PART FIVE

THE EUROPEAN MOMENT IN WORLD HISTORY
1750–1914

Chapter 16—Atlantic Revolutions, Global Echoes, 1750–1914
Chapter 17—Revolutions of Industrialization, 1750–1914
Chapter 18—Colonial Encounters in Asia and Africa, 1750–1950
Chapter 19—Empires in Collision: Europe, the Middle East, and East Asia, 1800–1914

OUTLINE: THE BIG PICTURE:
EUROPEAN CENTRALITY AND THE PROBLEM OF EUROCENTRISM

I. Two major phenomena mark the “long nineteenth century” (1750–1914):
A. The creation of “modern” human societies, an outgrowth of the Scientific, French, and Industrial revolutions (Chapters 16–17).
B. The ability of these modern societies to exercise enormous power and influence over the rest of the world.
   1. colonial empires founded in some places
   2. informal control (economic, military, diplomatic, and missionary) established in others
C. The two phenomena gave Western Europe (and to some extent North America) more prominence in world history than ever before.

D. Also unprecedented human intervention in the natural order during this period.

II. Eurocentric Geography and History
A. Europe’s new power included the ability to center human history and geography on Europe.
   1. placed at the center of the world on maps
   2. regarded as a continent in its own right
   3. rest of the world was defined in terms of distance from Europe (e.g., the Far East)
   4. longitude was measured from the “prime meridian,” running through Greenwich, England
B. History textbooks were Eurocentric.
   1. non-European peoples were regarded as static and unchanging
   2. general view that “backward” peoples must either Europeanize or go extinct
   3. Eurocentrism wasn’t really challenged until around 1950
C. The discipline of world history emerged after World War II with a goal of counteracting Eurocentrism.

III. Countering Eurocentrism [five answers to the problem of European centrality]

A. We need to remind ourselves how brief the European moment in world history has been.

B. Europe rose to dominance within an international context.
   1. only the withdrawal of the Chinese fleet allowed European domination of the Indian Ocean (sixteenth century)
   2. disease and internal divisions of Native Americans made the European takeover of the Americas possible
   3. the Scientific Revolution drew on Islamic science and information from around the world

IV. Yes, the European moment in world history is significant, but it is best understood in a larger context of interaction and exchange.
CHAPTER LEARNING OBJECTIVES

• To make students aware of the number and diversity of Atlantic revolutions in the eighteenth and nineteenth centuries
• To explore the cross-pollination between revolutionary movements
• To investigate the real impact of the Atlantic revolutions
• To consider the broader long-term implications of the revolutionary movements for sweeping social change

CHAPTER OUTLINE

I. Opening Vignette
   A. The 2010 Haitian earthquake devastated this already impoverished country.
      1. also reawakened issues from slave-led revolution of 1804
         a. heavy reparations to the French had long impeded development of the country
      2. Haitian Revolution was part of a wider set of upheavals
   a. Haitians drew inspiration from North American and French Revolutions
   b. the Haitian revolution helped to shape Latin American independence struggles
   c. echoes of these revolutions reverberated around the world

II. Atlantic Revolutions in a Global Context
   A. From the early eighteenth to mid-nineteenth century, political and social upheaval occurred in many parts of the world.
   B. Atlantic revolutions took place in this wider framework.
   C. But the Atlantic revolutions were distinctive.
      1. costly wars that put strains on European states were global rather than regional
      2. the revolutions were closely linked to one another
         a. revolutionaries provided advice and encouragement to each other
         b. shared a common set of ideas
   D. They had an immense global impact.
      1. seen in abolitionism
      2. extension of the right to vote
      3. constitutions
      4. greater equality for women
      5. nationalism
      6. ideas of equality
III. Comparing Atlantic Revolutions

A. But there were differences between revolutions as well.

B. The North American Revolution, 1775–1787
1. basic facts of the American Revolution are well known
2. a bigger question is what it changed
3. the American Revolution was a conservative political movement
   a. aimed to preserve colonial liberties, rather than gain new ones
   b. for most of seventeenth and eighteenth centuries, the British North American colonies had much local autonomy
   c. colonists regarded autonomy as their birthright
   d. few thought of breaking away from Britain before 1750
4. differences between England and North American colonies
   a. colonial society was far more egalitarian than European society
   b. in manners, British colonists were republican well before the revolution
5. Britain made a new drive to control the colonies and get more revenue from them in the 1760s
   a. Britain needed money for its global war with France
   b. new taxes and tariffs were imposed on the colonies
   c. colonists were not represented in British Parliament
   d. Britain appeared to deny the colonists’ identity as true Englishmen
   e. colonial economic interests were challenged
   f. Britain attacked established colonists’ tradition of local autonomy
6. British North America was revolutionary for the society that had already emerged, not for the revolution itself
   a. no significant social transformation came with independence from Britain
   b. the revolution accelerated democratic tendencies that were already established
   c. political power remained in the hands of existing elites
7. many Americans thought they were creating a new world order
   a. some acclaimed the United States as “the hope and model of the human race”
   b. declaration of the “right to revolution” inspired other colonies around the world
   c. U.S. Constitution was one of the first lasting efforts to put Enlightenment political ideas into practice

C. The French Revolution, 1789–1815
1. thousands of French soldiers had fought for the American revolutionaries
2. the French government was facing bankruptcy
   a. the government had long attempted to modernize the tax system and make it fairer, but was opposed by the privileged classes
   b. King Louis XVI called the Estates General into session in a new effort to raise taxes
3. when the Estates General convened in 1789, third estate representatives broke loose and declared themselves the National Assembly
   a. they drew up the Declaration of the Rights of Man and Citizen
   b. these actions launched the French Revolution
4. unlike the American Revolution, the French rising was driven by pronounced social conflicts
   a. titled nobility resisted monarchic efforts to tax them
   b. the middle class resented aristocratic privileges
   c. urban poor suffered from inflation and unemployment
d. the peasants were oppressed
5. Enlightenment ideas gave people a language to articulate grievances
6. the French Revolution was violent, far-reaching, and radical
   a. ended hereditary privilege
   b. also abolished slavery (for a time)
   c. the Church was subjected to government authority
   d. the king and queen were executed (1793)
   e. the Terror (1793–1794) killed tens of thousands of people regarded as enemies of the revolution
7. efforts to create a wholly new society
   a. 1792 became Year I of a new calendar
   b. the country briefly passed a law for universal male suffrage
   c. France was divided into eighty-three territorial departments
   d. a massive army (some 800,000 men) was created to fight threatening neighbors
   e. in terms of gender roles, the French Revolution did not create a new society
   f. women did participate in the revolution, but efforts to gain political rights ultimately failed
   g. feelings of nationalism increased, with a revolutionary state at the center
   h. radicals especially pushed the idea of new beginnings
8. French Revolution influences spread through conquest
   a. Napoleon Bonaparte (r. 1799–1814) seized power in 1799
   b. Bonaparte preserved many moderate elements of the revolution
   c. he kept social equality but got rid of liberty
   d. his forces subdued most of Europe
   e. he imposed revolutionary practices on conquered regions
   f. resentment of French domination stimulated national consciousness throughout Europe

D. The Haitian Revolution, 1791–1804
1. Saint Domingue (later called Haiti) was a French Caribbean colony
   a. regarded as the richest colony in the world
   b. vast majority of the population was slaves
2. the example of the French Revolution sparked a spiral of violence
   a. revolution meant different things to different people
   b. a massive slave revolt began in 1791
   c. the revolution became a war between a number of factions
   d. power gradually shifted to the slaves, who were led by former slave Toussaint L’Ouverture
3. the result was a unique revolution—the only completely successful slave revolt in world history
   a. the country was renamed Haiti (“mountainous” in Taino)
   b. Haitians identified themselves with the original native inhabitants
   c. declared equality for all races
   d. plantations were divided among small farmers
4. destructiveness of revolution, internal divisions, and external opposition led to poverty and unstable politics
   a. “independence debt” that French forced upon Haiti was also a problem
5. Haiti’s success generated great hope and great fear
   a. created a new “insolence” among slaves elsewhere and inspired other slave rebellions
   b. caused horror among white and led to social conservatism
   c. increased slavery elsewhere, as plantations claimed Haiti’s market share
   d. Napoleon’s defeat in Haiti convinced him to sell Louisiana Territory to the United States
E. Spanish American Revolutions, 1810–1825
1. Latin American revolutions were inspired by earlier revolutionary movements
2. native-born elites (*creoles*) in Spanish colonies of Latin America were offended at the Spanish monarchy’s efforts to control them in the eighteenth century
3. Latin American independence movements were limited at first
   a. little tradition of local self-government
   b. society was more authoritarian, with stricter class divisions
   c. whites were vastly outnumbered
4. Creole elites had revolution thrust upon them by events in Europe
   a. in 1808, Napoleon invaded Spain and Portugal and put royal authority in disarray
   b. Latin Americans were forced to take action
   c. most of Latin America was independent by 1826
5. gaining independence took longer than in North America
   a. Latin American societies were torn by class, race, and regional divisions
   b. fear of social rebellion from below shaped the whole independence movement
6. leaders of independence movements appealed to the lower classes in terms of nativism: all free people born in the Americas were Americanos
   a. many whites and mestizos regarded themselves as Spanish
   b. but many leaders were liberals, influenced by the ideals of the Enlightenment and the French Revolution
   c. in reality, lower classes, Native Americans, and slaves got little benefit from independence
7. women gained little from the independence struggle
8. it proved impossible to unite the various Spanish colonies, unlike the United States
   a. distances were greater
   b. colonial experiences were different
   c. stronger regional identities existed
9. after Latin America gained independence, its traditional relationship with North America was gradually reversed
   a. the United States grew wealthier, more democratic, and stable
   b. Latin American countries became increasingly underdeveloped, impoverished, undemocratic, and unstable

IV. Echoes of Revolution
A. Smaller European revolutions occurred in 1830, 1848, and 1870.
   1. these revolutions expressed ideas of republicanism, greater social equality, and liberation from foreign rule
   2. voting rights were enlarged: by 1914, major states of Western Europe, the United States, and Argentina had universal male suffrage
   3. even in Russia, there was a constitutional movement in 1825
   4. abolitionist, nationalist, and feminist movements arose to question other patterns of exclusion and oppression
B. The Abolition of Slavery
   1. slavery was largely ended around the world between 1780 and 1890
   2. Enlightenment thinkers were increasingly critical of slavery
      a. American and French revolutions focused attention on slaves’ lack of liberty and equality
      b. religious groups, especially Quakers and Protestant evangelicals, became increasingly vocal in opposition to slavery
      c. a growing belief that slavery wasn’t necessary for economic progress
   3. three major slave rebellions in the British West Indies showed that slaves were discontent; brutality of suppression appalled people
4. abolitionist movements were most powerful in Britain
   a. 1807: Britain forbade the sale of slaves within its empire
   c. 1834: Britain emancipated all slaves
d. other nations followed suit under growing international pressure
e. most Latin American countries abolished slavery by the 1850s
f. Brazil was the last to do so in 1888
g. Russian serfs were emancipated in 1861
5. resistance to abolition was vehement among interested parties
6. abolition often didn’t lead to the expected results
   a. usually there was little improvement in the economic lives of former slaves
   b. the unwillingness of former slaves to work on plantations led to a new wave of global migration, especially from India and China
c. few of the newly freed gained anything like political equality
d. most former Russian serfs remained impoverished
e. more slaves were used within Africa to produce export crops
f. in the Islamic world, slavery persisted, but freeing slaves was encouraged

C. Nations and Nationalism
1. revolutionary movements gave new prominence to a more recent kind of human community—the nation
   a. the idea existed that humans are divided into separate nations, each with a distinct culture and territory and deserving an independent political life
   b. before the nineteenth century, foreign rule in itself wasn’t regarded as heinous
   c. the most important loyalties were to the clan, village, or region
2. independence movements acted in the name of new nations
3. older identities and loyalties eroded
   a. science weakened the hold of religion
   b. migration to cities or abroad weakened local allegiances
   c. printing standardized languages
4. nationalism was often presented as a reawakening of older cultural identities
5. nationalism was enormously powerful in the nineteenth century
   a. inspired political unification of Germany and Italy
   b. inspired separatist movements by Greeks, Serbs, Czechs, Hungarians, Poles, Ukrainians, the Irish, and Jews
   c. fueled preexisting rivalry among European states
d. new efforts to instill national loyalty in citizens
6. nationalism took on a variety of political ideologies
   a. “civic nationalism” identified the “nation” with a particular territory and encouraged assimilation
   b. some defined the nation in racial terms (e.g., Germany)
7. nationalism was not limited to Europe

D. Feminist Beginnings
1. a feminist movement developed in the nineteenth century, especially in Europe and North America
2. European Enlightenment thinkers sometimes challenged the idea that women were innately inferior
   a. during the French Revolution, some women argued that liberty and equality must include women
   b. middle-class women found more educational opportunities and less household drudgery
   c. women increasingly joined temperance movements, charities, abolitionist movements, missionary work, etc.
   d. maternal feminism argued for women’s distinctive role as mothers
3. the first organized expression of feminism took place at a women’s rights conference in Seneca Falls, New York, in 1848
4. the feminist movement was transatlantic from the beginning
5. by the 1870s, movements focused above all on suffrage
   a. movements included the middle-class, not just the elite
   b. most worked through peaceful protest and persuasion
   c. the women’s movement became a mass movement in most industrialized countries by the turn of the century
6. by 1900, the movement had several effects
   a. some women had been admitted to universities
   b. women’s literacy rates were rising
   c. some U.S. states passed laws allowing women to control their property and wages
   d. some areas liberalized divorce laws
   e. some women made their way into new professions
   f. in 1893, New Zealand became the first country to grant universal female suffrage
7. the movement led to discussion of the role of women in modern society
   a. taboo sexual topics were aired
   b. deep debates over women’s proper roles took place
8. also bitter opposition to the movement
   a. some argued that strains of education and life beyond the home would cause reproductive damage
   b. some saw suffragists, Jews, and socialists as “a foreign body” in national life
9. feminism spread beyond Europe and the United States, but less widely than nationalism

V. Reflections: Revolutions Pro and Con

A. The legacies of the Atlantic revolutions are still controversial.
   1. to some people, they opened new worlds of human potential
   2. the revolutions also had many victims, critics, and opponents
   a. conservatives believed that societies were organisms that should evolve slowly; radical change invited disaster
   b. critics argued that revolutions were largely unnecessary

B. Historians also struggle with the pros and cons of revolutionary movements.

CHAPTER QUESTIONS

Following are answer guidelines for the Big Picture Questions, Seeking the Main Point Question, Margin Review Questions, Portrait Question, and Documents and Visual Sources Feature Questions that appear in the textbook chapter. For your convenience, the questions and answer guidelines are also available in the Computerized Test Bank.

Big Picture Questions

1. Do revolutions originate in oppression and injustice, in the weakening of political authorities, in new ideas, or in the activities of small groups of determined activists?
   • Revolutions originate for all of these reasons. For instance, oppression and injustice lay at the heart of the Haitian Revolution.
   • The weakening of political authorities played a particular role in the Latin American and French revolutions.
   • The new ideas of the Enlightenment influenced the American, French, Haitian, and Latin American revolutions.
   • The activities of small groups of determined people were especially central to the feminist revolution.

2. “The influence of revolutions endured long after they ended and far beyond where they started.” To what extent does this chapter support or undermine this idea?
   • This chapter strongly supports this assertion—the opening pages reflect on the impact of the Haitian Revolution on the subsequent history of that country.
   • The Echoes of Revolution section focuses on long-term repercussions of the Atlantic revolutions in the abolition of slavery, the rise of nations and nationalism, and the emergence of the feminist
movement. It also notes the impact of nationalism and feminism in regions far beyond the Atlantic world.

- The Kartini portrait explores the impact of nationalism and feminism in early twentieth-century Java.
- The survival of the American political system and the long-term historical trajectories of both Haiti and Latin America are explored in the Comparing Atlantic Revolutions section.

3. Did the Atlantic Revolutions fulfill or betray the goals of those who made them? Consider this question in both short- and long-term perspectives?

- Women who participated in these revolutions were for the most part betrayed by the outcomes at least in the short term. However, in the longer term, it could be argued that feminism brought real advances.
- Examples of both fulfillment and betrayal can be cited for the experience of men who participated in the revolution. It would be reasonable to argue that some, such as property-holding men in the United States or moderate revolutionaries in France who valued social equality more than freedom, saw their agendas largely fulfilled by their respective revolutions both in the short and long term.
- Haitian slaves experienced more ambiguous outcomes with their short-term goals largely accomplished but an erosion of their accomplishments over the longer term.
- Others, such as many poor Native American participants in Latin American revolutions, might see their goals as largely betrayed in both the short and long term.

4. **Looking Back:** To what extent did the Atlantic Revolutions reflect the influence of early modern historical developments (1450–1750)?

- Three of the Atlantic revolutions took place in the European overseas empires created during this period.
- The Haitian revolution occurred in the slave plantation system that emerged during this period.
- The revolutions drew on Enlightenment ideas that emerged during this period.
- The bankruptcy of the French monarchy reflected the financial stresses of the new global wars fought by European powers.

**Seeking the Main Point Question**

Q. What were the most important outcomes of the Atlantic revolutions, both immediately and in the century that followed?

- In regions like France, the United States, and Latin America, governments based on popular sovereignty emerged, although in the case of France, the government did revert to monarchy at times.
- The ideas of the revolutions, along with social pressures, pushed major states to enlarge their voting publics.
  - The concept of the nation-state and nationalism strengthened, shaping popular identities.
  - The Atlantic revolutions provided some of the ideological and intellectual underpinnings for the abolitionist and feminist movements.

**Margin Review Questions**

Q. In what ways did the ideas of the Enlightenment contribute to the Atlantic revolutions?

- The Enlightenment promoted the idea that human political and social arrangements could be engineered, and improved, by human action.
- New ideas of liberty, equality, free trade, religious tolerance, republicanism, human rationality, popular sovereignty, natural rights, the consent of the governed, and social contracts developed during the Enlightenment, providing the intellectual underpinnings of the Atlantic revolutions.

Q. What was revolutionary about the American Revolution, and what was not?

- The American Revolution was revolutionary in that it marked a decisive political change.
- It was not revolutionary in that it sought to preserve the existing liberties of the colonies rather than to create new ones.

Q. How did the French Revolution differ from the American Revolution?

- While the American Revolution expressed the tensions of a colonial relationship with a distant imperial power, the French insurrection was driven by sharp conflicts within French society.
- The French Revolution, especially during its first five years, was a much more violent, far-reaching, and radical movement than its American counterpart.
The French revolutionaries perceived themselves as starting from scratch in recreating the social order, while the Americans sought to restore or build upon earlier freedoms.

Unlike the American Revolution, the French Revolution led to efforts to create a wholly new society, symbolized by such things as a new calendar, a new administrative system, and new street names.

The French Revolution also differed from the American Revolution in the way that its influence spread. At least until the United States became a world power at the end of the nineteenth century, what inspired others was primarily the example of its revolution and its constitution. French influence, by contrast, spread primarily through conquest.

Q. What was distinctive about the Haitian Revolution, both in world history generally and in the history of Atlantic revolutions?

• Its key distinctive feature in both world history and the history of Atlantic revolutions was that it was the only completely successful slave revolt.

Q. How were the Spanish American revolutions shaped by the American, French, and Haitian revolutions that happened earlier?

• Napoleon conquered Spain and Portugal, deposing the monarchs who ruled over Latin America and forcing Latin Americans to take action.
• Enlightenment ideas that had inspired earlier revolutions also inspired the revolutions in Latin America.
• The violence of the French and Haitian revolutions was a lesson to Latin American elites that political change could easily get out of hand and was fraught with danger.

Q. Compare the North American, French, Haitian, and Spanish American revolutions. What are the most significant categories of comparisons?

• A number of different categories could be used as points of comparison, including grievances, racial factors, political, social, and cultural outcomes and their influence on other revolutions.
• In terms of grievances, the North American, Haitian, and Spanish American revolutions held grievances against distant colonial governments, while French revolutionaries’ grievances focused exclusively on conflicts within their own society.
• Racial factors were more pronounced in the Latin American and Haitian revolutions.

• In terms of political, social, and cultural outcomes, the North American Revolution was more conservative and its outcomes were more stable, lasting, and positive. The Haitian Revolution was the most dramatic in its initial outcomes, but in the longer term, the outcomes were less stable or positive.
• The French Revolution had the greatest impact on the other revolutions.

Q. What accounts for the end of Atlantic slavery during the nineteenth century?

• Enlightenment thinkers in eighteenth-century Europe had become increasingly critical of slavery as a violation of the natural rights of every person, and the public pronouncements of the American and French revolutions about liberty and equality likewise focused attention on this obvious breach of those principles.
• Some Christians in Britain and the United States felt that slavery was incompatible with their religious beliefs.
• There was a growing belief that slavery was not essential for economic progress.
• The actions of slaves, including the successful slave rebellion in Haiti and unsuccessful rebellions elsewhere, hastened the end of slavery by making slavery appear politically unwise.
• Abolitionist movements brought growing pressure on governments to close down the trade in slaves and then to ban slavery itself.

Q. How did the end of slavery affect the lives of the former slaves?

• In most cases, the economic lives of the former slaves did not improve dramatically.
• Outside of Haiti, newly freed people did not achieve anything close to political equality.
• The greatest change was that former slaves were now legally free.

Q. What accounts for the growth of nationalism as a powerful political and personal identity in the nineteenth century?

• The Atlantic revolutions declared that sovereignty lay with the people.
• Increasingly, populations saw themselves as citizens of a nation, deeply bound to their fellows by ties of blood, culture, or common experience.
• Other bonds weakened during the nineteenth century as science weakened the hold of religion on some, and migration to industrial cities or abroad
diminished allegiance to local communities. At the same time, printing and the publishing industry standardized a variety of dialects into a smaller number of European languages, which allowed a growing reading public to think of themselves as members of a common linguistic group or nation.

- Nationalism was often presented as a reawakening of older linguistic or cultural identities and certainly drew upon songs, dances, folktales, historical experiences, and collective memories of earlier cultures.

- Governments throughout the Western world claimed to act on behalf of their nations and deliberately sought to instill national loyalties in their citizens through schools, public rituals, the mass media, and military service.

- Nationalism took on a variety of political ideologies as groups across the political spectrum tried to channel nationalism for their own purposes.

Q. What were the achievements and limitations of nineteenth-century feminism?

- The achievements of the women’s movement include the admission of small numbers of women to universities and growing literacy rates among women overall.

- In the United States, a number of states passed legislation allowing women to manage and control their own property and wages, separate from their husbands.

- Divorce laws were liberalized in some places.

- Professions such as medicine opened to a few women, while teaching beckoned to many more.

- Nursing was professionalized in Britain and attracted thousands of women into it, and social work, soon to be another female-dominated profession, took shape in the United States.

- The movement prompted an unprecedented discussion about the role of women in modern society.

- As far as limitations, aside from New Zealand, women failed to secure the right to vote in the nineteenth century.

- Nowhere did nineteenth-century feminism have really revolutionary consequences.

Using the Documents and Visual Sources Features

Following are answer guidelines for the Headnote questions and Using the Evidence questions that appear in the documents and visual sources essays located at the end of the textbook chapter.

Headnote Questions

Document 16.1: The French Revolution and the “Rights of Man”

Q. What purposes did the writers of the Declaration expect it to fulfill?

- The document lays out the relationship between personal rights and the state, and the equality of rights among all citizens.

- It reins in specific abuses associated with the previous regime, including arrest and detention without charge and censorship.

- It defines how the law as agreed to by all citizens will protect each citizen’s liberties; the law will become the arbiter when one citizen’s liberties potentially infringe on the liberties of another.

Q. What specific rights are spelled out in this document? What rights does it omit?

- The Declaration presents rights to liberty, property, security, and resistance to oppression; the liberty to do whatever does not harm another; the right to take part in the creation of laws; the right to be exempt from arbitrary arrest, and presumed innocence before the law.

Portrait Question

Q. In what ways was Kartini’s life shaped by living at the intersection of Javanese and European worlds?
• It guarantees freedom of thought and religion as long as public order is not disturbed; freedom of communication; equal distribution of tax obligations; and protection of property.
• In determining what rights were omitted, some students might use the American Bill of Rights for reference and might note that the Declaration of the Rights of Man and Citizen do not include, for example, the right to bear arms or the prohibition on unreasonable search and seizure. They are only indirectly addressed through references to the right to resist oppression (item 2) and the sacred right to property (item 17).
• Students might also point to stipulations from more modern documents, such as the UN charter on human rights, which guarantee economic and cultural freedoms not included in this Declaration.
• Students might also note that the document does not explicitly address women’s rights or the rights of slaves.

Q. What was revolutionary about the Declaration? What grievances against the old regime did the declaration reflect?
• The document was revolutionary in that it asserts that every citizen was equal under the law; every citizen had rights that the government could not infringe upon; and sovereignty rested solely in the general will of the citizens.
• The Declaration addresses grievances against the old regime when it explicitly prohibits the arrest or detention of citizens without charge; asserts the freedom of religion and freedom of communication; and stipulates equal distribution of taxation and the protection of property rights.

Q. What understanding of “rights” informed Bolívar’s demand for independence?
• Bolívar defines the rights of those of part-European origin in the Americas as legitimate proprietors of the region.
• He believes they should have rights with regard to public affairs, which in the past had been denied to them.
• He also states that they should also have the right to develop industries and use their lands and resources as they pleased.
• Because their rights were denied, their fight for freedom was legitimate and similar to the claim in Document 16.1 of the right to resist oppression.

Q. What were his chief objections to Spanish rule?
• The Spanish kept the Americas in a passive state, by which Bolívar meant that by not allowing residents to manage their domestic affairs and internal administration, the Spanish kept them out of public affairs.
• Locals were limited to positions no better than serfs or mere consumers by restrictions that forbid them from growing European crops, storing products that were royal monopolies, or establishing factories—even factories that had no equivalents on the Iberian Peninsula.
• They had to put up with trade barriers between American provinces and trading privileges enjoyed by Iberian merchants.
• Local people were excluded from important positions in the state, army, and church.

Q. What difficulties did Bolívar foresee in achieving the kind of stable and unified independence that he so much desired?
• Bolívar foresaw that as they gained independence, different regions would form different types of governments.
• He realized that the Spanish provinces in the Americas were separated by climatic differences, geographic diversity, conflicting interests, and dissimilar characteristics.
Q. What might you infer from Bolívar’s statements, or his silences, about his willingness to apply human rights thinking to people of Native American, African, or mixed-race ancestry?

- The passage “... in short, being Americans by birth and endowed with rights from Europe—find ourselves forced to defend these rights against the natives while maintaining our position in the land against the intrusion of the invaders” (p. 815) indicates that Bolívar sees his racial grouping in potential conflict with indigenous Americans.

- When Bolívar refers to “we” he is speaking for Americans by birth who possess European ancestry; therefore, his statements do not include a majority of the population of Spanish colonial America. The implication is that he sees mixed-race, African, and Native American people as separate groups, and may not have intended his human rights statements to apply to them.

**Document 16.3: Rights and Slavery**

Q. On what basis does Douglass demand the end of slavery? How do his arguments relate to the ideology of the American Revolution?

- Douglass demands the end of slavery so that America will live up to the ideas and ideals on which it was founded and to end the hypocrisy and inconsistency that undermine the values of the nation.

- He draws directly on the principles of political freedom and natural justice in the Declaration of Independence to emphasize how slavery undermines them.

Q. How would you describe the rhetorical strategy of his speech?

- Douglass uses the Fourth of July celebration to contrast the ideals on which the nation was founded with the realities of slave holding.

- He chooses to speak about the Fourth of July holiday from the perspective of a slave to highlight the inequity and inconsistency of the country’s founding principles in contrast to slave holding.

- He uses irony to make his points.

- Douglass shifts rhetorical strategies at the end to offer hope for change as a means of remedying current injustices.

Q. What does Douglass mean when he says “it is not light that is needed, but fire”?

- Douglass may be referring to the fact that the inequity that he describes is glaringly obvious and does not need further “light shed on it,” rather, it needs to move people to action, symbolized here by “fire.”

- In this interpretation, his scorching irony is designed to raise passions at the injustice of the situation.

Q. In what ways does he argue that slavery has poisoned American life?

- It has made celebrations of founding principles a sham, claims of liberty “an unholy license,” and claims of national greatness vanity.

- It also undermines American denunciations of tyrants and destroys American moral authority abroad; it makes shouts of liberty and equality hollow and claims of republicanism a sham; and it makes claims of humanity base pretence and claims of Christianity a lie.

- It corrupts politicians and is an antagonistic force in government that threatens to tear the country apart.

- It fetters progress and inhibits education, breeds insolence, promotes vice, fosters pride, and shelters crime.

Q. Why, in the end, can Douglass claim that “I do not despair of this country”? What are the “forces in operation, which must inevitably work the downfall of slavery”?

- Douglass may have claimed not to despair of the country because he was speaking to an antislavery meeting, which represented a movement for change.

- He may have referred to the Declaration of Independence and the genius of American institutions because he believed that through them, the blatant injustices that he noted in his speech could be recognized and changed.

- By asserting that modernizing changes will lead to the downfall of slavery, he is likely expressing his hope that, with increased international trade and communication, abolitionist movements in other nations will have an impact on America.

**Document 16.4: The Rights of Women**

Q. What kind of rights was Stanton seeking for women? Do you think she was advocating a reform of gender relations or a more revolutionary transformation?
She called for equal opportunities in education; complete emancipation from all forms of bondage, custom, and dependence; equality in social life; and self-sovereignty.

While it could be argued that the impact of her demands would be revolutionary, her demands are structured in terms of reforming gender relations by freeing women from dependence on men and giving them the rights and skills needed to be “self-sovereign.”

Q. How might you summarize in your own words her argument as to why women should have such rights?

• All humans, man or woman, must be self-sufficient.
• The responsibilities of life fall equally on man and woman; therefore, women should be given the legal rights and education required to be self-sovereign.

Q. How might women and men with other points of view have argued with Stanton?

• A person upholding religious values might cite divinely sanctioned reasons for the unequal position of women.
• Some might argue that her view of human society is too focused on the individual, and that family units, not individuals, must be self-sufficient in the manner that she describes.
• Some might point to tradition and the long history of women being dependent on men. Others might point to the ubiquity of established gender patterns across cultures.
• Some might question whether women were capable of the sort of independence that she advocates.

Visual Sources Considering the Evidence Questions


Q. What changes during the first year of the French Revolution does this image reveal? Consider the activity portrayed in the painting and the posture of the three figures. What continuities with the past does it also suggest?

• The image reveals that social equality had replaced social deference in the interaction between the different estates.
• The depiction of the three figures hunting together is important, because before the revolution, hunting was an activity largely restricted to the elite.
• There is still a clearly defined difference between the elites and the peasants, as represented by their dress.

Q. How does it portray the ideal of national unity?

• The ideal of national unity is portrayed through the caption; through the sharing of dinner, a very important social activity that symbolized fellowship; and through the group partaking in the activity of hunting, which once was a source of great tension between elites and peasants.

Q. How are the representatives of the three estates distinguished from one another?

• They are distinguished primarily by dress, with each wearing clothing that identifies their social class.

Q. Notice the peasants hunting in the background. Keep in mind that before the revolution peasants who hunted on the estates of the nobility were subject to harsh punishment or even death. Why do you suppose the artist chose to include them in the painting?

• The hunters in the background may have been included to indicate, in conjunction with the guns and net in the foreground, that the men around the table were taking a break from hunting.

Visual Source 16.2: A Reversal of Roles: The Three Estates of Revolutionary France

Q. What different impressions of the revolution are conveyed by these images as compared to that of Visual Source 16.1?

• Visual Source 16.1 portrays a new social order, where all social classes have become social equals.
• The part opening picture portrays a new social order, but one where the Third Estate has reversed roles with the nobility and now dominates.
• Visual Source 16.2 depicts a Third Estate seemingly intent on revenge taking up arms against the two privileged orders.

Q. What particular fears might animate the horror with which the clergy and nobility greet the awakening of the Third Estate?
The fact that the Third Estate is no longer restrained by chains and is now capable of action
The taking up of arms by the Third Estate
Surprise that the Third Estate has awakened from its slumber
Awareness of how badly the Third Estate was treated by the privileged orders

Q. Notice that the woman representing the Third Estate in the chapter opening image holds a distaff, a tool used for spinning, as well as a child. What does this suggest about the roles of women in the new order?

• In the new order, women will fulfill both economic and domestic roles in society.
• The image indicates that very little has changed for women since the revolution, as both spinning and child rearing had long been associated with them.

Visual Source 16.3: Revolution and Religion: “Patience, Monsignor, your turn will come.”

Q. How does this visual source reflect the outlook of the Enlightenment? (see pp. 824–825)

• It represents the criticism by many and rejection by some Enlightenment thinkers of supernatural religion.
• It represents the frequent Enlightenment attacks on the Church as an overly rich institution manned by gluttonous, lazy, and only superficially pious clergy.

Q. What criticisms of the Church are suggested by this image? Why is the bishop on the left portrayed as a fat, even bloated, figure? What is the significance of efforts to “squeeze” the priests? Based on their dress, what class do you think the pressmen represent?

• The Church is bloated with wealth that it misuses.
• The image of the bishop may represent the belief that the clergy are gluttonous and lazy, and that the Church itself possesses too much wealth, which is misused.
• The effort to squeeze the priests is most likely a metaphor for the efforts by revolutionaries to seize the wealth of the Church for the use of the state. Note that the man in the press seems to be throwing up coins into a box, which most likely represents the state coffers.
• The dress of the two men operating the press indicates that they are urban, professional men. The two men in the foreground holding the bishop are a revolutionary soldier and a man dressed in clothing associated with the legal profession.

Q. The caption reads: “Patience Monsignor, your turn will come.” What do you imagine was the reaction of devout Catholics to such images and to the policies of de-Christianization?

• Images like these may have left devout Catholics uneasy, for they indicated both a systematic campaign against the church and, as the caption indicates, a campaign that continued to evolve and grow in its scope.
• Alternatively, devout Catholics may have found this image acceptable because it depicts revolutionaries attacking the wealth of the church, which many devout Catholics recognized as a problem, and depicts elite clerics who had long been criticized by many devout Catholics for their shortcomings.


• Visual Source 16.1 represents most closely the Declaration in that the men in the cartoon are all equal, enjoying the same activities in a fraternal manner, in accordance with the first article of the Declaration; and through its depiction of hunting, emphasizes the end of privilege.
• Visual Source 16.2 depicts none of the maxims in the Declaration, instead representing struggle and discord between the Third Estate and the privileged estates.
• Visual Source 16.3 depicts aspects of the Declaration in that it seems to run counter to Article 17, which expressly prohibits the state to seize private property, and to Article 13, which requires equal apportionment of all taxes. However, Visual Source 16.3 does not directly contradict Article 10’s protection of religious conscience because it does not interfere with the practice of religion.

Visual Source 16.4: An English Response to Revolution: “Hell Broke Loose or the Murder of Louis”

Q. What is the significance of the demons and dragons in the cartoon? Notice how the soldiers at the bottom of the image are portrayed.

• The demons and dragons are present to emphasize that the devil was behind the execution; to
create a sense that the execution of the king was a portentous event in the battle between good and evil; and to create a sense of chaos and disorder.

- Also, as the soldiers at the bottom of the image imply, the artist wanted to directly associate revolutionaries with the devil and his minions.

Q. What meaning would you attribute to the caption “Hell Broke Loose”? What disasters might critics of the revolution have imagined coming in its wake?

- The caption indicates that the execution of the king was an event that would lead to further chaos and disorder in France and possibly all of Europe.
- Within France, critics might imagine anarchy and mob rule and the full seizure of power by radical revolutionaries.
- Beyond the borders of France, they might have feared the toppling of other monarchs.

Q. How do you understand the beam of light from heaven that falls on Louis XVI?

- The shaft of light might reflect traditional Christian iconography, indicating that Louis XVI was saintly, a theory substantiated by the angel with a trumpet appearing from the cloud.
- It might symbolize Louis XVI’s divinely ordained right to rule, which the devil and his revolutionary minions sought to undermine.
- It may serve to distinguish Louis as a force for order and good in what is otherwise a chaotic scene peopled by devils, demons, and evil revolutionaries.

Q. Why was regicide regarded with such horror in England in the 1790s?

- Other monarchs feared for their own authority.
- Regicide against the divinely ordained monarch was seen as a crime against God.
- Regicide had long been associated with patricide, and therefore symbolized a breakdown in the traditional European social and political order.
- It symbolized the radicalization of the French Revolution.

Using the Evidence Questions—Documents: Claiming Rights

1. Making comparisons: In what different ways does the idea of “rights” find expression in these four documents and in the Portrait? Which documents speak more about individual rights and which focus attention on collective rights? What common understandings can you identify?

- The formal declaration of Document 16.1 seeks to comprehensively chart the rights of men through both general assertions of inalienable rights and clauses that explicitly grant more specific rights.
- In Document 16.2, Bolívar says that the rights of those rebelling against Spain derive from Europe, but that locals had been deprived of these rights by Spanish rulers who limited participation in government and the development of the colonial economy.
- In Document 16.3, Frederick Douglass defined the natural, if not recognized, rights of slaves through the principles of political freedom and natural justice defined in the American Declaration of Independence.
- In Document 16.4, Elizabeth Cady Stanton argues that women have the right, even responsibility, to be “self-sovereign.” She draws on elements of Enlightenment language, but her basic argument is that it is necessary for women to be self-reliant and self-sufficient in this world.
- In the Portrait, Kartini provides an example of a Javanese women who expressed her ideas about rights through her own actions. The European feminist and nationalist movements did shape her understanding of herself.
- In terms of individual verses collective rights, Document 16.1 was written to define the rights of a large group but many of these rights, like those of political participation, expression, or conscience, are fundamentally individual rights. Documents 16.2, 16.3, and 16.4 and the Portrait deal primarily with the collective rights of groups. However, in the Portrait, Kartini expresses these ideas through her own personal experiences.
- In terms of common understandings, all four documents and the Portrait use the concept of rights to define, criticize, or explore aspects of their societies.

2. Considering ideas and circumstances: Historians frequently debate the relative importance of ideas in shaping historical events. What impact do you think the ideas about rights expressed in these documents had on the historical development of the Atlantic world and beyond? And what specific historical contexts or conditions shaped each writer’s understanding of “rights”?

- Students could argue that the ideas about rights expressed in these documents had an important impact on the historical development of the Atlantic world and beyond because the ideas expressed in the Declaration of the Rights of Man and Citizen lay at
the basis of many countries’ constitutions as well as the United Nation’s Universal Declaration of Human Rights. Women’s rights, particularly in parts of the Atlantic world but elsewhere as well, have developed along the lines envisioned by Elizabeth Cady Stanton. Latin America successfully broke free from Spanish control under the leadership of Bolívar. The Atlantic slave system has been abolished, and slavery has also declined in most other parts of the world.

- Document 16.1 was shaped by the recent overthrow of the old regime and the need to construct a new political order based on sovereignty vested in the people. Document 16.2 is responding to the reality of a growing revolution against Spanish colonial power in Latin America and the need to justify it. In Document 16.3, Douglass is responding to the reality of slave holding in America and the emergence of an antislavery movement in the country. In Document 16.4, Elizabeth Cady Stanton is writing as an active participant in the feminist movement.

3. Imagining a conversation: How might the authors of these four documents have responded to one another? What points of agreement might they share? What differences might arise in a conversation among them?

- In terms of points of agreement, all are working from the same set of Enlightenment principles so there would be agreement on the basic principles used to make their arguments.
- The author of Document 16.1 may have ultimately rejected the arguments of Douglass and Stanton because the French Revolution did not grant equal rights to slaves or women.
- Douglass and Stanton might have found common cause as they advocated for two groups denied the inalienable human rights enjoyed by others.
- Bolivar likely would have supported the basic principles in Document 16.1.

Using the Evidence Questions—Visual Sources: Representing the French Revolution

1. Considering political art as evidence: Based on these four visual sources, together with those in the text itself, what are the advantages and limitations of political or satirical art in understanding a complex phenomenon such as the French Revolution?

- The advantages are that these images convey their ideas to both literate and non-literate audiences. They are particularly strong in representing simple ideas, especially those that seek to attack or undermine a particular person, idea, or event. They are capable of presenting a political perspective clearly. Collectively, they represent the range of political discourse on a subject.
- However, as single pieces they have a tendency to present only one side of an issue. Generally, they are not intended to simply chronicle an event, nor do they easily convey the abstract concepts that underpin the revolution.

2. Making comparisons: In what different ways was the French Revolution portrayed in these visual sources? How might you account for those differences? Consider issues of class, nationality, religious commitment, time period, and gender.

- Visual Source 16.1 portrays the equality of all men after the collapse of the old regime estates system. It offers a relatively positive view of the revolution compared to the other images. This may be because it was produced early in the revolution, before it radicalized.
- Visual Source 16.2 represents a more divisive take on the collapse of the old regime estates system than Visual Source 16.1. The Third Estate in this image is throwing off its chains and arming for revenge. This may be because it was produced later in the revolution as the initial optimism about the new social order receded.
- Visual Source 16.3 portrays the attack on the temporal wealth of the Church. It again differs from Visual Source 16.1 in that it focuses on the tensions and changes wrought by the revolution. It was likely produced by revolutionaries and depicts a development that its supporters saw as positive. Nevertheless, to many churchmen and devout Catholics, the image may have represented a willful attack on the Church undertaken by revolutionaries.
- Visual Source 16.4 represents the execution of Louis XIV from a British perspective. It casts the execution in a negative light, emphasizing the injustice of the act and its destabilizing impact on France. The artist’s British perspective likely account for the image’s interpretation of events.

3. Defining the French Revolution: Based on these visual sources, what was revolutionary about the French Revolution? And what earlier patterns of French life persisted?
• The visual sources show several revolutionary aspects of the French Revolution, such as the effort to eliminate the social distinctions of the old regime, depicted in Visual Source 16.1; the increased power of the Third Estate, as depicted in Visual Source 16.2; the systematic effort by the state to extract wealth from the church, depicted in Visual Source 16.3; and the execution of a French monarch and the subsequent establishment of a republic, as represented in Visual Source 16.4.
• Certain earlier patterns of French life did persist, such as the continued class conflict depicted in Visual Source 16.2 and the criticism of the Church’s wealth and its use in Visual Source 16.3.

4. Identifying opponents of the revolution: Based on these visual sources and the text narrative, which groups of people likely opposed the revolution? Why?

• The groups that most likely opposed the revolution include members of the first and second estates, because their wealth and privileges were threatened; some Catholics, especially when the revolution outlawed their faith; the French monarch, especially as the revolution radicalized; and other European monarchies who feared similar movements in their kingdoms.

LECTURE STRATEGIES

Lecture 1: What makes a successful colonial revolution? Looking at the Americas—and Ireland

This chapter rightly focuses on successful revolutions, the ones that changed the world in significant ways. To understand the revolutionary processes themselves, however, it is useful to examine a failed revolution—in this case, the 1798 rising against British rule in Ireland—so that students have a better sense of the forces that confronted revolutionaries. The objectives of this lecture strategy are:

• to introduce students to the topic of Ireland as a British colony and the long struggle for Irish independence
• to use the case of “the ’98” as a springboard from which to review and compare the course of revolution in the Americas
• to employ the case of Ireland’s failed rebellion in exploring in greater depth the issues that lay behind oppression by colonial powers.

Begin with England’s successful conquest of Ireland, starting with the loose overlordship established by Henry II in the 1170s and going on to consider the Nine Years’ War (1594–1603), English/Scottish plantations in Ireland, Cromwell’s devastation of the island, and the success of William of Orange there. From that point, some important topics to include are:

• anti-Catholic legislation
• efforts to abolish the Irish language
• the Penal Laws
• Catholic resettlement in Connacht
• massive Catholic emigration to the continent, especially as soldiers
• the role of the United Irishmen
• the influence of American and French revolutionary ideas
• Irish hope for help from the French revolutionary government
• atrocities on both sides in the conflict.

As you work your way through the course of the Irish rising, make comparisons as appropriate to the colonial risings in North and South America.

Lecture 2: One nation under God: Revolutions and nationalist movements

The purpose of this lecture strategy is to review and expand on the textbook’s coverage of nascent nationalism in the eighteenth and nineteenth centuries, exploring in particular the relationship between revolutionary movements and nationalism. Its objectives are:

• to make students conscious of the ways in which nationalist movements reimagine and romanticize the past
• to increase student awareness of the power of historical consciousness in nationalist movements
• to explore the ways in which both resistance groups and government authorities can lead people to a sense of nationalism.

Begin with Napoleon Bonaparte—not by reassessing his campaigns but by considering how he encouraged nationalism among the French and in other countries. For French nationalism, some important points to consider are:

• the military draft
• the creation of the Napoleonic Code
• the ways in which national triumphs were celebrated (e.g., the Arc de Triomphe)
• Napoleon’s appropriation of the past (everything ranging from his use of the symbolism from a sixth-century Frankish royal tomb to stealing columns from Charlemagne’s Palatine Chapel in Aachen).

For the ways in which resistance to Napoleon encouraged nationalism elsewhere, consider:

• the English hero-worship of Horatio Nelson
• the ways in which England celebrated victories over Napoleonic armies
• German anti-Napoleon movements
• Spanish resistance to French occupation.

Move from Napoleon to the ways in which the idea of “nation” gradually won the hearts and minds of citizens of Western Europe, the United States, Japan, India, and Turkey. Depending on which regions you choose to emphasize, this topic could be approached in a variety of ways. It would be useful to address the following:

• the ways in which the popular press and popular art interpreted great “national” heroes of the past and the present
• what the most important symbols of nationalism were—flags, coinage, public art, rousing speeches advocating a return to an earlier age, public buildings, the ruler, a particular form of religious expression, etc.
• the ways in which nationalists rewrote the past to establish the “natural right” of a particular population or ideal
• who advocated nationalism, and how nationalist thought could be used either by a government or against it
• issues that emerged as truly “national”
• language reforms and standardization.

It may be useful to refer to the chapter’s Documents and Visual Sources features, particularly Documents 16.1, 16.3, and 16.4 and Visual Source 16.4, during your lecture.

Lecture 3: At last—a woman’s voice

The intent of this lecture strategy is to take a long look at women’s lives in nonindustrial societies (industrialism comes later) and to consider the factors that led small women’s movements to emerge in some of these societies. Its objectives are:

• to encourage student awareness of the role women have played in social, economic, and cultural history, even when they were not very visible in the world of politics
• whether life at the subsistence level on a farm has room for anything but a “partnership marriage,” in which the labor of both wife and husband are essential for survival
• what women’s work was in a typical farming economy, and how very much work there was before the invention of modern labor-saving devices
• the odd circumstance that leisure-class females in world history have usually suffered much more restraint than their poorer sisters (Did Chinese peasants bind their daughters’ feet? Were impoverished Athenian women socially secluded?)
• the frustrations of urban life and women’s exclusion from its public sphere
• the question of what a woman who has servants to take care of all the work does with her time.

From there, discuss the role of women in Enlightenment and revolutionary movements, along with the role of men who accepted the premise that liberty should extend to the female of the species. It may be useful to refer to the chapter’s Documents feature, particularly Documents 16.2 and 16.4.

THINGS TO DO IN THE CLASSROOM

Discussion Topics

1. Misconception/Difficult topic (large or small group). “The American Revolution was ‘revolutionary.’”

Ask students to discuss the chapter’s argument that little about the American Revolution was actually revolutionary and to compile a list of the main
reasons the text gives to support that contention. Then, ask them to list any arguments that they can come up with for why it was revolutionary.

2. Contextualization (large or small group). “Why abolish slavery?”

Ask students to draw up a list of reasons why people were increasingly willing to abolish slavery in the eighteenth and nineteenth centuries, organizing them under the following headings:

- economic reasons
- political reasons
- cultural/religious reasons

When the students have finished, ask them to consider which of these reasons were new or had become noticeably more central in the abolitionist era.

3. Comparison (large or small group). “Nationalist expressions of the nineteenth century.”

Display several nationalist images of the nineteenth century. Some readily available examples are:

- the statue of Vercingetorix at Alesia
- the statue of Alfred the Great at Winchester
- the statue of Hermann the German in the Thuringian Forest

Encourage students to discuss the following questions:

- When did the figure depicted actually live?
- What did he do?
- Why would he have become a nationalist rallying point in the nineteenth century?

Classroom Activities

1. Timeline exercise (large or small group). “Revolutions and ideas.”

With your students, make a timeline of the major revolutionary movements covered in this chapter. Add to it important events in the history of the Enlightenment, as presented in Chapter 15. Then lead a discussion of what significance the chronological intersection of events might have.

2. Role-playing exercise (small group). “What to do with Louis XVI.”

The class is the French National Assembly, convened to consider what to do with the deposed French king Louis XVI (and with his wife, Marie Antoinette). Choose three groups of advocates to argue the case for (1) execution, (2) exile, or (3) acquittal, and then have the Assembly as a whole vote on the appropriate sentence.

3. Clicker question.

Revolutions did more harm than good. Agree or disagree.

Class Discussion for the Documents and Visual Sources Features

Critical Analysis (large or small group): The Universality of Universal Rights

One of the distinctive aspects of the Atlantic Revolutions was the emergence of the concept of universal and inalienable human rights as a defining feature of political thought. Although when first articulated by Enlightenment philosophers it may have seemed a simple concept, its practical application by early revolutionaries and their critics led to a great deal of debate—for example, how do universal rights apply to slaves or women? Use this question as an opportunity to explore the profound implications of this new ideal for the social and political order of Europe and the Americas. Ask students to interpret the statements in Document 16.1 and the preface to the Declaration of Independence. Then ask them whether they believe the authors intended these statements to apply to women or slaves. If not, how might they reconcile the statements with the continued suppression of these inalienable natural rights? Do they find such compromises as the 3/5 provision in the American Constitution compelling? Turn to Documents 16.3 and 16.4 and ask students how an opponent who was also a supporter of the American or French Revolution might oppose these arguments. Conclude by asking students what these debates can tell us about the emergence of human rights, and whether the debates of the original proponents might have shaped ideas of gender and race over the past several centuries.
Comparison (large or small group): Representing Revolution

Expand on Using the Evidence question 1 to explore how revolutions were depicted by both supporters and opponents. Ask students to examine the images in the Visual Sources feature along with those in the chapter and organize them by categories. Some questions to consider include:

- What categories can you identify?
- Which categories are most prominent?
- Which have the greatest impact?
- Which most effectively convey complex stories?
- Which do you think were most effective at the time? Why?

Conclude by assessing the advantages and limitations of political or satirical art in understanding such a complex phenomenon as the French Revolution.

Classroom Activities for the Documents and Visual Sources Features

Comparison (large or small group): Expressing Rights

Distribute a copy of the American Declaration of Independence and Bill of Rights and ask students to compare these to Document 16.1. What is similar about the way that these rights are defined and expressed? What is different? In particular, ask students to consider whether the way the Declaration of the Rights of Man and Citizen describes the rights of people, whereas the Bill of Rights describes what the government cannot do to a citizen, might shape the way that these rights were understood. Finally, ask students how revolutionary the American Revolution was as compared to the French Revolution, pointing out the critical differences in approach and perspective laid out in the chapter narrative.

Role-Playing (large or small group): Depicting the Revolution

Split the class into two or more groups, with at least one representing strong supporters of the French revolution and another representing strong opponents. Ask each to select an event from the revolution and depict it in an effort to rally support to their cause. Before beginning, encourage each group to review the images in the Visual Sources feature and identify the visual strategies employed that helped to convey points of view. Upon completion, have the groups present their images to the class and ask them what they liked and what they might do differently. Conclude by asking students what they learned about the strengths and weaknesses of images as political or propaganda tools.

WHAT’S THE SIGNIFICANCE?

abolitionist movement: An international movement that between approximately 1780 and 1890 succeeded in condemning slavery as morally repugnant and abolishing it in much of the world; the movement was especially prominent in Britain and the United States.

Declaration of the Rights of Man and Citizen: Document drawn up by the French National Assembly in 1789 that proclaimed the equal rights of all men; the declaration ideologically launched the French Revolution.

Elizabeth Cady Stanton: Leading figure of the early women’s rights movement in the United States (1815–1902). She was instrumental in organizing the first women’s rights conference, which took place in her hometown of Seneca Falls, New York, in 1848.

French Revolution: Massive dislocation of French society (1789–1815) that overthrew the monarchy, destroyed most of the French aristocracy, and launched radical reforms of society that were mostly lost under Napoleon’s imperial rule and after the restoration of the monarchy. The French Revolution proceeded in stages and included the era known as the Terror.

Haitian Revolution: The only fully successful slave rebellion in world history; the uprising in the French Caribbean colony of Saint Domingue (later renamed Haiti, which means “mountain” or “rugged” in the Native Taino language) was sparked by the French Revolution and led to the establishment of an independent state after a long and bloody war (1791–1804). Its first leader was Toussaint L’Ouverture, a former slave (1743–1803) who wrote the first constitution of Haiti and served as the first governor of the newly independent state.

Kartini: A Javanese woman from an elite background (1879–1904) who has come to be regarded as a pioneer of both feminist and nationalist thinking in Indonesia.
maternal feminism: Movement that claimed that women have value in society not because of an abstract notion of equality but because women have a distinctive and vital role as mothers; its exponents argued that women have the right to intervene in civil and political life because of their duty to watch over the future of their children.

Napoleon Bonaparte: French head of state from 1799 until his abdication in 1814 (and again briefly in 1815); Napoleon preserved much of the French Revolution under an autocratic system and was responsible for the spread of revolutionary ideals through his conquest of much of Europe.

nationalism: The focusing of citizens’ loyalty on the notion that they are part of a “nation” with a unique culture, territory, and destiny; first became a prominent element of political culture in the nineteenth century.

North American Revolution: Successful rebellion conducted by the colonists of parts of North America (not Canada) against British rule (1775–1787); a conservative revolution whose success assured property rights but established republican government in place of monarchy.

Spanish American revolutions: Series of risings in the Spanish colonies of Latin America (1810–1826) that established the independence of new states from Spanish rule but that for the most part retained the privileges of the elites despite efforts at more radical social rebellion by the lower classes. A more social radical rebellion, known as the Hidalgo-Morelos rebellion, began in Mexico in 1810 and was led by the priests Miguel Hidalgo and José Morelos.

Vindication of the Rights of Woman: Written by Mary Wollstonecraft in 1792, this tract was one of the earliest expressions of feminist consciousness.

FURTHER READING


LITERATURE

the stifling emptiness of life as a middle-class woman.

- Paine, Thomas. *Common Sense*. London: Penguin, 1982. This work was the most important text to directly influence the American Revolution; at 128 pages, it’s short enough to assign to classes.

- Sarmiento, Domingo F. *Facundo; or, Civilization and Barbarism*. Trans. Mary Mann. London: Penguin, 1998. This work, penned by an Argentinian in 1845, is a romantic, sociological essay on the course of revolution in the author’s homeland and the reasons for the revolution’s ultimate failure.


- Stowe, Harriet Beecher. *Uncle Tom’s Cabin*. Ware: Wordsworth Editions, 1999. The most famous work in all abolitionist literature, this is the classic tale of a good man sold “down river,” a woman who fled her master to save her son, and the human dignity of the enslaved.

**FILM**


- *Breaking the Trade: The Abolition of Slavery in the British Empire*. Films for the Humanities and Sciences, 2001. 30 minutes. Examines the abolitionist campaign in Britain, one of the most influential in Europe.

- *Jean-Jacques Rousseau*. Films for the Humanities and Sciences, 1995. 15 minutes. A short film that explores the life and works of this key Enlightenment figure, whose writings on the social contract influenced both American and French revolutionaries.


- *Simón Bolívar: The Liberator*. Films for the Humanities and Sciences, 2000. 30 minutes. Examines the Latin American revolutions through a focus on their principal leader, Simón Bolivar.


**ADDITIONAL BEDFORD/ST. MARTIN’S RESOURCES FOR CHAPTER 16**

**PowerPoint Maps, Images, Lecture Outlines, and i>clicker Content**

These presentation materials are downloadable from the Media and Supplements tab at bedfordstmartins.com/strayer/catalog, and they are available on an Instructor’s Resource CD-ROM. They include ready-made and fully customizable PowerPoint multimedia presentations built around lecture outlines that are embedded with maps, figures, and selected images from the textbook and are supplemented by more detailed instructor notes on key points. Also available are maps and selected images in JPEG and PowerPoint format; content for i>clicker, a classroom response system, in Microsoft Word and PowerPoint formats; the Instructor’s Resource Manual in Microsoft Word format; and outline maps in PDF format for quizzing or handouts. All files are suitable for copying onto transparency acetates.

**Documents and Essays from Worlds of History: A Comparative Reader, Third Edition**

The following documents, essays, and illustrations to accompany Chapter 16 are available in the following chapters of this reader by Kevin Reilly:

Chapter 20:

- David Hume, *On Miracles*, 1748
- *The American Declaration of Independence*, 1776
- *The French Declaration of the Rights of Man and Citizen*, 1789
• Olympia de Gouges, *French Declaration of Rights for Women*, 1791
• Toussaint L’Ouverture, *Letter to the Directory*, 1797

**Online Study Guide at bedfordstmartins.com/strayer**

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. Each chapter contains specific testing exercises, including a multiple-choice self-test that focuses on important conceptual ideas; a flashcard activity that tests students on their knowledge of key terms; and two interactive map activities intended to strengthen students’ geographic skills. Instructors can monitor students’ progress through an online Quiz Gradebook or receive email updates.

**Computerized Test Bank**

This test bank provides over fifty exercises per chapter, including multiple-choice, fill-in-the-blank, short-answer, and full-length essay questions. Instructors can customize quizzes, add or edit both questions and answers, and export questions and answers to a variety of formats, including WebCT and Blackboard. The disc includes correct answers and essay outlines.