

## UNIT 1: THE CRISIS OF THE ANCIENT REGIME

### Lesson plan:

- 1.- THE ANCIENT REGIME
- 2.- THE ENLIGHTENMENT AND THE SCIENTIFIC REVOLUTION
- 3.- THE 18<sup>TH</sup> CENTURY: *the transformation of the Ancient Regime:*
  - 3.1.- *political transformations: the Enlightened Despotism.*
  - 3.2.- *International conflicts: the European balance*
  - 3.3.- *Economic and social transformations.*
- 4.- THE 18<sup>TH</sup> CENTURY IN SPAIN:
  - 4.1.- *War of Succession & arrival of the Bourbon dynasty*
  - 4.2.- *Bourbon reformism: political, economic and social reforms.*
  - 4.3.- *Spanish international policy.*
  - 4.4.- *Cultural achievements*
- 5.- ART: *Rococo & Neoclassicism.*

### TOPIC 1: THE ANCIENT REGIME.

“Ancient Regime” is the expression used by the French revolutionaries to describe all they wanted to destroy.

Concerning the **political** system, the absolute monarchy, in which the king held all the powers. Instead, they wanted to establish a representative government and to separate the powers (executive, legislative, judicial).

During the 17<sup>th</sup> century, there were two main political models in Europe: the *absolute monarchy* (France, Louis XIV) and the *parliamentary monarchy* (England after the Glorious revolution 1688, in which the king’s power was limited and controlled by the Parliament).

As for the **society**, a society divided into **estates**: *privileged* (nobles, clergy) and *non privileged*: peasants, craftsmen, bourgeoisie. They were also known as “Third Estate” .

It was very wealthy and was very influenced by the enlightened ideas. Hence, they attacked the power of nobility and clergy and claimed for a society based on legal equality of all the citizens, without privileges.

The **economy** was based on agriculture, with low productivity. Economic activities were limited by guilds, interior customs and lots of taxes. Revolutionaries asked for a productive economy where those who had initiative could make business without limitations.



### ACTIVITIES 1,2,3,4

**TOPIC 2: THE ENLIGHTENMENT → VIDEO**

During the 18th century there was a new intellectual movement that grew in France and spread all across Europe and some American areas, it was so-called the Enlightenment. The **MAIN IDEAS** of the Enlightenment were:

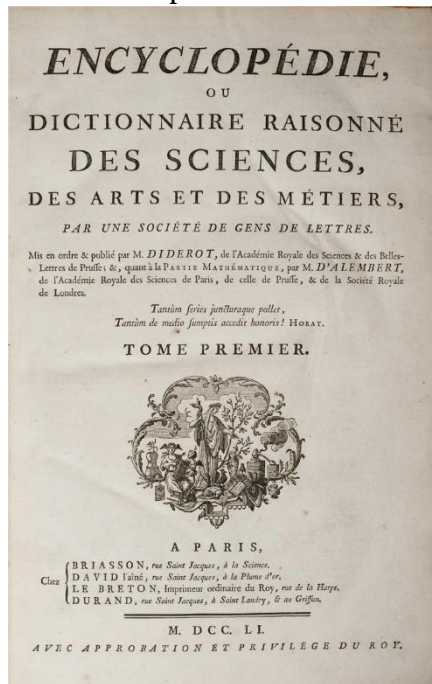
- **Faith in human reason.** Reason was essential and the only source of understanding the world. It could not be an ally of all the traditional principles based on mere faith. Superstition, tradition or religion were rejected as ways to achieve knowledge.
- **Progress** must be achieved through **education**, scientific advances whose final target is human **happiness**. Learning and teaching were considered essential since the new knowledge gives freedom and creates an enlightened society.
- **Criticism** of the Ancient Regime, since it was a major threat against happiness and progress. The enlightened thinkers criticised superstition and attacked social inequality and religious intolerance. New moral values based on reason, **science**, and culture should develop.
- **Critical thinking.** To have an independent point of view creates free and educated people. *Sapere Aude* (Dare to know) was the motto of the Enlightenment used by **Emmanuel Kant** in his famous essay “*What is Enlightenment?*”.
- Traditional religious beliefs were strongly criticised and a **new type of natural religion** developed: **deism**. Its main principle based on the fact that God created the Universe and it works according to scientific laws. In some cases the deism evolved into atheism or agnosticism.
- Science played a leading role. Enlightenment science greatly valued empiricism and rational thought, and was embedded with the Enlightenment ideal of advancement and progress. At the time, science was dominated by scientific societies and academies, which had largely replaced universities as centers of scientific research and development. The century saw significant advancements in the practice of medicine, mathematics, and physics; the development of biological taxonomy; a new understanding of magnetism and electricity; and the maturation of chemistry as a discipline, which established the foundations of modern chemistry.

Some precedents of these ideas can be found in **John Locke**. He was an English thinker that took part in the *Glorious Revolution* (1688). His main ideas can be found in his *Two Treatises of Government* (1689). He defended the division of powers into legislative and executive, which should never be held by the same person. The power must not be absolute and it must respect the natural rights of human beings (life, freedom, and private property). He is considered the father of liberalism. Besides, **Isaac Newton** was an English scientist who created the scientific method, based on observing and checking facts. He enunciated the *Law of Universal Gravitation*.

There were several **MEANS THROUGH WHICH THE ENLIGHTENMENT GREW**:

- **Salons.** They were meetings in private where intellectuals gathered in order to exchange social and cultural ideas. Some of them were ruled by **women**, such as Madame Stael, who was Necker's daughter (Necker was Louis XVI finance minister) Though still limiting, salons forged the way for women's rights and leadership in the arts and sciences.

- **Media.** New newspapers, magazines or printed pamphlets became essential means to spread the ideas of Enlightenment to other places.



- **The Encyclopaedia.** It was a collective work directed by Diderot and D'Alembert and published between 1751 and 1772. It was a compendium of the knowledge of that time, where the most important thinkers took part, as Voltaire, Rousseau, Quesnay, or Turgot. It is composed of 17 volumes of text and 8 of images. It constituted a revolution in the new ideas and was the main means to spread the new enlightened mentality. *“In its skepticism, its emphasis on scientific determinism, and its criticism of the abuses perpetrated by contemporary legal, judicial, and clerical institutions, the Encyclopédie had widespread influence as an expression of progressive thought and served in effect as an intellectual prologue to the French Revolution”* (www.britannica.com)

Some of the **MAIN ENLIGHTENED THINKERS** during the 18<sup>th</sup> century were:

**Diderot** and **D'Alembert**, as editors of the Encyclopaedia.

**Holbach**, who was one of the first atheist thinkers and defended that religion was caused by human ignorance.

**Montesquieu**, French nobleman based on John Locke's ideas and on the English political model in which the parliament had controlled the royal acts since the Glorious revolution (1688). His main political treatise was *The spirit of laws* (1748). He defended the division of powers: legislative, executive, and judicial. They should be never held by the same person in order to represent the whole society. All the powers should have the same importance, but the legislative should prevail over the others since it was the assembly that represented the nation.

**Voltaire**. He was another French intellectual, he inspired the Enlightened despotism since he understood that the monarchs should be advised by intellectuals, who should lead the national politics. He also attacked the privileges noblemen enjoyed, defended the role of education, as well as industry and an agricultural revolution. He opposed the religious fanaticism and defended the religious tolerance and universal moral. Voltaire also admired the English parliamentary monarchy. He was really influential in the European courts since he was quite moderate. He had very important links with the Russian tsarina Catherine II, with whom he exchanged many letters.

**Jean- Jacques Rousseau.**

This Franco-Swiss thinker did not belong to the nobility and was quite more radical than the former ones: His main work is *On the Social Contract* (1762), where he defended that sovereignty resides in the people. Hence, the government must follow their will, if not it can be ousted from the power by the people. It is the concept of general will and national sovereignty. He was the thinker who had more influence on the coming American Revolution and French Revolution, as well as on the 19th-century democratic ideas. He was also concerned about education, as can be seen in his book *Emile*, which served as the inspiration for new national system of education during the French Revolution.

The **LEGACY OF THE ENLIGHTENMENT** has been of enormous consequence for the modern world. The general decline of the church, the growth of secular humanism and political and economic liberalism, the belief in progress, and the development of science are among its fruits. Its political thought developed by Thomas Hobbes (1588-1679), JohnLocke (1632-1704), Voltaire (1694-1778) and Rousseau (1712-1788) created the modern world. It helped create the intellectual framework for the American Revolutionary War and the French Revolution. However, the influence of these ideas was limited as most of the population was illiterate. The Enlightenment just affected intellectual elites and its thinkers were a minority.

Besides, with the exception of Rousseau, the Enlightenment thinkers were far from being considered revolutionaries, although their criticism to the Ancient Regime and some of the principles they supported , such as freedom, natural rights, religious tolerance, separation of powers, national sovereignty... would be essential in the following century.



### ACTIVITIES 5,6

## TOPIC 3: THE 18 TH CENTURY: THE TRANSFORMATION OF THE ANCIENT REGIME. THE ENLIGHTENED DESPOTISM

As a result of the new intellectual spirit, many transformations affected the Ancient Regime during the 18<sup>th</sup> century.

### 3.1. Political transformations: the Enlightened despotism.

This new form of government was developed in some European countries in the 18<sup>th</sup> century. These monarchies tried to adapt its former absolutist principles into the new enlightened ideas due to the many intellectuals that criticised them.

The enlightened despotism **tried to reconcile absolutism and Enlightenment**, where the monarch had all the powers, but the new main royal target was to develop **progress and well-being** of the national subjects (*everything for the people, but without the people*).

The enlightened despots carried out several types of **reforms** in order to get their subjects' happiness.

- Political measures:
  - Centralised governments to consolidate their powers.
  - important reforms in the national administration.
  - important corps of civil servants that applied these principles.
  - Unification of the legal system
  - Modernisation of the army
- Social measures:
  - measures in order to abolish servitude and to reduce the privileges of nobility.
- Economic measures:
  - Agriculture, industry, and trade were often promoted.
  - New lands were colonised to be farmed and irrigation grew
  - National banks were also created.



- Cultural measures:
  - Education developed by the creation of schools and academies.
  - Some new institutions were created to promote the scientific developments.
- Religious measures:
  - There was more religious tolerance.
  - It limited the powers of the clergy and Papacy.

The main enlightened monarchs were **Joseph II** and **Maria Theresa** of Austria, **Catherine II** of Russia, **Friedrich II** of Prussia, **Joseph I** of Portugal, and **Charles III** of Spain. These monarchs were often advised by major intellectuals, such as Voltaire (in Russia), the marquis of Pombal (in Portugal), or Jovellanos (in Spain).

However, this type of government did not succeed because it maintained all the privileges and did not guarantee equality and freedom of the subjects, and will be soon replaced by the unsatisfied bourgeoisie during the era of revolutions.



### ACTIVITY 7,8

#### 3.2- International conflicts: the European balance.

During the 18th century there was a balance of powers in Europe since no nation enjoyed the supreme power. The main European powers of the century were Great Britain, France, Austria, and Prussia (Spain became a middle power in Europe).



None the less there were some conflicts in that time:

- **War of the Austrian Succession** (1740-1748), that ended up with Maria Therese as empress of the Holy Roman Empire.

- **Seven Years' War (1756-1763).** It was a colonial war between Great Britain and France and their allies that also affected America and India. The main objective of France and Great Britain was to get the control over North America and India. The signing of the Treaty of Paris (1763) was the end of the war.
  - Great Britain obtained Canada and its Indian colonies from France, and Florida from Spain.
  - Spain received Louisiana from France.

This treaty meant the **French decline and the expansion of Great Britain.**

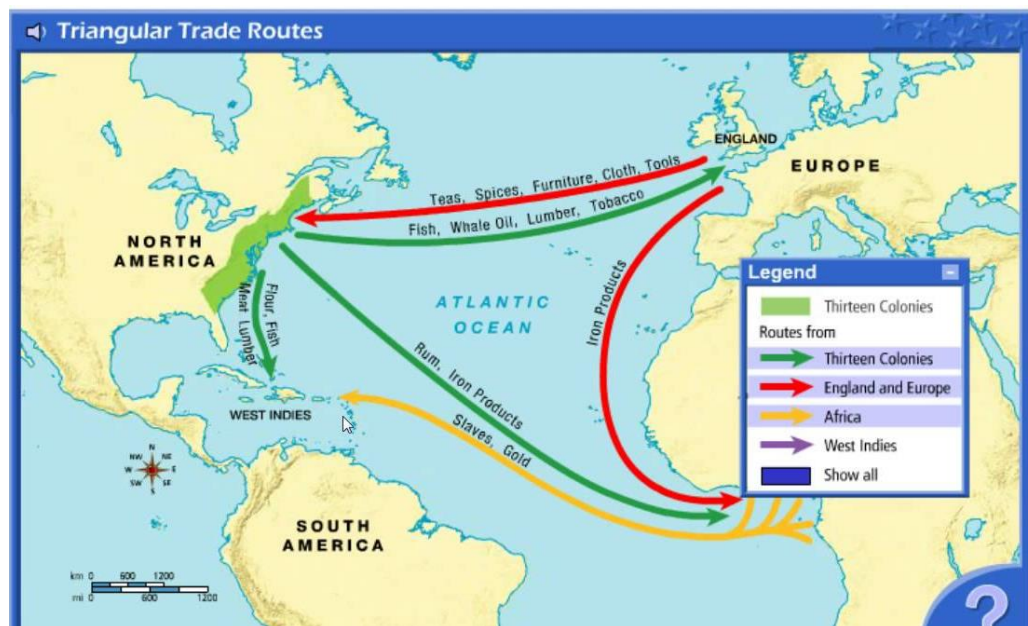
- **Partitions of Poland.** Between 1772 and 1795 Poland was split and shared up by its neighbouring countries Russia, Prussia, and Austria, Poland disappeared and would not exist as an independent state until the end of World War I (1918).
- **Spanish War of Succession (1700-1714)** (SEE topic 4: SPAIN DURING THE 18<sup>TH</sup> CENTURY)-



## ACTIVITY 9

### 3.3 The transformation of the Ancient Regime: economic and social changes.

- **AGRICULTURE:** production increased due to new crops, repopulation of uninhabited areas and crop rotation. As a result, population grew and there was an increase in productivity.
- **INDUSTRY** was developed thanks to the domestic system (textile). Besides, monarchs promoted royal factories, like Carlos III in Spain (*see Bourbon reformism*). They mostly produced luxury goods such as crystal lamps, cloth, tapestries, silk, china, or clocks.
- **INTERNAL TRADE** increased due to the bigger agricultural and artisan production. Transport was facilitated as new canals and roads were built. Additionally, many internal customs were done away with.
- **EXTERNAL TRADE** increased between Europe, Africa and American colonies (the “**triangular trade**”). Europe exported manufactured goods whilst it imported raw materials (precious metals, plantation products...) and slaves from Africa and the colonies.



International trade allowed the creation of banks and stock exchange market, which were the origin of modern capitalism.

- **NEW ECONOMIC POLICIES** emerged: Physiocracy and Liberalism. Physiocrats (**Quesnay**) considered agriculture to be the most important economic activity, and supported private property and free trade. Hence, they were against any intervention of the State in the economy. So were the liberals. Economic liberalism was mostly theorised by the Scots **Adam Smith** in his book *The wealth of nations* (1776), adding that production and prices must only be regulated by supply and demand.
- As for **SOCIAL CHANGES**, during the 18th century population grew steadily from 110 million in 1700 up to 190 million in 1800. This growth was mostly due to scientific advances, improvements in nutrition and hygiene and the reduction of epidemics thanks to the discovery of the first vaccine (it was discovered by Jenner in 1796 to fight against smallpox) or the use of quinine to fight malaria. European society still based on the estate system but there were some little changes:
  - Nobility and clergy were strongly criticised by the enlightened thinkers due to their power and influence;
  - Some ecclesiastical privileges were reduced by the enlightened despots
  - some of their lands were seized;
  - the number of convents and religious orders were reduced.
  - Some taxes were imposed to the clergy.
  - A new powerful middle class grew: the bourgeoisie. It was very wealthy and was very influenced by the enlightened ideas. Hence, they attacked the power of nobility and clergy.
  - The peasants' living conditions did not improve, although some of them got more money thanks to the domestic system.



### ACTIVITIES 10,11

#### TOPIC 4: THE 18<sup>TH</sup> CENTURY IN SPAIN: *War of Succession-political, economic and social reforms, cultural achievements.*

##### 3.1.- The War of Succession and the arrival of the Bourbon dynasty

The House of Austria ended with the king Charles II (1665-1700): He had married Marie Louise d'Orléans and Maria Anna of Neuburg, but he had no children.

o Charles II had to appoint his successor among some candidates from other European courts: Joseph Ferdinand of Bavaria, Archduke Charles of Austria, son of the emperor of the Holy Roman Empire and part of the Habsburg family, and Philip of Bourbon, Duke d'Anjou, Louis XIV's grandson. Charles II wrote his will on 3 October 1700 and named Philip d'Anjou his successor. The king Charles II died on 1 November 1700 and Philip V was proclaimed as the new king of Spain.

The European courts did not accept the crowning of Philip V since it was to create a strong Franco-Spanish alliance. Hence **the War of the Spanish Succession (1701-1713)** broke out. It was a war with a double component, since it was a civil war within Spain and an international war in the rest of Europe: The new king Philip V was supported by Castile,

France, and Bavaria. The claimant Archduke Charles of Austria was supported by the Crown of Aragon, Austria, Great Britain, the Netherlands, Portugal, Prussia, and Savoy.

The Archduke arrived in Barcelona and self-proclaimed as the new king Charles III and managed to conquer territories in Spain. His British allies conquered Gibraltar in 1704. The battles of Brihuega and Villaviciosa (1710) meant Philip V's final victory in Spain and the Archduke was expelled. Only Catalonia fought for the Archduke until 1714. When Charles' brother (Emperor Joseph I of Germany) died in 1711, his international allies did not support him any longer because they were afraid of a new Spanish-German axis. The **Treaty of Utrecht-Rastatt** was signed in 1713-1714 and ended the War of the Spanish Succession.

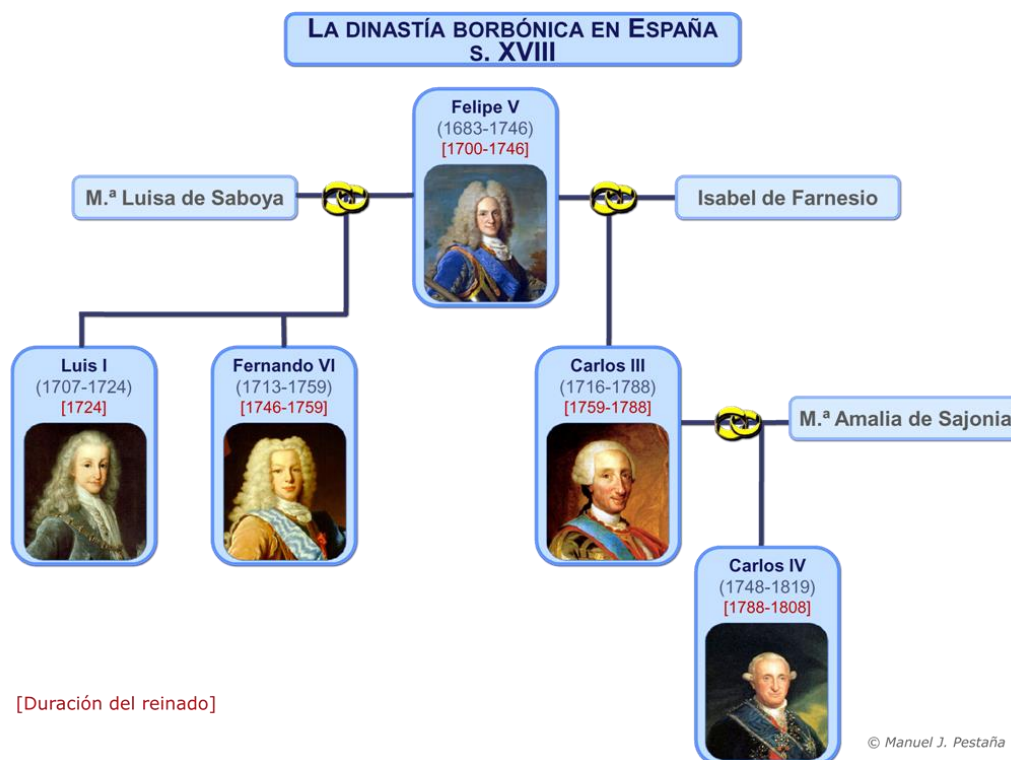
- Philip V was recognised by the European monarchs as the new king of Spain, but he had to renounce his rights to the French throne .
- Great Britain also obtained the concession to trade and to the slave-trading contract (Asiento contract) in the Spanish Indies. .
- Spain lost its European possessions and ceded them to other powers:
  - Gibraltar and Minorca were given to Great Britain.
  - Naples, Sardinia, Milan, the State of Presidi (on the Tuscan coast) and the Low Countries were given to Austria.
  - Sicily was given to Savoy (in 1720 Savoy and Austria exchanged Sicily and Sardinia).



### ACTIVITY 12

The Bourbon monarchs that reigned in Spain during the 18th century were: **Philip V** (1700-1724), who was the first Bourbon king and abdicated in favour of his eldest son. **Louis I** (1724), who died just after a short 7-month reign. **Philip V** (1724-1746). He returned after his son's death. **Ferdinand VI** (1746-1759). It was a peaceful period where reforms were accomplished. **Charles III** (1759-1788). He was the king of Naples until he was crowned in Spain. The main reforms were carried out during his reign. **Charles IV** (1788-1808). His reign was not very successful and he abdicated after the Motín de Aranjuez in favour of his son Ferdinand VII.





#### 4.2.- The Bourbon reformism: political reforms

Once the Bourbons arrived in Spain they established a new state based on the French model of a centralised state and an absolute monarchy: The **centralisation** was achieved by developing a progressive **castilianisation** and by doing away with most of the chartered privileges (*fueros*) some of the kingdoms had enjoyed: *The Decretos de Nueva Planta* (→ [SEE TEXT HERE](#) ) were passed for several kingdoms: in 1707 after the battle of Almansa and they abolished the Aragonese and Valencian charters. From then on they had to abide by the Castilian laws. New Nueva Planta decrees were passed in 1715 in Mallorca and Catalonia. Just the Basque Provinces and Navarre kept their chartered privileges (actually they still do).

Not only was a process of **castilianisation** accomplished in judicial matters, but also on linguistics, since the other Spanish languages were not permitted.

All the Cortes were consolidated into just one for the whole kingdom: the *Cortes Generales del Reino*.

Spain was divided into provinces where an intendant represented the king and governed on his behalf. The monarchs developed **absolutism** in Spain by concentrating all the powers and by intervening in every national aspect. They summoned the Cortes as little as they could. They passed laws, fixed taxes, and even controlled religious matters.

#### ...economic reforms

- In **agriculture** new American crops were introduced, such as maize and potatoes, which became the staple diet in many areas. There were many more farming lands. Some areas were colonised, such as Sierra Morena during the king Charles III's reign. The Mesta had some of its privileges reduced.

- **Industry** was modernised and manufacturing grew. The Royal Manufactories (Rales Fábricas) were created, such as La Granja (crystal), El Buen Retiro (china), Santa Bárbara (tapestries), Brihuega (woollen cloths), Talavera de la Reina (silk), or Toledo and La Cavada (weapons)
- **Trade** grew because of many improvements that were accomplished in transport and due to new laws; bridges and roads were built, widened and paved. A radial network of roads was created from Madrid and the most important areas of the periphery (it is the origin of the current radial motorways). Ports were renewed to allow more goods. Internal customs disappeared. Hence no customs duties should be paid to trade with the former kingdoms of the Hispanic Monarchy. **External trade** developed after the decree that established the freedom of trade with the American colonies from every peninsular port (1778). Therefore it finished with the monopoly that Cádiz had had since the House of Trade (Casa de Contratación) had been moved there from Seville in 1717.
- **Taxes** were unified and rationalised. The first large-scale census (catastro) was accomplished by the marquis of Ensenada in 1749 (*Catastro de Ensenada*) in order to know the actual wealth of the country by recording the number of estates and neighbours.

### ...and social reforms

During the 18th century Spain developed and grew from 7.5 million inhabitants up to 10.5 million.

Esquilache, Charles III's minister, passed an act that prohibited the use of the traditional long cloaks and wide-brimmed hats in order to prevent riots. It would be compulsory to use a short cloak and a three-cornered hat that could not hide either criminals or weapons. These measures caused the Esquilache riots (*Motín de Esquilache*) (1766). Hence this minister was dismissed and his law was not enforced.

There were some other **religious reforms**: The power of the Inquisition was reduced and some of its functions were given to civil tribunals. The Jesuits were expelled from Spain and its colonies in 1767 since they had a lot of power. They were blamed for causing the Esquilache riots. They were also considered to be against the reforms that were carried out by the monarchs



### ACTIVITIES 13, 14

### 4.3.- Spanish international policy

The main target of the Spanish international policy was to re-take over those possessions that had been yielded in the Treaty of Utrecht-Rastatt, mostly the Italian ones. In order to accomplish that task, Spain allied with France due to dynastic reasons and they signed the **Pactes de Famille** (1733-1761). Additionally, during the American Revolutionary War (1775-1783) Spain allied with France and the Americans in order to fight Great Britain. In

the Treaty of Versailles (1783) Spain recovered from Great Britain Minorca, Florida, and some other Central American territories.

#### 4.4.- Enlightenment in Spain. Cultural achievements

The Enlightenment just affected some elite groups and the most important enlightened period took place under Charles III's reign. New societies known as **Sociedades Económicas de Amigos del País** were founded across Spain in order to promote innovations in their regions and they became the main Spanish intellectual and economic focuses. New schools were opened and the Universities were reformed in order to teach the useful sciences according to the enlightened authors (mathematics, physics and chemistry). The monarchs also created **Royal Academies** for some specific matters such as the *Real Academia de la Lengua Española* (1713), *Real Academia de la Historia* (1735), *Real Academia Médica Matritense* (1734), and *Real Academia de Bellas Artes de San Fernando* (1752) Some new public spaces were opened for leisure and research, such as the *Royal Botanic Garden* in Madrid. The Spanish enlightened authors understood that the decline of Spain was caused by the old-fashioned social order and the economic backwardness.

The main representatives of the Spanish Enlightenment are: Writers like father **Feijóo** and Gaspar Melchor de **Jovellanos** (who was also a politician). Politicians such as the Marquis of **Ensenada**, Count of **Aranda**, Count of **Floridablanca**, and **Campomanes**.



#### ACTIVITIES 15

### TOPIC 5: ART DURING THE 18<sup>TH</sup> CENTURY

#### 5.1.- Rococo

In the first half of the 18<sup>th</sup> century a new artistic style emerged in **France**. Rococo was a refined and aristocratic style. Interiors were overdecorated with mirrors, irregular shapes, seashells and floral elements. In French, these decorative elements are called “rocaille”. It can be widely found in many Austrian and German royal palaces, In Spain the best example is the [Gasparini Salon](#) in the Royal Palace of Madrid and some rooms in La Granja Palace. **Painting** used pastel to depict mythological themes, rural festivals and domestic scenes. Watercolours are also used in this style. The French **Watteau** and Jean-Honoré **Fragonard** (*The swing*) are the most well-known Rococo painters.

#### 5.2.- Neoclassicism

It was popular in Europe in the 2<sup>nd</sup> half of the 18<sup>th</sup> century. It was initiated in France, as a rational and austere style. It followed all the classical principles for art and was quite well accepted by the enlightened thinkers and middle-class people. It was used by Enlightened despots to rearrange and to modernise the cities. They are commonly associated to improvement measures, such as the opening of boulevards, construction of

fountains, creation of sewage systems and installation of street lights. In Madrid the best example is the [Paseo del Prado](#) during Carlos III's reign.

**Architecture** imitated Greek and Roman models and adopted pure and simple forms. Some examples are the [Pantheon](#) in Paris, the [British Museum](#) in London, the [Brandenburg Gate](#) in Berlin. In Spain, the Puerta de Alcalá by Sabatini, the Prado Museum (see image) by Juan de Villanueva or the Astronomical Observatory.



**Sculpture** were made of marble and depicted mythological themes or portraits. The most famous sculptor was [Antonio Canova](#).

**Painting** sought perfection in drawing and lost interest in colour. Its favourites themes were mythological and historical. In France, [Jacques -Louis David](#) stood up as the author of [the Oath of the Horatii](#) (*El juramento de los Horacios*) or [The Intervention of the Sabine Women](#) (*El rapto de las sabinas*). In Spain, the most well-known Neoclassical painter was [Mengs](#).



### ACTIVITY 16.

## ACTIVITIES UNIT 1: THE CRISIS OF THE ANCIENT REGIME

### TOPIC 1: THE ANCIENT REGIME



**ACTIVITY 1** : Look at source 1 and explain the concept of *Ancient Regime* by referring to the purpose of the source, as well as using its content and your knowledge.

SOURCE 1: English translation: "You should hope that this game will be over soon." The Third Estate carrying the Clergy and the Nobility on its back.  
M.P./Bibliothèque nationale de France/Wikimedia Commons 3.0.

**ACTIVITY 2:** Explain the differences between the **absolute monarchy** (France) and the **parliamentary monarchy** (England). Give examples and make references to the context.

**ACTIVITY 3:** Read the text below, research about the author and the context and explain the main ideas. Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.

The royal power is absolute. With the aim of making this truth hateful and insufferable, many writers have tried to confound absolute government with arbitrary government. But not two things could be more unlike. (...)The prince, as a prince, is not regarded as a private person: he is a public personage, all the state is in him, the will of all the people is included in his.

J. BOSSUET, *Politics Derived from Holy Writ*, 1679

**ACTIVITY 4: Extension activity (VOLONTARY): A) England: reasons why the Revolution broke up in 1640 against Charles B) causes and consequences of the Glorious Revolution.**

## TOPIC 2: ENLIGHTENMENT

**ACTIVITY 5.-** Working with primary sources: the enlightenment. Read the texts below and complete the outline provided before writing a short comment (max 5 lines)

### TEXT 1.

Our hopes, as to the future condition of the human species, may be reduced to three points: the destruction of inequality between different nations; the progress of equality in one and the same nation; and lastly, the real improvement of man. Thus, one day will come when the sun will shine on earth only on free men who have no other master than their own reason,  
CONDORCET, *Historical View Of The Progress Of The Human Mind*, 1796

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):

### TEXT 2:

It does not require great art, or magnificently trained eloquence, to prove that Christians should tolerate each other. I, however, am going further: I say that we should regard all men as our brothers. What? The Turk my brother? The Chinaman my brother? The Jew? The Siam? Yes, without doubt; are we not all children of the same father and creatures of the same God?

VOLTAIRE, *A Treatise on Tolerance*, 1763

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):



## TEXT 3

A reasonable being should, in all of his actions, aim for his own happiness and that of his peers. Religion (...) only has advantages for us to the extent that it makes our existence in this world happy and it assures us that it will comply with its deceptive promises in the afterlife..."

HOLBACH, *Good Sense Without God*, 1723

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):

## TEXT 4:

Once you teach people to say what they do not understand, it is easy enough to get them to say anything you like."

ROUSSEAU, *Emile or Concerning Education*, 1762

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):

## TEXT 5:

Every individual is continually exerting himself to find out the most advantageous employment for whatever capital he can command. It is in his own advantage, and not that of society, which he has in view...and he is in this, as in many other cases, led by an *invisible hand* to promote an end which was no part of his invention...By pursuing his own interest, he frequently promotes that of society.

ADAM SMITH *The Wealth of Nations*, 1776.

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):

## TEXT 6:

No man has received from nature the right to command others. Liberty is a gift from heaven, and each individual of the same species has the right to enjoy it as soon as he enjoys the use of reason.

DIDEROT, *l'Encyclopédie*, 1751

Key terms:

Main idea:

Secondary ideas:

Context:

COMMENT (max 5 lines):

**ACTIVITY 6 :** *Researching activity (VOLONTARY): choose one philosopher / scientist and make an infographic summarizing relevant information about his life and work. Present it to the class or prepare a short video.*

### TOPIC 3: POLITICAL, ECONOMIC AND SOCIAL TRANSFORMATIONS DURING THE 18<sup>TH</sup> CENTURY

**ACTIVITY 7:** Make an outline of this topic

**ACTIVITY 8:** Write a well-structured paragraph about **one enlightened monarch**. Don't forget to use your own words and CITE YOUR SOURCES (use 2 at least):

- introduce the concept of Enlightened Despotism and the context;
- Choose one enlightened monarch and present his /her achievements
- End with a strong conclusion.

**ACTIVITY 9:** Make a chart about the main international conflicts of the period (chronology, countries involved, causes, consequences).

#### **ACTIVITY 10:**

- 9.1 Causes and consequences of agricultural growth.
- 9.2.- Differences between domestic system and royal factories concerning industrial production.
- 9.3.- Factors that led to the improvement of trade.
- 9.4.- What was *triangular trade*?
- 9.5.- Similarities and differences between Physiocracy and Liberalism.

#### **ACTIVITY 11:**

How was the society of the Ancient regime affected by the new ideas? What is the role of the bourgeoisie in this period?

### TOPIC 4: SPAIN DURING THE 18<sup>TH</sup> CENTURY:

**ACTIVITY 12: War of Spanish Succession:** Write a summary and explain its international and national dimension. What were the main consequences of the Treaty of Utrecht?

**ACTIVITY 13:** A) Who were the kings that ruled Spain during the 18<sup>th</sup> century? B) What were the *Decretos de Nueva Planta*? C) Make an outline with the most important achievements under the Bourbons during the 18<sup>th</sup> century. D) What is the significance of the Esquilache mutiny?

**ACTIVITY 14:** *Researching activity (VOLONTARY): make a visual presentation using your digital skills (poster, video) under the title "Madrid under the reign of Carlos III".*

**ACTIVITY 15:** *Researching activity (VOLONTARY): Research and find a short text of an enlightened Spanish thinker (in Spanish) and explain how the text shows the ideas of the Enlightenment.*

### TOPIC 5:ART

**ACTIVITY 16:** *Researching activity (VOLONTARY): Choose one example of Neoclassicism art and write a short text about it, explaining why it belongs to this style (5-10 LINES).*