pay taxes or to tackle squandering in the Court. Calonne summoned an Assembly of Notables, with chosen nobles and clergy, and also some members of the bourgeoisie and bureaucrats, with the proposal of a new land tax which included taxation on the nobles’ and clergy’s property. The assembly rejected the proposal. The aristocracy demanded the call of Estates-General. At this point, what started as a conflict between the monarch and the nobility became a conflict between the nobility and the bourgeoisie. The bourgeoisie demanded as many deputies for the Third Estate (non privilege, and the majority of the population) as the nobility and clergy together, and also wanted voting by headcount (one person, one vote—because they knew some enlightened aristocrats and a good part of the low clergy would be with them). Necker agreed to the first and left the second demand in the hands of the Estates meetings.

From Estates-General to Revolution and the National Constituent Assembly

The Estates-General were convened for 5 May 1789. Previous to the meeting, and in order to establish an agenda, the three orders were to write their “cahiers des doléances” (list of grievances). There were around 60,000 cahiers written. The Third Estate cahiers demanded, among other things, constitutional monarchy, elected assembly, freedom of press, tax equality, abolition of monastic orders…

When the Estates-General met, the king refused to comply with the bourgeoisie demands regarding meetings —joint meetings of all three estates and vote by headcount. Then the Third Estate invited the other estates to meet in order to create a Constituent Assembly. Some enlightened aristocrats and an important part of the low clergy joined them but they found the meeting placed closed by the king. Then, they met in the “Jeu de Paume”, a tennis court, and made an oath not to leave the place until a constitution was written.

The Constitution was a threat to the absolute power of the king, Louis XVI, and for this reason he tried to break up the National Constituent Assembly. Meanwhile, Paris electors created a Permanent Committee in the city, at the same time rumours of a monarchic-aristocratic complot were in full sway. On the 14th of July 1789, the Parisian people revolted, assaulting the Bastille, the royal prison and symbol of the arbitrary power of the absolute king, as it was used, among other things, for political prisoners. The Hôtel des Invalides was also assaulted to acquire weapons (muskets). The French Revolution had started. The cockade of the Bourbon dynasty was replaced by the tricolour revolutionary one—the current colours of the French flag.

The fall of the Bastille triggered revolution in the provinces, where the government lost control. There had been isolated riots before that date, but they increased notably afterwards. It was the period of the Great Fear, where starved peasants, driven by panic, committed atrocities and assaulted and/or burned castles or abbeys and attacked noble families, fired by rumours of aristocratic plots —such as nobles arming people to punish peasants, and by the will of protecting their grain
supply. Many peasants stopped paying rent to their landlords. The assembly, composed to a great extent of the bourgeoisie, was as terrified by these events as the aristocracy, fearing losing control of the situation in the hands of the mass of people. To appease the rural multitude, the Assembly, with the approval of the landlords present—those enlightened nobles that joined the Assembly, declared the end of the feudal system and approved the decrees of the night of August 4-5, together with the decrees approved between August 5 to 11, abolishing all the apparatus of serfdom and noble privilege: personal serfdom, free hours labour for the landlord, tolls, landlord rights over mills and others, estate privileges, city and province privileges, entailment, mortmains and tithe.

On October 5 about 6000 women marched to Versailles, protesting about rising bread prices as well as monarchist attempts to stop the revolution, and asked to "bring back the baker, his wife, and the little apprentice" to Paris—that is, the king, the queen and the heir to the crown. Louis XVI, doubted whether to use the National Guards, commanded by Lafayette, against the multitude, but these were able to prevent a massacre. The king accepted the decrees that he previously had rejected and went back to Paris with the royal family.

A Declaration of the Rights of Man and of the Citizen (August 1789) was drawn up as a preamble to the Constitution still to be born. This Constitution left women with no voice, distorting the revolutionary slogan “liberty, equality, fraternity”, as it did not grant those rights to women. For this reason, some women criticised the Assembly and revolutionary men, as they had contributed to the revolution and were not given equivalent rights. In 1791, Dutch Etta Palm d’Aelders addressed the National Assembly to demand equal rights for women and education for girls, and Olympe de Gouges wrote her Declaration of the Rights of Women and Citizenesses. Women had a voice in the assembly through the Marquis of Condorcet, a liberal who also advocated free and equal public education, constitutionalism and equal rights for people of all races.

Other measures were also taken: The abolition of the provinces (December 1789), following the division of France in 83 districts called departments. The abolition of hereditary aristocracy and nobility titles (1790), the abolition of guilds and, quite importantly, all the legislation regarding the clergy. The Clergy’s estates were expropriated and sold as free land (Resolution November 2, 1789). Most land was bought by the bourgeoisie. Monastic orders were abolished and the Civil Constitution of the Clergy was approved (July 1790). This was a set of regulations that separated the French Church from the Pope and lost independence in relation to political power. All priests and bishops were compelled to swear an oath of loyalty to the political system coming out of the revolution or they faced dismissal. About half of them did not take the oath, becoming refractory clergy. The intervention in the church fuelled the counter-revolution.

At the end of the Constituent Assembly, two important events took place: In June 1791, the king and the royal family tried to flee the country. His aim seems to have been to reunite with the émigrés and re-impose his power with the help of foreign armies. He left a document attacking practically everything the revolution had done since it started. He was arrested at Varennes and taken back to Paris. As a consequence, many people thought he was not to be trusted. From then on there was debate about whether to keep the monarchy or establish a republic. The Assembly decided to clear
the king, pretending that he was kidnapped and maintained the monarchy. Then, a multitude led by the Cordeliers demanded Louis XVI to be deposed and to establish a republic. The National Guard, commanded by Lafayette, confronted the crowd and fired at them provoking more than 50 deaths. This event deepened the division between the different factions in the Assembly.

From the Legislative Assembly to Napoleon

The Constitution was reluctantly signed by the king in September and the Legislative Assembly started on October 1st. According to the Constitution only the so-called active citizens could vote, that is, only men with a certain level of wealth. That left many people without voting rights, whose voices would be heard through the left part of the assembly.

This period, that lasted for less than a year, brought the beginning of the revolutionary wars, when the Assembly declared war on Austria, after requesting her to stop helping émigrés. The king thought the war would result in his favour and agreed. However, the wars, that were not favourable to France, changed the course of the revolution, hastening the cause of events leading to the execution of the royal family and aggravating tensions. On August 10, 1792, a mass of people revolted, asking for the king’s dismissal. They besieged the Tuileries Palace with the result of many deaths, among the people and among Swiss Guards protecting the Palace. This episode radicalised the revolution. The Legislative Assembly suspended the king from his tasks, which made the Constitution invalid, and for this reason agreed to establish a national convention, which would write another constitution. This convention was to be elected by universal male suffrage. In the meantime, an executive council was appointed, led by Danton.

The National Convention started on September 20. One of the first actions by the convention was to abolish the monarchy and establish a republic. The Convention approved the execution of the king, Louis XVI, on the guillotine, and later, of the queen, Marie Antoinette.

The war extended on several more fronts when the Convention declared war on Britain, the Netherlands and Spain. The need of soldiers resulted in the Convention – with the particular support of the Jacobins- voting for the recruitment of 300,000 men. Not all of them would be volunteers and special commissioners were sent to the different departments to organise the levy. This caused peasants’ riots in the provinces fuelled by the clergy and monarchists who were against the revolution. This was one of the biggest rebellions against the revolutionary government, the La Vendée rebellion, as it was prominent in that rural part of North-West France.

During this time, the confrontation between the Girondins and the Jacobins or Montagnards grew worse. The Girondins favoured a decentralised government, a federal constitution similar the USA’s, while the Montagnards wanted a highly centralised republic. By the end of June 1793, with the help of 80,000 armed sans-culottes, the Montagnards seized control over the Convention and arrested 22 Girondin leaders. It was the beginning of the “Reign of Terror”. The Committee of Public Safety, created in April, and led since July by Robespierre, became an instrument of Terror, where about 17,000 people died on the guillotine, including Robespierre at the end of
July 1794. Some scholars say that this period preceded modern democracy, others that it preceded modern dictatorship. However, the new democratic Constitution that the Convention approved on June 24, 1793, was never in force. Terror was imposed instead. Robespierre thought that a transitory dictatorship was necessary to save the revolution and the republic –apparently inspired by a Roman idea, and dogmatism prevailed under his command.

After Robespierre’s death, power passed to moderate bourgeois from the first part of the revolution, the Thermidorians—a name coming from Thermidor, the month when the Jacobin Convention ended according to the revolutionary calendar. During a transitional period, until October 1795, a new Constitution was drafted, which undercut people’s right from the previous one—1793. Although voting rights were a little broader than in the 1791 Constitution, still only 30,000 men could vote in all France. Under this Constitution, and under the same leadership, started the Directory, basically a prolongation of the previous period. This period did not benefit the poor, whose misery and discontent was an instability factor. In this context, François-Noel Babeuf initiated the Conspiracy of Equals, defending distribution of lands and rents. He was arrested and condemned to death. The Directory finished at the end of 1799 with general Napoleon Bonaparte’s coup d’état.

**Political tendencies of the Revolutionary Bourgeoisie during the French Revolution**

Even though all factions and groups of the revolutionary bourgeoisie were against absolutism, there were important differences among them, particularly regarding views on the state structure and state intervention in different aspects of economy and society. Conversely, all these groups agreed to establish a capitalist state, and for this reason private property of the means of production was not questioned at any time.

During the French Revolution it is not yet possible to talk about political parties. The diverse political tendencies were channelled through clubs, and from within them political debates were organised and leaders emerged. I.e. the Jacobins club and Maximilien Robespierre, the club of the Feuillants and Marquis de Lafayette.

The main political tendencies of the bourgeoisie were:

- **Moderate Liberals** (Feuillants and Thermidorians). They were moderate monarchists. Liberalism is the bourgeoisie’s ideology par excellence. Moderates put more limits to political liberalism than other groups. They stand for
  - A regime that benefits landlords, who would be the beneficiaries of liberal economic policies: high bourgeoisie—rich industrialists and bankers— and a part of aristocracy.
  - Constitutional Monarchy. They demand division of powers, giving the executive power to the king.
  - Great importance of the legislative power: the parliament.
  - Very restricted suffrage. Only the richest men can vote. Men are divided in active—those with the right to vote—and passive—those that do not have that right. Women cannot vote and are not considered full right citizens.
  - Civil equality—only among men. This means, equality under the law and regarding taxation—the law is to apply to everyone the same and
everyone would have to pay taxes. Nevertheless laws will benefit the rich bourgeoisie.

- The state should not intervene in social and economic issues. It has to be left to the laws of the markets—which usually meant, the law of the rich, who had money and political power detrimental to the lower classes.

**Democrats.** They are usually in favour of a Republican government, although there also some monarchists. In part, this is due to the king’s negative attitude towards democrats. They also think that executive power should be in the hands of the nation—the people—and therefore, be an elected position. They want not only civil equality, but also political equality (but, again, only for men). This political equality would be based on: a) universal male suffrage: voting rights for all men over a certain age. b) legal indemnity of members of parliament (MPs) and wages for public positions, allowing men without wealth to be part of the assembly.

Among democrats there were mainly two groups:

1. The Gironde. Founded by lawyers and intellectuals, they attracted businessmen, merchants and others. They thought that civil and political equality would bring an harmonious society. The Marquis de Condorcet, who defended the rights of women in the Assembly, was associated with this group.
2. Montagnards or Jacobins. They were mostly from the petty bourgeoisie. They were the most radical bourgeois elements, although in some subjects, such as women’s rights, they were very reactionary. They often had support from the sans-culottes. On top of civil and political equality, they demanded some economic equality as well, although limited to men. They asked for regulations in order to diminish inequalities, i.e. controlling prices for basic products. They were in favour of state intervention. They were inspired by Rousseau. Among them were Jean Paul Marat, Georges Danton – from the Cordeliers club- and Robespierre.

Apart from these groups, there were others like the Monarchists or Royalists. They were aristocrats and were divided in two groups: a) those in favour of absolutism b) those in favour of a constitutional monarchy. Many of them became émigrés, that is, they left the country during the revolution. On the other side of the spectrum there were the sans-culottes, and referred to the lower classes in France within the Third Estate, they could be independent workers, labourers, some artisans and shopkeepers. They wanted more equality but were not against private property. They supported the radical factions during the revolution, such as the Montagnards. The most radical among them were a group in Paris called enragés.

At the end of the revolution, during the Directory, François-Noel Babeuf led the Conspiracy of the Equals (1797), defending ideas that preceded those of the workers’ movement later, questioning private property.
The United States of America

The American War of Independence started in 1775 and lasted until 1783. This war transformed the original 13 British American Colonies into the United States of America.

To understand some of the causes of this Revolution, it is necessary to go back to the way the colonists themselves, and how the British viewed their relationship with each other. The colonists considered themselves English people, transferred to America. They had imported their ideas, ways of life from Britain, considered their “motherland”. Within the metropolis, Britain, the colonists were seen as dependants, whose object to was to provide raw materials and markets for the metropolis’s industries and products.

Despite this feeling of belonging to the metropolis, daily life took a different path. Simple decisions affecting day to day life took months to be passed because they had to be passed by the Parliament in England. Little by little, the bonds that bound the colonies to Britain were weakening, much more because Britain was at war during a considerable part of this period and did not take much notice of the colonies’ needs, despite the vital importance of the colonies trade and agriculture for the metropolis. Gradually, the colonists grew into a sense of self-reliance and set up their own governmental systems, to work in practice. Nevertheless, despite their greater self-reliance, they still felt attached to the metropolis and did not think about independence.

However, in contradiction to these developments, Britain wished to keep greater control of them and at the same time, did not want to incur further expenses defending the colonies. When Britain acquired all the French possessions in Canada and the lands between the Appalachian Mountains and the Mississippi River, colonists hoped for the expansion and colonisation of those fertile lands, something the British parliament was reluctant to do because it could mean greater expenses to protect them from the North American Indian tribes.

When in 1765, the Stamp Act was passed in the British parliament to ensure that the colonists paid for their own defence, this was seen as an attempt to raise money in the colonies without the colonists´ approval. The Stamp Act meant that colonists had to pay tax for all printed paper they used. The colonists' refusal to pay this tax was not due to the actual cost of it, but to fact that it set a precedent, as it was an attempt to assert British authority over the colonies and at the same time make them more financially responsible for their own defence. The colonists also thought that they were bound by trade laws which were clearly tilted in favour of the metropolis and complained about different treatment for citizens in America in relation to Britain. The Stamp Act was never effectively implemented. Colonists did not pay and there was a boycott on British goods.

The Stamp Act Congress gathered together representatives from nine of the thirteen colonies, and wrote a Declaration of Rights and Grievances that was sent to the king and the British parliament. Finally, Britain repealed the Act, but it was followed by the Declaratory Act, which asserted that Britain had "full power and authority to make
laws and statutes of sufficient force and validity to bind the colonies and people of America”.

This was to be checked when, in 1767, Charles Townsend, the Chancellor of the Exchequer – secretary of the Treasury, found other ways to tax the colonies. The Townsend Acts was a tax upon imports into the colonies, which were mainly tea, lead, paper, paint and glass. Colonists again refused to pay taxes and to buy any goods from Britain. Merchants smuggled to avoid paying tax.

The Quartering Act by which British soldiers were to be “quartered” in the homes of civilian populations brought matters to boiling point. These acts were declared unconstitutional. Once again merchants boycotted British goods.

In 1770 the British Army fired upon a mob in Boston. Five people were killed and many others wounded in what has been called the Boston Massacre. This was the first serious encounter between British forces and the colonies. The Townsend Acts were repealed except for the tea. Only the British East India Company could sell tea without paying taxes according to the Tea Act. There were protests in different places but the most important one was the known as the Boston Tea Party. A group of citizens of Boston dressed up as Indians, boarded the ship and threw all the tea that had been brought to Boston into Boston harbour.

The British Government retaliated with the Coercive Acts – called by the colonists the Intolerable Acts. The Boston Port Act closed Boston port. The Massachusetts Act put Massachusetts under military rule. The Quartering Act required colonists to lodge British soldiers on demand… Outrage in the colonies spilled over and led to the First Continental Congress in 1774, with representatives of all the colonies excepting Georgia. They met and drafted the Declaration and Resolves of the First Continental Congress. The armed militia of the colonists, the Minutemen, met at Lexington and Concord and had a confrontation with British soldiers. The Minutemen inflicted a defeat on the well trained Redcoat British Army. The American Revolution or American War of Independence had begun.

On 4th July, 1776, the Declaration of Independence was signed. A Constitution for the new country was written in 1787, influenced by Enlightenment ideas. The commander and chief of the Continental Army and member of the Constitutional Convention, George Washington, became the first president of the United States. He was considered a hero of the American Revolution or American War.

The industrial revolution

The industrial revolution is a process in which an agrarian society becomes an industrial society. This process is likely to happen in a place or territory containing the necessary conditions for capitalist development. This was the case of England from the mid 18th century, and it is for this reason that England is considered the pioneer of the Industrial Revolution, the first country to industrialise. From England industrialisation would spread to other countries. In Catalonia, at the end of the 18th century and beginning of the 19th century, there was a process similar to the English one although not as successful. During the first half of the 19th century countries such as Belgium,
Holland, Germany, France and Italy started their industrialisation process. In the second half it would be the turn of the USA, Japan and Sweden. In Spain the industrial revolution would not be completed until the late 1950s, because prior attempts failed in the 19th century. Despite the fact that there have been three industrial revolutions, it is common to refer to the first one as the “industrial revolution”.

The Industrial Revolution is a conjunction of several revolutions happening at once:

1. **Demographic revolution.** Mortality rates decreased because people were better fed and there were some advances in hygiene, medicine and public work (sewerage). The population increased in numbers as a result.

2. **Agrarian Revolution.** There were important transformations in land property structure and technical innovations. These allowed an increase in production.

3. **Technical Revolution.** There were new scientific and technical discoveries that were applied to industrial factories.

4. **Revolution of Transports.** There was an improvement in communications, with the building of new roads and the application of technical innovations to ships and, particularly, the construction of the first steam train.

5. **Commercial Revolution.** Increase in both internal and external markets. Internal consumption increased. Rich countries exported industrial products and imported raw materials from poorer countries.

6. The industrial revolution is intimately related to the bourgeois revolution, transforming a rural and feudally based Ancien Regime society into an urban and capitalist society. This implied changes in political power, with the ascension of the bourgeoisie as the new dominant class. In this process, initial investments and capital accumulation were important.

The first industrial revolution took place between the 18th and 19th centuries, but later other industrial revolutions have changed the face of our world:

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<thead>
<tr>
<th>Period</th>
<th>Leading sectors</th>
<th>Energy</th>
<th>Technology</th>
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<tbody>
<tr>
<td><strong>First Industrial Revolution</strong></td>
<td></td>
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<tr>
<td>First Phase</td>
<td>1750-1830</td>
<td>Textile</td>
<td>coal Steam power</td>
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<td>Second Phase</td>
<td>1830-1870</td>
<td>Iron and steel, Railways</td>
<td>coal Steam power applied to transport: railway, ship</td>
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<td><strong>Second Industrial Revolution</strong></td>
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<td></td>
<td>1870-1914</td>
<td>Diversification: automobile</td>
<td>Petrol, electricity</td>
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<td><strong>Third Industrial Revolution (digital revolution)</strong></td>
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<td></td>
<td>current</td>
<td>Information technology, communications</td>
<td>Petrol, gas, other</td>
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The Agrarian Revolution

The agrarian revolution started in England in the first half of the 18th century. There were changes in land property and rights over the land, and there were changes and innovations in respect to farming techniques. The most notable results were the following:

- There was a concentration of land plots that previously were farmed by peasants. The plots were scattered and ploughed by peasant families. Concentration, in which open fields became enclosures and common land—which relieved part of peasants’ needs—became private property, meant the loss of rights of the peasant population with smallholdings in favour of bigger holdings and landowners. As a consequence, small peasantry disappeared and part of the rural population had to migrate to the cities, where they looked for work in the factories, becoming part of the incipient proletariat.
- Technical innovations: Fallow land was reduced or disappeared in crop rotation, use of fertilizers, introduction of machines in agriculture such as reapers, manipulation of breeding. All these changes, that seemed very positive at the time, have created important problems that have not been seen until recently, such as the impoverishment of the soil by the machines, pollution by fertilizers, and others.

The Technical Revolution

The technical revolution occurred particularly in two areas:

- Energy: The invention of the steam engine by James Watt, was the motor of change. There had previously been several attempts to make the most of the use of steam power, transforming it in useful work such as Thomas Newcomen’s atmospheric engine, but until Watt it did not have direct applications. The steam engine could be applied to the textile industry and to transport, with the invention of the steam train and the steam ship.
- Textile industry: it was the key sector in the first industrial revolution. From the mid 18th century, there would be an accelerated invention of more and more productive spinning and weaving machines. From 1792, steam power started to be applied to already existing machines.

In some phases there was an unbalance or bottleneck between spinning and weaving that led to new inventions.

MAIN INVENTIONS IN TEXTILE INDUSTRY MACHINERY

<table>
<thead>
<tr>
<th>Year</th>
<th>Invention</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1733</td>
<td>Flying Shuttle</td>
<td>Improvements to looms that allowed faster weaving.</td>
</tr>
<tr>
<td>1764-1770</td>
<td>Spinning Jenny</td>
<td>It could spin several threads at the same time. It made a very thin thread and for this reason could be used in the weft but not in the warp. For this, industry still depended on flax imports.</td>
</tr>
<tr>
<td>1768-1772</td>
<td>Water-frame</td>
<td>It was used also for the warp. It was the first powered textile machine. It used energy from a water mill.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
<td>Description</td>
</tr>
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<tr>
<td>1779</td>
<td>Spinning Mule</td>
<td>(Samuel Crompton). It developed the principle of the two prior machines.</td>
</tr>
<tr>
<td>1785</td>
<td>Power Loom</td>
<td>(Edmund Cartwright). It supposed a breakthrough because the weaving industry could not absorb the increase in thread, but needed some improvements.</td>
</tr>
<tr>
<td>1801</td>
<td>Jacquard Loom</td>
<td>(Joseph M. Jacquard). It weaved complex designs.</td>
</tr>
<tr>
<td>1803</td>
<td>Dressing Frame</td>
<td>(William Radcliffe). It enabled power looms to operate continuously.</td>
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</tbody>
</table>

**Industrial Capitalism**

As noted above, the industrial revolution and the bourgeois revolution—the French Revolution among them—are two essential events in European and World history, because they caused the implantation of a capitalist economic system and a bourgeois political system. The capitalist system is an organisation of industrial society in which the means of production (tools, capital…) belong as private property to a group of people, called capitalists, that represent a different class group to those who are not owners of those means, the proletariat or working class.

As new techniques were introduced in the factories, production became more complex and production tools—machinery—became more expensive. It became more and more difficult to be owner of the means of production, since it was necessary to have capital to be able to buy it. It was not enough to be an entrepreneur, as it sometimes happened at first.

The capitalist enterprise meant, then, some important changes, that materialised in the changes from the craft workshop to the factory. These are mainly the following:

- **Sized increase.** In the workshop around 5-10 people worked. In ‘royal’ manufactories tens of producers and in the factory hundreds and even thousands of workers could be employed.
- **Specialisation or “technical division of labour”.** The worker does not produce a product on its whole, as he/she did before, but makes only one part of the product. The producer can no longer control the final result.
- **Machinery.** Machines replace tools and the worker is submitted to the machine rhythm.
- **Production for the market.** In the Ancien Regime, the artisan produced for himself and sold a part of the production in the family’s shop, attached to the workshop. Many times the artisan produced according to orders, so the product had already been sold when it was produced and followed certain quality rules. In the factory all the production is for the market. All is to be sold in a market that is a separate space that possibly has no relation to the factory owner. The capitalist is more concerned about profits that about quality.
- **Freedom of work.** Guild protectionism disappears and until workers are able to organised themselves and act as a collective, capitalists are the great beneficiaries. Workers that work are those who sell their work force cheaper. Conditions of living worsened at first. Exploitation of women and children was rampant, particularly in the textile sector, as their wages were considerably...
lower than adult male salaries. In 1835, 61% of the workforce in the cotton industry were women and children. Women earned half men’s wages and children still less.

- **Tendency to the concentration of capital.** Big companies can sell cheaper and lead small ones to bankruptcy. There is a tendency to corporate concentration by fusion of other big companies. This evolution makes it practically impossible for small business to compete with big capital and usually has come hand in hand with worse labour rights and living conditions for workers. The current globalisation of capital is the best illustrative example, increasing the gap between the rich and the poor and having little respect for the environment at the same time.

**Imperialism**

Imperialism or imperial colonialism is the configuration of empires, that is, the dominium by a state –the metropolis- of extensive territories that are called colonies. Colonies are dependant and subject to the metropolis government and administration, and have no decision-making power. Often indigenous peoples from the colonies are considered second class subjects.

In 1700, the oldest colonial empires were already centuries old. Spain and Portugal were the first colonial empires, with the discovery and conquest of America, that opened new ways to Europe regarding economic expansion but had a big impact on the indigenous population, including genocide. Nevertheless, those empires had different characteristics to the empires formed in the 19th century. The first ones departed from a feudal economy, the second ones from a capitalist economy. The first ones did not affect the whole of the world in the way the second ones did. 19th century imperialism can be divided in two phases: Until 1870, where the expansion was made by France and the UK while old empires simply tried to maintain what remained of their colonies. At the end of the period, slavery was abolished. After this date, and for the rest of the century, the main characteristics of the period would be Franco-English rivalry and the interest of other European countries to establish colonies overseas.

The reasons for colonial expansion in the 19th century are of different kinds:

1. **Demographic factors.** During the 19th century there is an important growth of the European population. This human surplus led to a major need for raw materials and food. Unemployment, together with lack of resources, meant that an important part of the population were ready to leave their countries looking for opportunities, initiating one of the most important migrations in history. Around 40 million Europeans left for other continents during this period.

2. **Economic factors.** Among the economic factors there was the need to release the pressure and tension on the economy and lack of resources produced by the excess population. Industrialised European countries, and particularly the UK – that now suffered competition from other industrialised countries- made it a priority to secure their world power, to control sources of raw materials. They were also looking for new markets, particularly after 1873, when an economic crisis was followed by renewed protectionism. Colonies would be secure, forced markets for the metropolis industrial products and source of raw materials and
cheap labour. The Metropolis would also benefit from capital loans to the colonies. Surplus capital was also invested in train networks and harbours.

3. **Political factors.** 19th century nationalism promoted colonial expansion. Important political leaders believed that a nation –state- was not powerful if it did not have colonies. Many of them also believed that territorial expansion contributed to European balance of power. International law considered “vacant” all susceptible colonial territories –that is, where Europeans were not established- and consequently could be occupied by the first European power to arrive. The greed for colonies was one of the causes of World War I, after which, the USA rose as the first world power.

4. **Ideological factors.** Religion and science were used to justify colonial expansion and other people’s submission to the metropolis. Helping backward people in religious aspects, studies on botany. Both missionary and scientific feelings helped the invasion of territories, under the pretext of protecting missionaries and scientists. On the other hand, imperialist doctrine was based on social Darwinism, a racist discourse with a false scientific base, that affirmed the inequality of human races and the superiority of whites. This superiority predestined white people to conquer and civilise the rest of the world. This doctrine was supported by Cecil Rhodes and Joseph Chamberlain in the UK, Jules Ferry in France or Leopold II in Belgium. Those ideas were later part of nazi ideology.

5. **Military factors.** Armies were inactive in Europe because of the absence of conflict.

**Colonial Empires**

The establishment of colonial territories by European countries did not always have the same character, but, according to the circumstances, had distinctive characteristics:

a) In territories with a weak political organisation, the method was settlement by conquest.

b) Countries with an administrative organisation were put under European custody, under protectorates.

c) Countries with a large territory and culture, as China, had to give concessions to European powers under “Unequal Treaties”. European powers set up strategic harbours and demanded concessions on rails and mining, which produced the Boxer rebellion against foreign powers, which was crushed and the emperor forced to pay important war reparations to western powers.

The main imperial powers were the United Kingdom (then Great Britain) and France:

- **The British colonial empire.** Already in 1763, after the French and Indian War (Treaty of Paris), the UK had obtained Canada from France, and assured sovereignty in India. In 1815, at the Congress of Vienna, it obtained The Cape of Good Hope, in South Africa, and Ceylon (now Sri Lanka). Those territories would be the base for the great British empire, that expanded all around the world: Oceania (Australia, New Zealand), Asia (India, Singapore, Hong-Kong, Burma, Fiji), Africa (South Africa, Egypt –important for the control of the Suez...
Canal, Kenya, Uganda, Nigeria, Rhodesia—now Zambia and Zimbabwe, and other countries). The control over South Africa was achieved after the British victory in the Boer wars. In this area there were previously two Boer Republics, dominated by the Boers, people of Dutch origins. The British empire had two kind of colonies:

a) Colonies for population. They were established in appropriate climates, such as Canada, Australia, South Africa. To avoid colonies moving for independence, when a territory reached a high economic and cultural level, the metropolis granted Dominion status, which implied self-government.

b) Exploitation colonies, with a strong commercial character, to benefit from the territories’ resources.

- The French colonial empire. At the beginning of the 19th century, France had little left of its old colonial empire: some islands in the Antilles, Guyana, and some small territories in Senegal. Nevertheless, soon it started its expansion in Africa and Indochina (now Vietnam, Laos and Cambodia). The beginning of the second empire starts in 1830 with the invasion of Algeria, for commercial reasons. After that the French empire expanded in Africa, through Senegal, Guinea, Chad, Ivory Coast, Morocco, Mauritania, Tunisia, Mali, and the Republic of Congo. The conquest of African territory stopped where the British were established, although other European countries also put their feet in Africa, but with much smaller territories. The intervention on the coast of China started to establish colonies in the far East, Indochina.

- The United States of America (USA). In the late 19th century and early 20th century, the USA initiated its expansionist policy, particularly in the Caribbean. The Spanish-American war in which Spain suffered a humiliating defeat in 1898, allowed the USA to occupy Cuba and Puerto Rico, and in Asia the Philippines and Guam. It also occupied Hawaii. From the opening of the Panama Canal in 1914, USA had a decisive influence in Latin America. USA exerts its dominium over the world at present without the need of holding any colonies.

The consequences of imperialism have been manifold:

1. They contributed to the consolidation of features of underdeveloped countries, which grossly coincide with the colonies, particularly in those places where the indigenous people continued to be the majority of the population. Indigenous economies—poly-culture—were destroyed or reduced to marginal areas to promote plantation agriculture—monoculture—destined for European markets. This caused the impoverishment of the soil and food shortages for the indigenous population.

2. There was a loss of identity within indigenous populations with the implantation of Western culture and mentality.

3. A minority sector of the indigenous population were given intermediate positions in the colonies while the rest of the population was impoverished. This sector was the ruling elite after decolonisation.

4. The destruction of tribal life and tribal relations together with the aleatory borders dividing countries which only obeyed the metropolis’ interests have led to continuous conflict within different ethnic or tribal groups within these
countries, many times resulting in civil wars and massacre of the population. This is particularly true for Africa.

5. In some places, the increase of the population as a consequence of the introduction of Western Medicine at the same time that birth rates remained high, had a subsequent imbalance of resources and population. At first, the introduction of new illnesses such as the flu or smallpox provoked important mortality rates and the population was reduced. However, in other places, such as Oceania, where Europeans settled, there was a drastic reduction of the indigenous population through wars.

6. Imperialism also had important ecological consequences, apart from the impoverishment of the soil due to plantation culture: the destruction of natural eco-systems, plagues due to the introduction of non native animals—or plants, in a lesser degree— in territories where they had no predators, deforestation…

Evolution to Democracy and social movements

Workers movements

As we have seen above, the industrial revolution brought about the making of the working class. This conformed a society with two main social classes: the bourgeoisie, owner of the means of production, and the working class, that only had their labour.

The main characteristics that define the situation of the working class during the first stage of capitalism are:

- As industry expanded, industrial workers multiplied, while the number of artisans and craft men and women declined. Many of them would become industrial workers themselves.
- Specialisation means that every worker only does a quick and simple action, repeating it thousands of times a day.
- Work conditions worsened: severe discipline, long-hours shifts (14 to 16 hours), decrease of public holidays, unhealthy workplace.
- Job insecurity. When the mass of peasants went to the cities after being expelled from their lands, unemployment was a first effect as industry did not have the capacity to absorb all this workforce, despite being in expansion. In England this meant the increase of petty criminals that were sent to penal colonies, first in the USA and after independence, to Australia.
- Low wages with a tendency to go down. From around 1850 they began improving, because the industrialist knew that with improvement of salaries workers would have more acquisitive power to buy their products.
- Brutal exploitation of the workforce. The exploitation of women and children was significant, with lower salaries than adult males and working in terrible conditions. Children could start working at the age of 6 or 7 years old.
- Workers were living in unsanitary housing. They were subject to frequent epidemics. As a consequence life expectancy at birth was low, around 25 years.

These appalling standards of living made some people reflect about working class conditions of living, writing theories about how an ideal society would be. Hence, during the 19th century, some authors reflected about the possibilities of transformation
of capitalist society and proposed new ways of social organisation. Those theories influenced the working class, that had already started to demand better labour and living conditions and started to organise themselves also to change the social system to the benefit of the poor, a world where men would be equals. From there workers’ political parties and unions were created. It is necessary to say that many working class men saw equality and freedom for themselves but not for their wives and daughters, as unions’ actions showed in several occasions.

Two of the first workers movements were the luddites and the chartists. Luddites were textile workers that were made redundant because of the introduction of new frames –new technology- in the cotton mills. The movement was rather spontaneous and started from 1811. Their main actions consisted in the destruction of machinery. The English Parliament approved an Act imposing the death penalty for these actions. Some people commuted this penalty for transportation –deportation to a penal colony such as Australia. Chartism owes it name to the People’s Charter (1838), that was a kind of manifesto were chartists expressed their aims, based on six reforms, among which was masculine universal suffrage, voting by secret ballot or payments for members of parliament.

Many elements that are found in workers’ ideologies, socialism and anarchism, might already be found in some heretical proposals from the Middle Ages, then mixed with mythical and religious lore.

Traditionally, workers’ ideologies are divided as follows:

1. **Early socialism.** Also called Utopian socialism, name given to pre-Marxist socialism by Karl Marx and Friedrich Engels. Utopian socialists reacted against the profound inequalities of bourgeois society and proposed an equal society based on collective property. The most important are:
   - Owen: He was a successful businessman who spent most of his fortune founding industrial and agrarian cooperatives to help eliminate private property and improving his employees’ living conditions. He helped the English Trade Unions to take off. He also talked about marriage as slavery for women.
   - Fourier: He proposed the creation of agrarian self-contained communities called phalansteres, where people would be able to cover all their needs. People would work according to their inclinations under equality basis, reaching the state of Harmony. He considered the position of women in his society a form of slavery and called for their freedom and rights.
   - Saint-Simon: From aristocratic background –he was a duke, he was concerned about scientific and industrial development. He believed it was imperative to improve the living conditions of the working class, although he did not see a conflict of interests between the working class and capitalists. His idea was that society had to be run by industrialists and men of science. He did not talk much about women but his followers called for gradual emancipation of women.
   - Flora Tristan: Her writings were most influential to Karl Marx’s political thought. She defines the working class as the most numerous and useful. According to her, all working class evils are due to extreme poverty as
the French Revolution was only beneficial to the bourgeoisie. She was the first to formulate the idea that the working class only could get free of it own accord. She also was one the first theorists in French feminism. She believed that the emancipation of workers would go hand in hand with the emancipation of women, comparing both kinds of oppression.

2. **Socialism and communism – Marxist socialism.** Its main theorists are Karl Marx and Friedrich Engels. According to Marxist theory, the misery of the proletariat is due to the capitalist system, which is based in the worker’s exploitation. Bourgeois society is divided in two classes that are opposed to each other, capitalists, that are owners of the means of production, and the proletariat – workers, that only have one product to sell, their hands. This generates a class struggle, which is not only an economic struggle asking for fair wages or reduction of working hours, but also a political struggle that will bring workers to power, in the same way that during the French Revolution the bourgeoisie overthrew the aristocracy from power. The objective of the class struggle is, according to the authors, to organise political parties in order to conquer power for the proletariat, establishing a proletarian dictatorship until reaching a society without classes and without state, the communist society. At the start of World War I (1914-1918) they split in two groups: socialists or revisionists, who claimed that to reach an equal society a revolution was not necessary, but could be done little by little in parliaments; and communists or revolutionaries, who thought that revolution was necessary and founded communists parties.

3. **Anarchism – Anarchist socialism.** Anarchy means absence of government. Anarchism is opposed to any form of government or state and vindicates the maximum freedom for individuals and for the collective. They think that power corrupts and don’t believe it necessary to conquer power and are against the dictatorship of the proletariat. They defend collective property of means of production against private property and think a spontaneous revolution is necessary, not guided by any parties, to destroy the state and change society. The anarchist society would be organised in communes, small units of production and consumption, an association without coactions, on voluntary bases and free. Communes could group forming federations. Mikhail Bakunin was one important theorist for anarchism.

The start of the feminist movement: The triumph of suffragists.

The feminist movement as such started in the 19th century, although there are many precedents earlier in history. In modern times, one of the first works to be considered as feminist is *Vindication of the Rights of Women*, written in 1792 by Mary Wollstonecraft, a British writer considered a foundational feminist philosopher.

During the French Revolution, as seen above, there were also many women who asked for women’s rights. Some “cahiers de doleances” were specifically written by women and include women’s demands. Olympe de Gouges also wrote her *Declaration of the Rights of Women and Citizeness* in 1791. She was killed on the guillotine because of her positions on women.
The feminist movement shaped in the 19th century in English speaking countries, such as the USA and Britain. Two main trends would operate together:

- Suffragists or moderates. They want voting rights for women and think that would be enough to end gender inequalities.
- Radicals. They think that voting rights are necessary but not enough. They also demand changes in family structure, work, sexuality and other issues.

The suffragist movement was an important landmark in the history of feminism. It cost many years of struggle, many women being imprisoned and some killed before voting rights were achieved. The first suffragist movement started in 1848 in the USA and in 1865 in Britain. Universal male suffrage existed in many European countries from 1848.

Voting rights proved not be enough to end discrimination against women. They still had a secondary role in the family and in society. It was necessary a change of mentality. This change, which is still taking place, took off more rapidly with modern feminist movements in the 1970s.
Mafalda: What is your mum writing in the typewriter?
Libertad: Translations for books, because what Daddy earns is to pay the flat
Libertad: My Mum speaks French. French people write books in French, my Mum copies them into the way we talk and with the money she gets for it buys noodles and all those things.
Libertad: There is a guy… Wait, What’s his name? Yanpol.. Yanpol Belmon… No!… Yanpol… Sastre, is it his name?
Mafalda: Ah! Sartre?
Libertad: That’s it! He wrote the last chicken we ate.

Activities:

1. Examine both diagrams separately and then, compare them. What is different? What is similar?

http://mafalda.dreamers.com/Tiras%20libertad/TIRASLIBERTAD.htm
2. Analyse and explain Mafalda’s cartoon. Place it within one of the two diagrams and explain your choice.
3. Explain the difference between a surplus society and an economic self-sufficient society – where self-consumption is prevalent.
4. Which other types of exchange do you know besides exchanging goods for money?
5. We exchange our work for the goods we need to survive, generally through our wages. Which kind of work does Libertad’s mother exchange? Place it in the economic sector where it belongs and explain how sectors are divided and each one’s importance in modern economies.
6. Explain the main features of capitalist and Ancien Regime society –look at the chart in this unit- and how the transition to capitalism was made.

**Enlightenment: Voltaire and the idea of Equality**

“Does a dog need another dog, or a horse, another horse? No animal depends on any other of its species. Man, however, has received that divine inspiration that we call Reason. And what has it wrought? Slavery almost everywhere we turn.

If this world were as good as it seems it could be, if everywhere man could find a livelihood that was easy and assured a climate suitable to his nature, it is clear that it would be impossible for one man to enslave another. If this globe were covered with wholesome fruit, if the air, which normally should contribute to our lives, did not carry disease or death, if man needed no other lodging and bed than those the buck and his roe require, then the Genghis-Khans and Tamerlans would have no servants other than their own children decent enough to help them in their old age.

If some individual of tyrannous mind and brawny arm had the idea of enslaving his neighbour who is weaker than he, it would be impossible; the oppressed would be on the Danube before the oppressor had taken his measures on the Volga.

If all men then were without needs, they would thus be necessarily equal. It is poverty that is a part of our species that subordinates one man to another (..).

In our unhappy world it is impossible for men living in society not to be divided into two classes:

The rich who command, and the poor who serve. These two classes are then subdivided into a thousand, and these thousand have even more subtle differences.

(…) Equality is therefore both the most natural of things, as well as the most unreal.

As men go to extremes in everything when they can, this inequality has been exaggerated. It has been claimed in many countries that it was not permissible for a citizen to leave the country where fate has placed him. The idea behind this law is obvious: "This land is so bad and so badly governed that we forbid anyone to leave for fear that everyone will leave." Do better: make all your subjects want to live in your country, and make foreigners want to come.”

Voltaire : The Philosophical Dictionary. 1765
“Sire,

(…) Excluded from the national assemblies by laws so well consolidated that they allow no hope of infringement, they do not ask, Sire, for your permission to send their deputies to the Estates General (…) The women of the Third Estate are almost all born without wealth; their education is very neglected or very defective: it consists in their being sent to school with a teacher who himself does not know the first word of the language [Latin] he teaches. They continue to go there until they can read the service of the Mass in French and Vespers in Latin. Having fulfilled the first duties of religion, they are taught to work; having reached the age of fifteen or sixteen, they can earn five or six sous a day. If nature has refused them beauty they get married, without a dowry, to unfortunate artisans; lead aimless, difficult lives stuck in the provinces; and give birth to children they are incapable of raising. If, on the contrary, they are born pretty, without breeding, without principles, with no idea of morals, they become the prey of the first seducer, commit a first sin, come to Paris to bury their shame, end by losing it altogether, and die victims of dissolute ways.

(…) Also, many, solely because they are born girls, are disdained by their parents, who refuse to set them up, preferring to concentrate their fortune in the hands of a son whom they designate to carry on their name in the capital; for Your Majesty should know that we too have names to keep up. Or, if old age finds them spinsters, they spend it in tears and see themselves the object of the scorn of their nearest relatives.

To prevent so many ills, Sire, we ask that men not be allowed, under any pretext, to exercise trades that are the prerogative of women—whether as seamstress, embroiderer, millinery shopkeeper, etc., etc.; if we are left at least with the needle and the spindle, we promise never to handle the compass or the square.
We ask, Sire, that your benevolence provide us with the means of making the most of the talents with which nature will have endowed us, notwithstanding the impediments which are forever being placed on our education.

May you assign us positions, which we alone will be able to fill, which we will occupy only after having passed a strict examination, following trustworthy inquiries concerning the purity of our morals. (…)

We ask to be enlightened, to have work, not in order to usurp men's authority, but in order to be better esteemed by them, so that we might have the means of living safe from misfortune and so that poverty does not force the weakest among us, who are blinded by luxury and swept along by example, to join the crowd of unfortunate women who overpopulate the streets and whose debauched audacity disgraces our sex and the men who keep them company (…) We implore you, Sire, to set up free schools where we might learn our language on the basis of principles, religion and ethics…”

Petition of the Women of the Third Estate to the King, 1 January 1789

List of grievances:

1. That his subjects of the third estate, equal by such status to all other citizens, present themselves before the common father without other distinction which might degrade them.
2. That all the orders, already united by duty and a common desire to contribute equally to the needs of the State, also deliberate in common concerning its needs.
3. That no citizen lose his liberty except according to law; that, consequently, no one be arrested by virtue of special orders, or, if imperative circumstances necessitate such orders, that the prisoner be handed over to the regular courts of justice within forty-eight hours at the latest.
4. That no letters or writings intercepted in the post [mails] be the cause of the detention of any citizen, or be produced in court against him, except in case of conspiracy or undertaking against the State.
5. That the property of all citizens be inviolable, and that no one be required to make sacrifice thereof for the public welfare, except upon assurance of indemnification based upon the statement of freely selected appraisers. . . .
15. That every personal tax be abolished; that thus the capitation and the taille and its accessories be merged with the vingtiemes in a tax on land and real or nominal property.
16. That such tax be borne equally, without distinction, by all classes of citizens and by all kinds of property, even feudal and contingent rights.
17. That the tax substituted for the corvee be borne by all classes of citizens equally and without distinction. That said tax, at present beyond the capacity of those who pay it and the needs to which it is destined, be reduced by at least one-half.

List of grievances (wishes) of the Third Estate in the County of Dourdon
http://www.historyguide.org/intellect/cahiers.html#third

The Third Estate

“The outline of this essay is quite simple. We must ask ourselves three questions:
1. What is the Third Estate? Everything
2. What has it been hitherto in politics? Nothing
3. What does it ask? To become something....

(…) Who then would dare to say that the Third Estate does not include everything necessary to the formation of a complete nation?… If the privileged order were abolished, the nation would not be anything less than it is, but rather something more. Thus, what is the Third Estate?
Everything, but a hobbled and oppressed everything. What would it be without the privileged classes? Everything -- but a free and flourishing everything. Nothing can function without the Third Estate; everything would work infinitely better without the other estates....”

Abbe Sièyes. What is the Third Estate?. Pamphlet, January 1789

Activities:

1. Define Voltaire’s idea of equality. How was Ancien Regime society far from being equal? Which other Enlightened philosophers gave ideas for the revolutions to come? Which were these ideas?
2. Taking into account that: a) peasants had to pay tax to the lord, the church and the king, they also had to pay the lord –who could also be from the clergy– for the use of many things they needed for their work and survival: the mill, the winepress…., they passed through periods of hunger and many could hardly survive. b) the nobility and the clergy did not pay tax, they had privileges that the others did not have and had authority over peasants, that at times could be abuse, they did not work and lived often in luxury out of rents paid by peasants for the use of lands and/or for being their jurisdiction. They put tolls on roads, markets and others. c) The Treasury was bankrupted, particularly after the American war. If you had been the king’s Finance minister (Chancellor of the Exchequer), such as Necker, which solutions would you have suggested to solve the problems of the Treasury?
3. The Estates-General were a sort of medieval parliamentary assembly. Compare with parliamentary assemblies nowadays. If necessary, look for information in an encyclopedia or other resources.
4. What do women in the text above ask of the king? Describe the life of a woman from the Third Estate according to this text.
5. Which social group is behind the petitions in the list of grievances from Dourdon?
6. Define the taxes mentioned in items 15 and 17. Explain how the distribution of taxes during the Ancien Regime was done and what was demanded in the Dourdon list.
7. What do items 1 and 2 refer to?
8. Which aspects of the Ancien Regime were against the aspirations of the Third Estate? Explain how French society before the revolution was not acceptable for the majority of the population and make a list of grievances you would make if you had been there. You can also make pamphlets with slogans calling people to act, such as the abbe Sièyes one.
9. Why was the Third Estate so interested in changing the voting system?
The Declaration of Independence of the United States of America on 4th July 1776 (written by Thomas Jefferson) (fragment)

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. - That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, - That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience have shown that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. — Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States (…)

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these united Colonies are, and of Right ought to be Free and Independent States, that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States
may of right do. - And for the support of this Declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honour.”

Activities:

1. According to the Declaration of Independence, which are men’s unalienable rights? Did the Declaration recognise those same rights to women? And to slaves?
2. Where do you think the text refers to the people’s right to govern themselves?
3. Taking into account that most European countries and their colonies were governed by a king that controlled all power and had its position by birthright, why do you think the people’s right to govern themselves was a revolutionary idea?
4. What does sovereignty mean? Which kinds of sovereignty could you enumerate? What would be the difference between national sovereignty and popular sovereignty?
5. This is also one of the first Bill of Rights in Western history. Do you think it had any influence in later declarations of rights? Look for the Declaration of the Rights of Man and the Citizen written in France in 1789 and compare. How do they define civil equality or the right to freedom?

Constitution of the United States of America (1787) (fragment)

This is the first written constitution in world history. The Constitution follows ideas from John Locke, Baron de Montesquieu and Jean-Jacques Rousseau (Enlightenment). Namely, the separation of powers –executive, legislative and the judicial. The executive power is trusted to a president, the legislative power to two chambers, the House of Representatives (each state according to its population) and the Senate (each state has two senators). The president is elected every four years by masculine universal suffrage (women could not vote until the 19th amendment – also called Susan B. Anthony amendment- was passed in 1920.

“We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article. I.

Section. 1.
All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section. 2.
The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature (…)

Article. II.

Section. 1.
The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected, as follows:
Each State shall appoint, in such Manner as the Legislature thereof may direct, a Number of Electors, equal to the whole Number of Senators and Representatives to which the State may be entitled in the Congress: but no Senator or Representative, or Person holding an Office of Trust or Profit under the United States, shall be appointed an Elector.

http://www.usconstitution.net/const.html

Activities:

1. Which ideas were behind the USA Constitution?
2. What is “separation of powers”?
3. Who holds the executive power?
4. And the legislative power?
5. What is the composition of the House of Representatives and the Senate?
6. Compare with the diagram of the 1791 French Constitution.
7. Look for information about the French Constitution of 1793 –never in force- and describe the differences with the other two.
8. Draw a diagram for the 1793 Constitution similar to the one for 1791.

The Industrial Revolution

“Every morning at 7:00 A.M. all “hands” arrived for work. Everyone worked without stopping in a large room filled with loud machines. A whistle shrieked at noon to announce the lunch break. Some companies gave people a half-hour to eat, some an hour. Regardless, 1:00 P.M. meant everyone must be back at their tasks. The chimes rang out at 1:00 P.M., not once, but thirteen times so everyone would hear the hour. A few minutes late meant lost pay. The first factories used water power to run their machines. The machinery worked because water flowed through a water wheel. Machinery drew power from the movement of water. So the first factories were located beside streams or rivers. Factory cities were located near coal fields and iron ore deposits. The iron ore was manufactured into machinery, locomotives, and rails.
People went to work to the cities, where the factories were located. Glasgow, Edinburgh, Leeds, Manchester, Sheffield, Liverpool, Birmingham, London, and Bristol had populations of more than 300,000 by 1830.
Early industrial towns did not have tall chimneys pouring out black smoke. Tall chimneys became part of the industrial landscape when James Watt developed his improved steam engine in 1785. Steam engines were powerful. The steam engine ran on coal, which was abundant in Northern England and Wales. Factories could be built almost anywhere. Burning coal created clouds of thick, black smoke, which poured into the air through factory chimneys. Because factories needed fuel, coal mining expanded. Coal production doubled between 1750 and 1800. In the nineteenth century production increased 20 times. Steam power also revolutionized transportation in Britain. Manufacturers could move large quantities of raw materials to factories and products to markets.
Before the Industrial Age, people and goods moved by foot, horse, or cities grew quickly near coal fields and iron ore deposits after the Industrial Revolution. With steam engines powering trains and steamboats, transportation became faster and cheaper. The locomotive, a steam engine on wheels, first carried passengers in the 1830s. At that time, there were only 500 miles (805 km) of railroad track in Britain. Within 20 years, there were almost 7,000 miles (11,270 km) of track.”

College of Humanities and Social Sciences. North Carolina University
Activities:

1. How would you describe the Industrial Revolution?
2. Compare the Industrial Revolution with a political revolution. What is similar about them? What is different?
3. Choose a city in the British Isles where they would have built a manufacturing business during the Industrial Revolution using the following criteria: access to natural resources, a good transportation network, and a relatively skilled population.
4. What’s the link between Industrial Revolution and Urbanization?
5. Which cities in Britain had populations of more than 300,000 by 1830?
6. Why did coal production double between 1750 and 1800?
7. Where would be a good place to locate a factory? Why?
8. What do you think was the Environmental Impact of the Industrial Revolution?
9. How did urbanization cause challenges to the environment that are still with us today?
10. Why did the owners of the factories call their workers “hands”?
The Agricultural Revolution

Agricultural innovations were the result of different kind of experiences performed since the 17th century by some farmers and property owners. Some of these innovations were better carried out with bigger plots of land. Landowners decided to close their lands and promoted the *enclosure acts* –there were hundreds of them between 1700 and 1810- allowing them to enclose their lands. This event meant not only the end of the feudal estate but also the expulsion of many labourers from their lands.

Activities:

1. What was the Agricultural Revolution?
2. How did people in Western Europe contribute to the Agricultural Revolution?
3. What were some of the results of the Agricultural Revolution?
4. What were the *enclosure acts*? What did they mean for peasants?
5. How did the Agricultural Revolution contribute to the Industrial Revolution?
6. Would the Industrial Revolution have been possible without the Agricultural Revolution? Explain.

The Technical Revolution

Textile industry

“The *spinning jenny*, an improved spinning wheel, was invented by James Hargreaves in 1768. An accident leading to the invention took place when his daughter Jenny overturned an experimental spinning wheel. As the wheel continued to spin, Hargreaves had an idea. He thought that a machine with vertical spindles would spin several threads at one time. He named his invention after his daughter, calling it a spinning jenny.”

(College of Humanities and Social Sciences. North Carolina University)

Steam engine

“The water is converted to pressurized steam by a hot fire. Then the steam travels through pipes to the piston-cylinder. The pressurized steam expands in the cylinder and pushes a piston forward. Once the pressure is released, the piston is pushed back to its original position. In this way, a steam-driven piston can turn a gear, a wheel, or a belt. Steam engines were used first in England to power textile looms. Later, an inventor named Richard Trevithick had the idea of using a steam engine to turn the wheels of a railcar. From this was born the modern steam locomotive. However, this was a road locomotive. The first railroad locomotive was invented by George Stevenson, and the first train run from Liverpool to Manchester in 1825. Speed was about 16 km/hour at best, which was considered an amazing speed.”

(Remade from texts mine and from College of Humanities and Social Sciences. North Carolina University)
Activities:

1. Relate the inventions of the Industrial Revolution by sectors: textile industry, energy, transport…
2. Of the inventions pictured, which do you think was the most important?
3. Why was the invention of the steam engine so important to industrialization?
4. How did the steam engine change work?
5. Explain where the steam engine was applied and what the consequences were (i.e. in transport).

6. Why do you think railways—steam trains—were the most important means of transport in the 19th century?
7. Make a list of all the possible functions of the railway.
8. Why did the building of the railway line entail an economic expansion? Who benefited from it? How and why?
9. How did a steam locomotive work? Fill out the numbers and explain. You can also look at the following website http://commons.wikimedia.org/wiki/Image:Steam_locomotive_work.gif
10. Explain the relationship between industrialisation and the building of the railway network.
11. Why do you think the costs for building the railway network were high?
12. Find out how many passengers fitted in a train, the first trains’ speed, materials used in building them…
Industrial Capitalism

1. Which changes are characteristic of the capitalist enterprise?
2. Do you think those characteristics still stand? Think through your answer.
3. What is meant by the term “division of labour”?

Workers: Work Conditions, Women and Living Standards in the Industrial Revolution through literature

Women and Girls’ labour

“In the spinning-mills women and girls are to be found in almost exclusive possession of the throostles; among the mules one man, an adult spinner (with self-actors, he, too, becomes superfluous), and several piecers for tying the threads, usually children or women, sometimes young men of from eighteen to twenty years, here and there an old spinner thrown out of other employment. At the power-looms women, from fifteen to twenty years, are chiefly employed, and a few men; these, however, rarely remain at this trade after their twenty-first year. Among the preparatory machinery, too, women alone are to be found, with here and there a man to clean and sharpen the carding-frames. Besides all these, the factories employ numbers of children – doffers – for mounting and taking down bobbins, and a few men as overlookers, a mechanic and an engineer for the steam-engine, carpenters, porters, etc.; but the actual work of the mills is done by women and children. This the manufacturers deny.”


 “…a backward glance at some of the appalling records as to disease and premature death in certain dusty processes… Let us take, first, flax preparation and carding, where women workers were in the majority: "Dr. Purdon, in 1872, states the mortality as 31 per 1,000, and Dr. Whitaker in his report on the health of Belfast, 1892, says the carder's average length of life is only 16'8 years of work. If a girl gets a card at eighteen her life is generally terminated at thirty. The preparer's average is 28'7 years of work. The `rouger' and the `sorter,' said Mr. Osborn, work in a continual cloud of dust composed of particles of the fibre `which is inhaled, and irritates and dries the throat and gradually finds its way into the lungs, producing chronic inflammation of the lining membrane, which soon manifests its presence by the worker being attacked each morning with a paroxysm and coughing. A worker suffering thus is said to be `poucely' (dust) . . . some roughing rooms have no ventilation but windows opening at the upper part, and the workers face the wall, which, of course, reverberates the dust upon them." Far higher was the mortality per thousand among "china scourers "-a few hundred women exposed to fine flint dust in the china industry."


Charles Dickens (1812–70) used the hardships of his childhood as inspiration for his novels. He was born in Portsmouth, England, and when he was two years old, his family moved to London. There they lived in the same kind of poverty that was later portrayed in Dickens’ fiction. His father, John—who became a model for Wilkins Micawber in David Copperfield—worked as a clerk for the Navy. He was easygoing but poor, and served time in prison for debt. Charles himself went to work at age 12 in a factory pasting labels on bottles of shoe polish. This humiliating experience later echoed through his books, especially the semi-autobiographical novel, David Copperfield. Dickens usually composed elaborate notes in planning the chapters of
his novels, but when preparing to write a description of the young David’s tedious job in a factory, he wrote simply, “What I Know So Well.”

My version from text by College of Humanities and Social Sciences. North Carolina University

In the novel *Hard Times*, Charles Dickens, a writer living in London during the Industrial Revolution, describes “Coketown” as characteristic of a nineteenth-century industrial city:

> It was a town of machinery and tall chimneys, out of which...serpents of smoke trailed themselves forever and ever....It had a black canal in it, and a river that ran purple with ill-smelling dye, and vast piles of buildings full of windows where there was a rattling and a trembling all day long, and where the piston of the steam-engine worked monotonously up and down like the head of an elephant in a state of...madness.

Charles Dickens. *Hard Times*. 1854

### Activities:

1. Describe the work of women in the factories through Engels and Anderson’s texts.
2. What were women and girls’ health hazards in the factories? At what age did they start working?
3. Why Do you think Charles Dickens portrayed “Coketown” in such a negative way?
4. What would it have been like to be a twelve-year-old in a factory?
5. How would you describe the life of a twelve-year-old child working in a factory? How could he or she look to the future regarding health and education?
6. Look for information about the laws that were approved during this time to protect workers, especially children? What do you think about them and why? Compare with the current situation.
7. Do you think the lives of the workers were better or worse when they moved to the cities? Why?
8. What changes did the development of the factory system make in people’s lives?
9. What were the conditions of women as workers during the Industrial Revolution? What kind of work did they do?
10. Imagine that you are a young peasant living on a manor. Then imagine that you are a part of a factory worker’s family during the Industrial Revolution. In what ways might your life have been different? During which of these two times would you have preferred to live? Explain.

**Final question (it can also be a debate between two groups in the class)**

Do you think the advantages of the Industrial Revolution outweighed the disadvantages?
CITY LIFE DURING THE MID 1800s

Task: Study the sources carefully and answer the questions that follow. Pay special attention to the number of marks for each question.

Source One: A cartoon drawn in the 1850s at the height of a cholera epidemic (from Punch Magazine)
During the first decades of Victoria's reign, baths were virtually unknown in the poorer districts and uncommon anywhere. Most households of all economic classes still used "privy-pails"; water closets (flush toilets) were rare. Sewers had flat bottoms, and because drains were made out of stone, seepage was considerable. If, as was often the case in towns, streets were unpaved, they might remain ankle-deep in mud for weeks.

Source Three: 1850s cartoon; ‘A Court for King Cholera’ (From Punch
We then journeyed on to London Street, down which the tidal ditch continues its course. In No. 1 of this street the cholera first appeared seventeen years ago, and spread up it with fearful speed; but this year it appeared at the opposite end, and ran down it with like severity. As we passed along the reeking banks of the sewer the sun shone upon a narrow slip of the water. In the bright light it appeared the colour of strong green tea, and positively looked as solid as black marble in the shadow - indeed it was more like watery mud than muddy water; and yet we were assured this was the only water the wretched inhabitants had to drink.

As we gazed in horror at it, we saw drains and sewers emptying their filthy contents into it; we saw a whole tier of doorless privies in the open road, common to men and women, built over it; we heard bucket after bucket of filth splash into it, and the limbs of the vagrant boys bathing in it seemed by pure force of contrast, white as Parian marble.

In this wretched place we were taken to a house where an infant lay dead of the cholera. We asked if they really did drink the water? The answer was, "They were obliged to drink the ditch, without they could beg or thieve a pailful of water." But have you spoken to your landlord about having it laid on for you? "Yes, sir and he says he will do it, and do it, but we know him better than to believe him."

Source Five; Father Thames introducing his offspring (Dyphteria, Scrofula and Cholera); A cartoon published in 1858 (From Punch Magazine)
[If this image is unclear, use the following summary:
This shows a lady with a crown being introduced by a strange kind of man coming out of the river to three deformed creatures, looking horrific as they are pushed forward to greet the lady.]

**Activities:**

1. Study source one carefully
   - What does it show?
   - What is the message of the picture?
   - Skeletons don’t ‘dispense’ water. Therefore the source is useless to a historian of mid 1800s city life. Do you agree?

2. Read source two carefully
   - Give three threats to health mentioned in the source

3. Study source three carefully.
   - How can you tell that this ‘court’ is a very unhealthy place?
   - Do you think this cartoon is likely to be reliable? Explain your answer.

4. Study source four carefully
   - Do Henry Mayhew’s comments back up the views of the cartoonist in source three?

5. Study source five carefully
   - ‘Dirty water certainly was the main cause of disease in the 1800s’. Do you agree? Explain with reference to any sources you wish and your own knowledge.
Imperialism

PARTITION
OF AFRICA
1885 - 1914

Colonial Powers

- British
- French
- German
- Portuguese
- Italian
- Belgian
- Spanish
- Independent

Activities:

1. Define the following concepts: colonialism, imperialism, metropolis.
2. Make a list of the African colonies according to their colonial powers. Relate to current states.
3. What did colonisation mean for natives in African countries? How did it affect their day to day lives? How did it affect their work, their customs and their survival?
4. Which country was independent? Find out why.
5. Which were the main colonial powers? Why?
6. Explain the causes and consequences of 19th century colonialism. Assess the outcome.

The Making of the New World Power: The USA

Abraham Lincoln Second Inaugural Address (1865)

“On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were coloured slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful
interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. (…)

If we shall suppose that American slavery is one of those offences which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offence came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him?…”

Activities:

1. What was the main reason for the American Civil War according to the text?
2. Do you think there might be other concealed reasons? Think through the different economies in the North and South States of the USA.
3. Look for information about Abraham Lincoln’s biography.

Workers Movement

“The history of all hitherto existing societies is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary re-constitution of society at large, or in the common ruin of the contending classes.

In the earlier epochs of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold gradation of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs; in almost all of these classes, again, subordinate gradations.

The modern bourgeois society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones. Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature: it has simplified the class antagonisms: Society as a whole is more and more splitting up into two great hostile camps, into two great classes, directly facing each other: Bourgeoisie and Proletariat”.


Activities:

1. Define anarchism and Marxism and explain who were the main theorists of both ideological currents.
2. Write an appreciation of the text, taking into account: nature of the text and text data – date, author, intended recipient. Summary, comment, evaluation and personal opinion.
3. With all the data you have collected until now, explain the standards and living conditions of the proletariat during the 19th century.
Feminist Movement

Declaration of Rights of Woman and the Citizeness

“To be decreed by the National Assembly in its last sessions or by the next legislature.

Preamble.

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. Considering that ignorance, neglect or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration the natural, inalienable and sacred rights of woman: so that by being constantly present to all the members of the social body this declaration may always remind them of their rights and duties; so that by being liable at every moment to comparison with the aim of any and all political institutions the acts of women's and men's powers may be the more fully respected; and so that by being founded henceforward on simple and incontestable principles the demands of the citizenesses may always tend toward maintaining the constitution, good morals, and the general welfare.

In consequence, the sex that is superior in beauty as in courage, needed in maternal sufferings, recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of woman and the citizeness.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.

2. The purpose of all political association is the preservation of the natural and imprescriptible rights of woman and man. These rights are liberty, property, security and especially resistance to oppression.

3. The principle of all sovereignty rests essentially in the nation, which is but the reuniting of woman and man. No body and no individual may exercise authority which does not emanate expressly from the nation.

4. Liberty and justice consist in restoring all that belongs to another; hence the exercise of the natural rights of woman has no other limits than those that the perpetual tyranny of man opposes to them; these limits must be reformed according to the laws of nature and reason.

6. The law should be the expression of the general will. All citizenesses and citizens should take part, in person or by their representatives, in its formation. It must be the same for everyone. All citizenesses and citizens, being equal in its eyes, should be equally admissible to all public dignities, offices and employments, according to their ability, and with no other distinction than that of their virtues and talents.

7. No woman is exempted; she is indicted, arrested and detained in the cases determined by the law. Women like men obey this rigorous law.

10. No one should be disturbed for his fundamental opinions; woman has the right to mount the scaffold, so she should have the right equally to mount the rostrum, provided that these manifestations do not trouble public order as established by law.

11. The free communication of thoughts and opinions is one of the most precious of the rights of woman, since this liberty assures the recognition of children by their fathers. Every citizeness
may therefore say freely, I am the mother of your child; a barbarous prejudice [against unmarried women having children] should not force her to hide the truth, so long as responsibility is accepted for any abuse of this liberty in cases determined by the law [women are not allowed to lie about the paternity of their children].

13. For maintenance of public authority and for expenses of administration, taxation of women and men is equal; she takes part in all forced labor service, in all painful tasks; she must therefore have the same proportion in the distribution of places, employments, offices, dignities, and in industry.

15. The mass of women, joining with men in paying taxes, have the right to hold accountable every public agent of the administration.

16. Any society in which the guarantee of rights is not assured or the separation of powers not settled has no constitution. The constitution is null and void if the majority of individuals composing the nation has not cooperated in its drafting.”

Olympe de Gouges. The Declaration of the Rights of Woman and the Citizeness, 1791

Seneca Falls Declaration

“We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. (…)

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns. (…)

Resolved, That such laws as conflict, in any way, with the true and substantial happiness of woman, are contrary to the great precept of nature and of no validity, for this is “superior in obligation to any other.”

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.
Resolved, That woman is man's equal--was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights they want. (…)
Resolved, That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.”

**Seneca Falls Declaration**, 1848 (written by Lucretia Mott and Elizabeth Cady Stanton).

Activities:

1. Define the word misogynist (use a dictionary).
2. Compare the text by Olympe de Gouges with the 1791 French Constitution and the US Constitution.
3. According to what you have read until now, what did women ask for in the 19th century? What do they ask for now?
4. Look up in an encyclopedia what May 1968 is known for.
5. Which experiences related in the above texts, written in the 18th and 19th centuries, are still happening nowadays. What do you think should be done to change this? What do you think has been achieved and/or progress has been done?
6. Analyse the meaning of the following paragraphs:
a) “He has compelled her to submit to laws, in the formation of which she had no voice”.
b) “He has made her, if married, in the eye of the law, civilly dead”.
c) “Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority”.
d) “Resolved, That the same amount of virtue, delicacy, and refinement of behaviour that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.”

7. The Seneca Fall Declaration is one of the key landmarks in the history of women’s suffrage. Women in the USA achieved the right to vote much later with the 19th amendment to the Constitution – also called the Susan B. Anthony Amendment. Which year was this amendment approved? Who was Susan B. Anthony?

8. Find out information about the suffragettes in Britain.

9. Describe the picture above. Would you be able to create another picture and/or a slogan standing for women rights?

Other activities


[Image of Georges Danton]

http://commons.wikimedia.org/wiki/Image:Georges_Jacques_Danton.jpg

After watching the film analyse it and answer the questions:

1. What is the director’s view of the French revolution?
2. How is Georges Danton characterised?