

The **French Revolution** set the culture on a path. Set the terms for liberalism and democratic systems. Our modern ideas of nationalism and nation also come from this. The French Revolution has been called “The Gate to Modernity.” This is why most Modern European textbooks begin in 1789 (the French Revolution.)

There is considerable historical debate over the backgrounds, the causes, and influence of the American Revolution and the French Revolution. The American Revolution was a war for independence that led to the self-governing of the English colonists while the British government remained largely unchanged (debatable). The French Revolution on the other hand removed the monarchical government of France and replaced it. The biggest debate is over how “revolutionary” the American Revolution really was, while it is accepted that the French Revolution was truly a drastic change in social order, intellectual thought, and governing structure.

{see R.J. Rummel, University of Hawaii <http://www.hawaii.edu/powerkills/COMM.5.1.05.HTM> }

The Events of the Revolution Forever changed the way people viewed the state, society and the Nation.

So the first question to ask is:

What was so revolutionary about it?

The answer can be found in both

The Events ---what happened.

The Aftermath---why is it important.

[All of the Following will be covered in greater detail later but first, this is a brief explanation of what the French Revolution was.]

The French Revolution began in 1789; it lasted until 1799 or 1815 depending on one’s position on whether or not Napoleon’s rule was part of the Revolution or not.

France went from an absolute monarch (Luis XVI) to a constitutional monarch to a Republic (whose leadership changed hands several times) to a Consul (3 men executive council) to a dictatorship (Napoleon). Napoleon’s dictatorship led to the restoration of the monarchy (Louis XVIII).

France just prior to the revolution

1789—

France is one of the most powerful nations in the world.

Powerful military

Louis XVI –absolute monarch.

France had some deep rooted structural problems:

- 1) Economic Problems—Economic/Financial downturns and depression
 - a. Civic Inequality (lack of social advancements)
 - b. Tax burden rested heavily on the Middle class
 - c. Challenged by Enlightenment ideas of an individual's ability

- 2) Religious turmoil—Challenges to the way many viewed the church
 - a. Catholic Church was the official state religion
 - b. Resistance to the king or the church is reflected in reaction to both
 - c. The Scientific Revolution led to Enlightenment thought that challenged basic religious ideas and led to ideas such as deism

- 3) Intellectual Changes—Challenges to the way people look at government
 - a. The Enlightenment
 - b. The Development of Absolutism in the 1600s began, ironically, due in part to the reformation,
 - c. France had a complicated unwritten constitution, built on an unequal class structures and the Divine right of the monarch.
 - d. Challenged by Enlightenment ideas of rationality specifically, the idea of Social contract challenged the Devine right of the king
 - e. Development of Public Opinion—the spreading of ideas, more rapidly. It was also a spreading of ideas amongst the no-elites.

- 4) Specific factors—the placement of Paris
 - a. More than any other European capital, Paris was centrally located, the heart of France, and home to a number of lower and middle class members of society.
 - b. Members of society began to politically align themselves together.

A brief timeline of the French Revolution

Began on 14 July 1789—The Storming of the Bastille

4 Revolutionary Phases

1789-1792—Moderate Phase

1792-1794—Radical (Reign of Terror)

1794-1799—Thermadorian Reaction

1799-1815—Napoleonic Era (Post Revolutionary)

~~The first revolutionary phase created the modern map of France, wrote a constitution—the constitution of 1792. France became a constitutional monarchy but was not (by any means) a democracy. The national assembly ran the government. Changed the position of the Church and Church officials.~~

Led to a counter revolution by the Church, the monarch and nobility that had left France.

The Radical revolutionary Phase

The revolutionaries of France did not feel that the national assembly went far enough in their agenda. The next phase of the revolution began near the end of 1792. In August of 1792 an angry mob chased the King and Queen to the national assembly, the national assembly restored order and took the King and queen into a palace where they remained for the rest of their lives (which was not long).

In September of 1792 a crowd again formed in the city, the streets ran red with blood as 1,200 people were executed. They broke into the national assembly and demanded a new election with true male suffrage. A new election was held and the National Assembly became the Convention—Their first act is to declare France a republic.

The first radical act was the trial and execution of Louis XVI and Marie Antoinette.

There was a reaction within the country that questioned aspects of the revolution and this led to a committee that made decisions regarding the continuation of the revolution. The committee was called the Committee of Public Safety and its most famous leader Maximillian Robespierre.

This is the period known as the Reign of Terror. By the end of the Terror 35,000 men and women were executed.

This was also the time when the most Revolutionary ideas were put into practice. It was a time when the idea was that men could alter history; they could create a new society, “a republic of virtue” change was not inevitable, it had to be made, but change was possible. And so, society began to be transformed. ... The calendar was changed, the unit of measurements were changed, the days of the week were changed. Names of children changed, Activities changed...

By 1794, Robespierre and the terror had fallen out of favor with the people.

The Thermadorian Reaction

The thermadorian reaction was the return of 1789 revolutionaries the ones left after the Reign of Terror, to bring the revolution to the more conservative side than Robespierre. The middle class type that began the revolution.

Returned some old customs, less censorship, etc...

Drafted a new constitution.

Some historians (Marxists) argue that the real winners was the Bourgeoisie, however, so many nobles fled that many peasants were able to become a nation of small family farms.

In order to keep order there was a heavy reliance on the military, which allows for a military takeover, and that is what happened.

Napoleon

General Napoleon Bonaparte organizes a coup. In 1799

Establishes a consul (3 man military government)

Eventually does away with the other two consuls and makes himself sole leader and names himself Emperor.

Similarities to Caesar, but more closely to 20th century dictators who use revolutionary rhetoric to advance.

Napoleon brought stability. Went well with the 3rd estate. Because they wanted to protect their gains through the revolution.

What was so Revolutionary about the French Revolution?

Forever changed the way in which people viewed society, the state, and the Nation,

Society speech changed,

Playing Cards, names of chess pieces,

They Renamed the days, months, the years

The revolutionary ideas were around you in daily life, baby names, speech, activities, calendars, etc...

*Mostly, these ideas were spread through space and time.

*A rare occurrence. The old order crumbled quickly, the belief was that they could remake society TODAY, it could be done called Possibleism.

*The revolution was not meant to remain in France but to be applied all over the world.

They believed in human reason.

The slogan, **“Freedom, Equality, Fraternity.”** Epitomized the mindset of revolutionary.

“Arguably—the violence was regrettable but necessary to crush the old ideas of nobility by birth and allow equality by birth and social mobility by merit.”

*After 1794 there is no Divine Right of the Monarch.
Governments get their power from the people. (There is a difference at this time between the people and the masses)

Some things were not revolutionary

Women in the Revolution

Olympe de Gouje

The rise of women's rights.

Argued the constitution was not approved by all citizens so it was not valid.
Early in the Terror, Robespierre and others saw her and other women's groups and she was executed in 179__ .

Women who wanted to be part of the revolution saw the difference of male virtue and female virtue.

Male virtue—fight for country, politics etc...

Female virtue—raise good republican sons (excluded in politics)

By 1799 one may argue that the French revolution was not revolutionary for women, though some rights were given.

However, those deep-rooted elements that led to the French Revolution, led to the emergence of modernity in several areas:

Centralized government and nationalism

The state shares power with no one, not the church, or anyone else.

The monarch and the church were focal points for people to rally.

The Central government set out to consciously create a Civil Religion.

One important symbol was the new flag

Also, statues of martyrs and heroes, a new national anthem.

The effects of the Napoleonic Code

During the Napoleon era, France controlled a lot of Europe or at least influenced.

Wherever France spread during this time was put under the Napoleonic code.

Arguable the code stressing equality under the law, is responsible for the industrial revolution as peasant /feudal societies were taken away the peasants were free to work, but work where. Move to cities and find work.

Purest essence of the events from 1789-1799 can be summed up with the words “the world as it is versus the world as it might be.” “Possibilism” versus fate.

“ordinary people *can* make history.”

Napoleonic Era

~~1810 was the height of Napoleon’s empire. Began to go down after that.~~

~~——— Bitter guerrilla war with Spain, and mistake of invading Russia.~~

~~The French were good at living off the land and traveling lightly. But the Russians retreated and each time burnt the land making things unusable to Napoleon’s army. They do reach Moscow, but the cold and lack of supplies forces the army to retreat (quickly.)~~

~~June 1815. Napoleon defeated at Waterloo. Exiled to Elba. The monarchies of Austria, Prussia and _____ defeated him and thus did not execute him as their goal was to reestablish the status quo, the monarchy. And make sure that no one else could dominate the continent as Napoleon had.~~

~~Met at the Congress of Vienna.~~

~~——— Pledged themselves to the “Concert of Europe” not go to war for 20 years but only seek diplomatic resolutions. (actually held (mostly) for nearly 100 years until world war I.~~

Social and economic fallout of the revolution.

The lower classes have a small taste of power but the original revolutionaries (upper middle class) win out.

After 1815 the government is for and by taxpayers (land owners) with civil liberties.

The ultimate winners was the Bourgeoisie.

Britain—

In 1815, Britain emerged with the most complete victory of any country in the world. Britain is the world’s only industrialized economy in 1815, only naval power, and colonial power. It was the “workshop of the world.”

After 1815 nothing could stop Britain from carrying out its foreign policy---make the world safe for British trade.

Britain dominated the world’s economy to an unprecedented extent. (then and now).

So that was an overview of the French Revolution.

Now, we begin a more detailed study of the Events that led to and were a part of the **French Revolution**.

Social structure prior to the French revolution.

Peasants and nobility still existed. And there was a sizable middle class that felt the bulk of the tax burden.

Feudalism had changed over the centuries since the crusades and plague sparked the early growth of the middle class, but the low class peasant still existed.

- 1) a strict enforcement of the law over the centuries, as in what is owed to the lord even if the custom over the century had been changed or forgotten.
- 2) Nobles were not living on the land as much as they had been.

Women and their role in society

- I. 18th century France inherited a tradition of male dominance
 - a. Supported through the accepted idea that women were irrational and in need of male protection.
 - b. Also women were thought to suffer medically from hysteria, an idea from the ancient Greeks of a wandering uterus that messes up the humors and causes internal bleeding, recovery but ultimately a cycle of irrationality and medical problems. As men do not have such problems.
- II. However, women are active in society. And so, during the Revolution, the question often became, how much activity should women have in society (known as the woman question).

The Place of Religion in French Life

- I. Sects
 - a. Dominated by Roman Catholics (nearly 98%)
 - b. Methodists
 - c. Calvinists
 - d. Around 30,000 Jews in the southeast
- II. Catholicism is the state church.
 - a. Not an absolute following
 - b. Gallancanism—a challenge to the absolute power of the Pope.
 - i. Stress the need for local leaders especially for local matters
 - ii. Council oriented leadership
 - iii. Often argued by the Gallancists that the pope was by this time a secular leader as well and thus a local interest should be able to be expressed.
 - c. Special place of the clergy in society
 - i. Members of the Clergy are not under state law, but rather canon Law
 - ii. Do not pay tax, though would often give a “gift” to the King

- iii. Finally, they can collect their own tax (tithe).
 - iv. The Clergy are Nobility.
- III. Social role of Religion in Society
 - a. People organized their days based on time expressed by the church bells
 - b. The years are organized by the Christian holidays
 - c. Social welfare, hospitals, etc., are run by the Church
 - d. Religion and Politics come to gather for example in the coronation of a King
- IV. Criticism of the Church in 18th century (by various levels of society)
 - a. The Church's Enforcement of Orthodoxy—Jansenism
 - i. A reaction to the Protestant Reformation
 - ii. Jansenism is a vision of achieving salvation within Catholicism that was controversial within the church and especially from the Pope—The Kings of France (Louis XIV) supported the Pope's position.
 - iii. Resistance to the Church and the State come as Jansenism is accepted by Urban elites such as lawyers and the robe nobility. This lingers by the 18th century and thus as the state and church unite there is resistance to the power of the king and of the church.
 - b. Intellectual changes—The enlightenment (*More later*)
 - i. Stressed reason and individualism as opposed to tradition.
 - ii. Promoted the change of society through reason and scientific method.
 - iii. Challenged faith and tradition.
 - iv. Promoted skepticism
 - 1. Did not mean that religion was wrong or useless.
 - 2. But did want to remove tradition without reason.
 - v. Challenges to "the sacred circle."¹
 - 1. Kings invoked the "divine right to rule." The church supported the rule of kings; kings defended the Church.
 - vi. Led to ideas such as...
 - 1. Capitalism
 - 2. Scientific Method (product of and precursor to)
 - 3. Religious Tolerance
 - 4. Democratic based self-governing states
 - c. Popular Criticism
 - Criticism of money, tithe and the uses of it.

The French Economy in the 18th Century

¹ Peter Gay, *The Enlightenment: An Interpretation*, 1996. (From Wikipedia)

- I. The bedrock : Agriculture and Rising Productivity (Rising (successful) non-capitalistic economy –according to Lipp)
 - a. 80% lived on large farmland
 - b. Changes in use of land.
 - i. efficiency Nobles began to survey the land to use it more efficiently
 - ii. Productivity-Introduce new crops like corn
 - iii. Enclosure movement to force people off the land
- II. Changes with the use of the land was controversial with the peasants.
- III. Other sectors of the economy was industrial (not factories) but textiles, weaving,
- IV. Internal Improvements
 - a. Improved transportation and communications
 - i. Canals
 - ii. Roads
 - b. Improved Economic Statistics
 - c. Improvements effected France in other areas as well
 - i. Connection of the country
 - ii. Faster travel, faster communication
 - iii. Internal trade made up 75% of the economy, and thus increased internal communication and travel helped the economy.
 - iv. While the economy did grow and the statistics showed, the good was shown but so was the bad, the weakness of the economy was also seen and so a feeling of fear of falling into the poorer parts of the economy was evident.
- V. Colonial Trade
 - a. Haiti was the center of the French Empire, with colonies and trade in North America-Louisiana territory and Canada, South America, and also in the Far East.
 - b. The French were heavily involved in the slave trade and the plantation system.

Economic Revolutions of the 18th century

- I. First a word on Industrial revolutions
 - a. First it is important to note that the industrial revolution was an English movement and different from the French revolution
 - b. The industrial revolution happens in England where a Political revolution does not take place.
 - c. In France, those of the revolution were often promoting an industrial change
- II. Two non-industrial economic revolutions in 18th century France
 - a. The Commercial Revolution
 - i. Emergence of a consumer industry

- ii. Sugar
- iii. Newspapers, magazines
- iv. Mirrors in the houses
- v. A lot of people having money to purchase more things
- vi. More places selling things.
- b. The Industrious Revolution
 - i. Real wages declined in relation to inflation—so how were people buying things in the 18th century
 - ii. People were pulling money together and being more industrious with their earnings helping rise the standard of living
 - iii. The Standard of living was being raised through consumerism

Intellectual Movements in 18th Century France

- I. Intellectual development—The 18th century of Enlightenment
 - a. A Definition—
 - b. Social, Cultural, Intellectual Movement that dominated 18th c.
 - c. Self conscious term (used by contemporaries) stressed for rational criticism of received traditions in all areas.
 - i. An idea that they themselves came up with that said should not just accept things because they have always been accepted
 - ii. Tradition should not be law
 - d. Emergence
 - i. Decline of Religious Enthusiasm.
 - 1. An irony of the Reformation (1500s)
 - 2. The Reformation led to 100 years of religious war.
 - 3. Another Reformation irony was that It was a fight for reform and a fight for truth that led to an idea of tolerance
 - ii. Scientific Revolution
 - 1. Newton
 - a. Newton's *Principia* argued that mathematical principles lie behind all things that we see, (most famously Gravity)
 - b. Its implication was that we can understand the world. It as said by contemporaries that Mathematics was the language of God.
 - c. "God works in mysterious ways" was not as applicable since God's ways were not mysterious but rational and discoverable through mathematics.
 - d. The mechanical view of the universe emphasized the organized, natural law-governed universe.
 - 2. John Locke

- a. The idea that we can understand society just as we understand nature.
 - b. The idea of the “Tabula Rasa” or blank slate.
- iii. Social changes
 - 1. The development of Public Opinion
 - 2. The consumer revolution produced an audience for new ideas as people consumed newspapers, periodicals, books, etc... and thus with opinion pages in newspapers and places for people to congregate and discuss ideas the public’s opinion becomes more of a concern for rulers.
- e. ~~Time Frame~~
 - i. ~~Early Enlightenment~~
 - ii. ~~High Enlightenment~~
 - iii. ~~Late Enlightenment~~
- f. The Enlightenment – Five basic Characteristics
 - i. Reason
 - ii. Progress
 - 1. A sense that one can make the world a better place
 - 2. “dare to know” is an idea of daring to know how the world (and the societies) works to improve it.
 - 3. The idea that our children should have a life better than our own is an enlightenment idea
 - 4. It is also an idea that progress is not inherent, but we must make progress happen.
 - iii. Criticism
 - 1. The idea that EVERYTHING in society must be criticized. Law, tradition, religion, etc...
 - 2. Removal of barriers to progress—this does not mean that everything should be thrown away but that it should be criticized and scrutinized, and some aspects will be criticized and then left alone if its deemed not a barrier.
 - iv. Secularism
 - 1. A concern with the world of today and not a concern with the world of the spiritual.
 - 2. It is not a throwing away of religion.
 - 3. But many Enlightenment individuals (Voltaire in particular) explained God as a watchmaker, who designed, and wound up the universe then allowed it to run governed by its own laws.
 - v. Sociability
 - 1. Literacy is an important aspect of enlightenment societies
 - 2. Discussion of ideas among one’s peers (thus creating and developing social opinion, or public opinion)

3. Places of gatherings for public opinion
 - a. Aristocratic Salon
 - i. A gathering organized (usually) by women with a guest list and a list of topics for discussion and debate.
 - b. The Café, (coffee house)
 - i. Not invitation as an aristocratic salon
 - ii. Usually a men only atmosphere
 1. As coffee (caffeine) was drug and what caffeine might cause the irrationality of women to be extended.
 - c. Secret societies (such as the masons)
- II. Some figures / Schools and major issues
- g. Voltaire/ (Real name) Francois-Marie Arouet (1694-1778)
 - i. Biography
 1. Was a lawyer, did not practice but became a critic of society
 2. Wanted to become a noble but did not achieve it
 - ii. The Enlightenment and Religion
 1. Saw churches as superstitious and barriers to change
 2. Believed they used God as an excuse for social problem
 3. Belief in Deism
 - a. The Creator God established the natural world and man
 - b. Religion was a creation of man
 - c. He believed that deism was a more rational belief
 - d. He thought that religion promoted hate.
 4. The Calas Affair
 - a. Jene Calas, a merchant and Huguenot (French Calvinist), was convicted of murdering his son, a convert to Catholicism (found hung to death in his father's cloth shop). The French court called for Calas' death, he was publicly broken on a wheel, strangled and body burned in 1762.
 - b. Calas' son was buried as a Catholic martyr
 - c. Voltaire was intrigued by the case (though not directly affected) began a large press campaign that said the catholic officials let their anti-Huguenot prejudices influence their decision.
 - i. A panel was put together to review the decision and ultimately reversed the court's decision

- ii. It led to greater public opinion for religious toleration and reform of the law code.
- h. ~~The Physiocrat School and the Agricultural Economy~~
 - i. Laissez-Faire Economics
 - ii. The idea that the market should dictate the price and not the government and the argument was that this would increase the productivity of France.
- i. Jean-Jacques Rousseau (1712-1778)
 - i. Biography
 1. Son of a watch maker who left him (his mother died early)
 2. Became an artesian apprentice
 3. He met and married an older woman who was his protector at first and then his wife (after he turned 20, wife may not be correct).
 4. He went to Paris and became an intellectual thinker.
 - ii. Major Writings:
 1. Discourse on the Arts and Sciences (1749)
 - a. He defended the Spartans over the Athenians and that they defended the common good of their city-state.
 2. *Julie, or La Nouvelle Heloise* (1761)
 - a. It was a romance novel
 - b. It had a dramatic impact on people's emotions
 - c. Was his most popular work
 3. *Emile, or Education* (1762)
 - a. *'The noblest work in education is to make a reasoning man, and we expect to train a young child by making him reason! This beginning at the end; this is making an instrument of a result. If children understood how to reason they would not need to be educated.'*
 - b. Rousseau advocated that through age 12 children were driven by emotion and impulse, through age 16 developed reason, and then developed into adulthood.
 - c. He said that the young adult should be educated with a manual skill, in order to keep him busy and out of trouble and also to inspire creativity, but also a trade that he could fall back on.
 - d. Louis XVI was educated under these ideas, he was a locksmith.
 - e. Rousseau also focuses on a patriarchal ideal of society where women were confined to the private

sphere, where they maintained the household...
Rousseau believed this important as he felt that if women were not limited to the private sphere they would tyrannize men.

4. *The Social Contract* (1762)

- a. Both previous works (3-4) were publicly criticized and not well received, especially by churches protestant and catholic.

iii. Themes from Rousseau's writings

1. Believed society was necessary to promote reason and morality
2. Was critical of his own modern society
3. Critical of competition in economics and politics
 - a. Believed that competition among individuals created a private greed and not a common good.

j. Official reaction to Absolutism

1. Enlightened Absolutism—using enlightenment ideas to make absolute monarchy better.

Politics of 18th Century France

- I. Political History — French Politics in the Eighteenth Century – The Nature of Absolute Monarchy
 - k. Aims and Theory
 - i. The main point of absolute monarchy is to provide a strong stable order in society
 - ii. The King is the head of all three (of our) branches of government in one
 - iii. The powers of the king are however, subject to the Laws of God and the Laws of Nature
 1. In a Judeo-Christian society his role is one who cannot just do what he wants, he is subject to the laws of God
 2. The Laws of Nature, Kings must respect the traditions and customs.
 - iv. The absolute monarchy is given a lot of power but not all power
 1. He is not a dictator
 2. Challenges to the religion for example could cause problems
 - l. Historical Development—The Rise of Absolutism in France
 - i. In the late 1500s
 - ii. Louis XIII
 - Son of Henry IV and Marie de Medici (~~Granddaughter of Cosimo I (not the elder)~~)
 - Born 21 September 1601
 - Henry IV was assassinated on 14 May 1609 and Louis XIII became king (age 8½ years old) (Died on 14 May 1643) 33 year reign exactly.
 - Marie, Louis Mother, ruled in his place as Regent until Louis turned 13.
 - The Nobility gained political power and challenged the monarch.
 - Nobles could raise armies, Kings relied on their support.
 - Rebellions took place including some against Marie, even turning a young Louis XIII against her.
 - Without going into too many details, there were several rebellions with which Louis had to deal. He compromised, signed treaties etc...
 - Some of these controversies dealt with religious issues as well.
 - There were external conflicts during Louis' reign as well. (Specifically the Thirty Years War—1618-1648).

- The Reformation brought turmoil between Protestants and Catholics with social turmoil at best. wars at worst and social turmoil at best.
- France was a very Catholic nation and as such when Louis XIII...Louis' chief advisor beginning in 1624 was a Catholic Cardinal—Cardinal Richelieu.
 - Richelieu moderated a peace between Marie and her son Louis
 - And became a principal player in the creation of absolute rule in France.
- Because France as a country nearly fell apart—
- **The need for strong social order led to the strength of the King.**

“I promised your Majesty to employ all my industry and all the authority which it should please you to give me to ruin the Huguenot party, to abase the pride of the nobles, to bring back all your subjects to their duty, and to elevate your name among foreign nations to the point where it belongs.”

—Richelieu's political testament.

Richelieu was ruthless and served with two main goals in all of his policies.

- 1) to weaken the Hapsburgs (Ruling family in Spain, and a related Ruling family in Germany (Holy Roman Empire) – Thus France secretly supported the Protestant side of the Thirty Years war in order to Weaken the Hapsburg Dynasty.
 - 2) To weaken the power of the French Nobility against the King. –to do this he instituted policies that closed fortified castles (except those used for defense against invasion), and weakened the nobility's power against the King. He was not liked by the Nobility
 - a. Richelieu is the bad guy in *The Three Musketeers* stories, with Louis XIII often being the bumbling ineffective ruler.
- But Richelieu's influence *and* policies set the French monarchy on a course to absolutism.
 - Richelieu's successor as Chief Minister, was Cardinal Mazarin. Mazarin became the Chief Minister upon Richelieu's death.
 - In 1642 he continued to advise with the same policies as Richelieu as he was a pupil of Richelieu.

- Louis XIII died on 14 May 1643.
- Mazarin continued to serve as Frances 2nd Chief Minister under Louis XIV until Mazarin's death in 1661.
 - He successfully negotiated the End of the Thirty years war with the Peace of Westphalia in 1648. *ended the War in Germany) (Although France and Spain continued to fight until 1659.)
- When Mazarin died in 1661, Louis took control of the government personally. The turmoil of the Thirty Years War and internal civil wars and rebellions allowed Louis to continue to gain power for the central government and continue to weaken the nobility's political influence.

iii. Louis XIV

1. In 1661 Louis was able to put absolute monarchy Theory into practice.
2. Louis the XIV (Ruled from 1643-1725, born in 1638)
 - a. In 1661 he began to put absolute monarchy theory into practice.
 - b. He built Versailles in 1668—
 - i. a place to celebrate the strength of France.
 - ii. Built a few miles Southwest of paris because he showed his power (as people had to come to him),

iv. Louis XIV's Reign and the strength of the monarchy could most clearly seen in his building of the palace of Versailles.

1. Was a hunting lodge built by Louis XIII
2. Palace is:
 - a. 220,000 Sq Foot palace
 - b. 2,153 windows
 - c. 700 rooms
 - d. 67 staircases
 - e. over 5,000 pieces of furniture (in the modern museum)
3. It sits on several acres with extravagant gardens, fountains, a other buildings.
4. It was the home of the King from 1682 to 1789
5. It was a marvelous display of grandeur, extravagance, and luxury. Louis used the palace to bring nobles to him and live in luxury; Versailles was such an extravagant place that nobles would follow the eccentric rules of Louis XIV in order to stay in his favor; in this Louis was able to keep the

nobility focused on gaining his favor they therefore would not be focused on regaining political power.

6. The Capital remained Paris, but the seat of power for the King was Versailles.

m. Absolutism in Practice (Limitations)

i. ~~The Necessity of consultation~~

1. ~~The speed of transaction in government was slow to begin with due to the size of the country and the technology.~~
2. ~~To help make the government more efficient as taxes increase local leaders begin to receive more money. So the power of the king increased as government became more efficient and local leaders had incentive to make government more efficient~~

ii. The Complicated unwritten Constitution

1. Estates general and the Assembly of Notables.
 - a. They are medieval legacies
 - b. They are put aside by absolute monarchies in the 1600s.
 - c. The Estates general gave up some power of taxation (taille—tax on land)—this is something the English parliament does not do, thus explaining a difference.
2. The parlement (with a French accent)
 - a. They are Local Courts of France, with The Parlement of Paris the Supreme court
 - b. To determine if a law breaks the laws of God or of Nature
 - c. They do not have a veto but they can criticize
 - d. Louis XIV does away with such power.
3. *Those political critics and political activists are very small in number and limited.*

iii. ~~A central issue—Finance~~

1. ~~A powerful person was the minister of Finance~~
2. ~~King's of France had difficulty getting loans for governmental programs because of the nature of the government (absolutism, and the king being above man's law) brought the risk of loaning money because of a fear of no return or a bad investment~~
3. ~~In order to raise money Louis appointed Jean-Baptiste Colbert as the minister of finance.~~

- a. ~~He instituted to taxes that greatly financed the depleted treasury~~
 - i. Gabelle—a tax on salt
 - ii. Taille—Tax on land

18th Century France: A Brief Narrative

- I. The Death of Louis XIV—1715 and Beginning of the Reign of Louis XV at age 5 (~~Reigned from 1715-1774~~)
 - a. Not celebrated at his death
 - b. Because France had many problems
 - c. Many problems came from Louis XIV's policies
 - i. The State was nearly bankrupt
 - ii. He was constantly raising taxes and introducing new taxes
 - d. He was seen as going beyond his power (absolutism is not despotism)
 - e. More problems
 - i. Harsh winters cause more starving and the people are barely able to live
 - ii. The King's house was not immune to such problems
 - 1. The family suffered a series of deaths, smallpox, hunting accidents, etc...
 - 2. The heir was a five year old great grandson—Louis XV
 - 3. There could have been revolution at Louis' death
 - 4. There was not and perhaps...(to "f")
 - f. Louis' lasting legacy and perhaps greatest achievement (for his rule) was Absolutism, in that it worked and when Louis XV took power there was no uprising despite the many problems the country faced.
- II. Regency of Philippe d'Orleans (to 1723) (Philippe II)
 - a. Since Louis was only 5 years old, the country was ruled by his uncle—Philippe II, Duke of Orleans.
 - b. Personal Life (relaxed morality)
 - c. The Deal with the parliament of Paris
 - i. Louis "the Sun King" left a will in an attempt to rule from the grave, by limiting the power of the Regent.
 - ii. Philippe made a deal with the Parliament of Paris, to not register the will thus not making it official and giving him more power.
 - d. Policy of peace and Reconstruction
 - i. Attempted Financial Reform
 - 1. Wanting to find out how England had become such a rival and was financially successful. They brought in Englishman John Law.

- a. John Law (1671-1729)
 - i. English economist
 - ii. Stressed the need for Trade
 - iii. While a mathematical and statistical genius (often winning at gambling and card games, his policies were responsible for the Mississippi bubble.
 - b. Mississippi Bubble (1719-1720)
 - i. Company pertaining to the Louisiana territory.
 - ii. Law exaggerated the value of the Louisiana territory in an attempt to gain investors.
 - iii. Investors were paid with paper bank notes under the royal bank.
 - iv. The bank notes did not actually equal the amount of metal coins money the bank had, *(because the territory was not as profitable as was it shareholders thought, but the bank being a royal institution kept paying in bank notes instead of allowing the value of shares to collapse.)*
 - v. caused the investment bubble to pop.
 - vi. Therefore, when the bubble bursts the money was nearly worthless and inflation skyrockets.
 - vii. Investors made a run on the bank and the bank could not pay with metal money.
 - viii. Law was dismissed from his position and Law fled the country for his own safety.
- III. Louis XV reached maturity (take the throne himself in 1723, age 13)
- a. Personal nature
 - i. Intellectual Monarch
 - 1. Been called the most intellectual king of France, though not necessarily the most intelligent.
 - ii. Hedonist
 - 1. His affairs and mistresses were not hidden,
 - 2. *See Louis O'Murphy portrait by Francois Boucher (1752)*
 - b. ~~The Ministry of Cardinal Fleury (1653-1743)~~
 - i. ~~Policy of General Peace~~
 - ii. ~~Relationship with Walpole (Prime Minister of Britain)~~
 - iii. ~~War of Polish Succession (1733-1738)~~
 - c. The War of Austrian Succession, 1740-1748 (France and Prussia vs. Great Britain and Austria)



- d. Post war Changes
 - i. A different Style of Rule—Louis XV will not appoint another Fleury, but will rule himself with some changes.
 - ii. The *Secret du Roi*
 - 1. Advisors that are not public diplomats. That he meets with secretly as well as meeting with is public advisors, thus not being advised based on public opinion.
 - 2. The controversial power of Royal Mistresses
 - a. Madame de Pompadour (1721-1764)
 - i. She had access to Louis
 - ii. She was responsible for some fall of ministers ??????
 - iii. She was a patron of the arts
 - iv. Her painting by the same artist as previously see on Louise O’Murphey emphasizes not her body but her books, her learning, her influence
 - v. She is truly a Woman behind the scenes.
 - vi. Monarch pornography????????—a series of things said derogatory about Louis XV due to his relationship with this woman and her influence in that Louis was not thinking properly.
 - e. ~~The Zenith of Jansenist Controversy (1750’s—1760s)~~
 - i. ~~The Damiens Affair (1757—execution March 1757, Paris)~~
 - ii. ~~Expulsions of Jesuits (1764)~~
 - 1. ~~Said Kings would be leary of the papacy.~~
 - f. ~~The “Diplomatic Revolution”~~
 - i. ~~The Treaty of Versailles (May, 1763)~~
 - g. The Seven Years War -1756-1763 (France and Austria versus Great Britain and Prussia)
 - i. Results
 - 1. France loses colonies in North America (French and Indian War)
 - 2. France lost Holding in India
 - 3. The North American loss was not as important as the land lost in India
 - 4. Britain then dominated the Indian subcontinent until 1949.
 - 5. Loss in colonial territory meant loss in revenue.
- IV. Attempts at Reform and Rebuilding (1763-1774)
- a. ~~Expansion until 1766.~~
 - b. ~~Military Reforms—Professionalization of officers~~

- c. ~~Financial Reforms—The French Economy began an immediate but short lived economic growth~~
 - d. ~~New Economic Crises (1768-1771)~~
 - e. ~~The “Maupéou Revolution” {ma,pO}~~
- V. Louis XVI (1754-1793; ruled 1774-1792) took the throne after Louis XV died of small pox.
- a. Before taking the crown
 - i. His Father, Louis Ferdinand, Died at age 36 in 1765
 - ii. Older brother dies and so at age 11 he began to be groomed to be king
 - iii. Was not as outgoing as most
 - b. At age 15 (1770) his marriage was arranged to Marie-Antoinette of Austria (1755-1793)
 - i. to solidify a previous treaty with Austria.
 - ii. ~~It took three years before the marriage was consummated~~
 - 1. One of the first jobs was to have a son to continue the family line.
 - 2. Eight years until they actually have a son
 - 3. Thus there was much public opinion, and derogatory speech (etc...) regarding the King and his young wife
 - c. Marie-Antoinette
 - i. Well-liked at first, criticized later
 - ii. Rebelled against the traditions of Versailles
 - iii. Built her hamlet at Versailles to get away from Louis and the court and her and her close friends would “play peasant” in this little village were she would milk cows raise sheep, etc...
 - iv. Also lived life of extravagance
 - 1. she was a fashion icon
 - 2. criticized for her spending in a time of trouble
 - 3. criticized for being more like a mistress (a fashion icon use of her body) instead of being a Queen.
 - 4. Plus she is Austrian
 - 5. She is called “Austriachein” basically a play on the word dog and her Austrian background ---“the Austrian b*tch”
 - d. Louis XVI –the King and His policies
 - i. He is a moral person –does not like the actions of his grandfather, is loyal to his wife.
 - ii. Known as a nice guy, well-meaning. (if he would have been king in less turbulent times) during this time however he is unprepared.
 - iii. He embraced tradition yet he embraced modernity.
 - 1. Took grief for having himself and his family vaccinated for small pox.

- iv. ~~He gets rid of Maupeou, institutes a man named Turgot {Tur-gO}, who modernized much of the economy, but when prices went up due to agricultural problems the king took much criticism~~
- v. ~~Jacques Necker—in finance, a banker, and published a book on Turgot’s actions—the public sphere in action.~~
- e. A New War (The American Revolution, 1775-1783)
 - i. Marquis de Lafayette—a French Noble, a military leader, second to George Washington, and his good friend. Lafayette is to report on the strength of helping both economically and to provide assistance.
 - ii. Treaty of Alliance and Commerce (1778)
 - 1. To support with money and troops especially a navy.
 - iii. Treaty of Paris (1783)
 - iv. Problems for France
 - 1. A French Monarch helping an emerging free democracy—contradiction? General consensus is no.
 - 2. Those on the ground like Lafayette, come back not as revolutionaries but inspired.
 - 3. Most important—the Americans were unable to pay back the loans, hurt France economically
- f. ~~Renewed financial Problems~~
 - i. ~~Account for the King (1781) a book by Necker, minister of finance that said things were actually going well.~~
 - ii. ~~Whether it was or not after him things got dramatically worse.~~

End of the Old Regime (1783-1789)

- I. Storms on the Horizon— the Beginning of the End.
 - a. The secularization of the monarchy
 - i. A loss of the idea that God had ordained the King.
 - ii. Louis XVI helped this with his modern ideas mixed with his holding of tradition.
 - iii. ~~The Edict of Tolerance (1787)—toleration of Protestants~~
 - iv. The “Figaro Affair”—a play that made fun of nobility
 - 1. Louis saw this as an attack on tradition,
 - 2. One line says “you did so good, you were born.”
 - b. Marie-Antoinette’s Worsening Reputation
 - i. The Diamond Necklace affair (1785)
 - 1. A scandal which had nothing to do with the Queen, yet it tarnished her reputation
 - ii. “Let them Eat Cake” probably not said by her but often attributed to her as a way for historians to try and illustrate the discrepancy between Versailles and the country.

- iii. Target of Political Pornography—criticism of Louis and Marie, shown in several very bad lights.
 - iv. While her reputation is worsening and the King is being criticized, Marie-Antoinette is becoming more outspoken in the court.
 - c. Charles Calonne—becomes minister of finance—(3 November 1783)
 - i. Borrows more and more money.
 - ii. Spends a great deal of money building infrastructure.
 - iii. Presented his plan for fiscal reform in 1786 (20 August)
 - 1. Cut Government Spending
 - 2. Create a revival of free trade methods
 - 3. Authorize the sale of Church property
 - 4. Equalization of salt and tobacco taxes
 - 5. Establish a universal land tax (no matter who owned the land)
 - d. Economic disaster—1789– the perfect storm of economic disaster
 - i. Three years of bad harvest –in a country with a large agricultural base.
 - ii. Opens free trade with Britain to help make money through the industrialization of British textile industry, -- what it does is hurts the French textile industry and so unemployment goes up—now there is bad times in the rural areas and city.
 - iii. Treasury depleted with loans to Americans, and outrageous spending at Versailles.
 - iv.
 - e. Economic Collapse – in order to reform the situation, Calonne asks Louis to do some things to get reform passed.
 - i. The King was unable to enforce these reforms so on the advise of Calonne he calls the *assemblée des notables*
 - ii. Assembly of Notables (1787) – not called since 1626
 - 1. Brings in the elites to get them on the side of the King as they institute a progressive tax.
 - 2. When the debt is announced, they actually do not believe it, because they thought the country had a surplus because of Necker’s book published a few years earlier.
 - 3. They say they cannot speak for the people—Marquee de Lafayette ---tells them they must call back an old medieval tradition but for a modern reason—speaking for the people’s will. (an interesting tradition and modernity transition –he hopes the Estates general will become more like the British parliament or the continental congress in America—thus the influence of the American Revolution is depicted in the upper class of society.
 - iii. The Estates General called (had not met since 1614)

- iv. Calonne was exiled on 8 April 1787 to the joy of the Parisians, as he had become known as *Monsieur Déficit*.
 - v. The Return of Jacques Necker (1788)—Considered the Savior of the Country, but he could not stop the coming Revolution—and he helped call the estates-general and pushed to increase the number of representatives in the third estate. However, the problem of voting was not addressed.
- II. The Estates General called in 1789—(A Brave new world begins)
- i. Preparations for the Estates General
 - 1. New Political/Social criticism – a very large amount of new books new newspapers, talk, debates etc....
 - b. The Estates General Called (January 1789)
 - i. (the new third estate –see political cartoon)
 - ii. the third estate is done by representation and the thus the third estate has as many member as the first two combined,
 - iii. yet the question remains---vote by estate, or vote by head.
 - c. The Society of Thirty—What is the Third Estate? By Abbé Siéyes
 - i. A group of representatives who fear that Louis XVI may go beyond his power. And wish to make the Estates General more truly like parliament in England.
 - ii. Asks three questions
 - 1. What is the Third Estate?—Everything
 - 2. What has it been?—Nothing
 - 3. What des it want to be?—Something
 - d. Electing Representatives (told to bring Cahiers des Doleances {cI-A de dol-E-ons}—list of grievances)
 - i. Peasants
 - ii. Social Filtering of the Third Estate
 - iii. The Clergy
 - iv. The Nobility
 - e. The Estates General Meets (5 May, 1789) (drawing of the meeting)
 - i. The Problems of the Communication
 - ii. June---The Problem of votes by order or votes by head comes to a climax.
 - iii. Deadlock and Growing Anger
 - 1. The Connections between the third estate and Paris
 - a. Voting for representative was still going on in Paris as the meeting started
 - b. The meetings were open to the public—the public could actually shout out during the assembly.

- c. Talk about the meetings at Versailles begin to be talked about throughout Paris
- 2. ~~Honore de Mirabeau~~
- 3. ~~Pamphlet Literature~~
- 4. ~~Role of Palais Royale~~
- 5. Louis is distracted by the coming death of his son, he is notably absent or silent.

The Revolution Begins – June Through December, 1789

I. From the Third Estate to the National Assembly

- a. National Assembly Proclaimed – 17 June 1789
 - i. The third estate proclaims to be speaking not just for the third estate but for the nation
 - ii. Product of enlightenment thought
 - iii. Product of the “Thirty”
 - iv. Louis XVI ‘s reaction was that it was just words
- b. Tennis court Oath – 20 June
 - i. After being locked out of the Estates General Meeting they took an oath not to disband until they had written a new Constitution
 - ii. An irony is that there was a misunderstanding – Louis intended to hold a full meeting of the Estates general and propose moderate reform –with a number of things that would appeal to the third estate and to the traditionalists of the first two estates. and therefore did not need to open the meeting hall for cleaning and etc.... the word did not get out.
- c. The Royal Session – 23 June
 - i. Louis Presents his moderate reform package
 - ii. By this time wit was too late – the national assembly was already too worked up and the national assembly wanted far greater change than ever before.
 - iii. After the Tennis Court Oath they General Assembly believed that they spoke for the nation and therefore a new Constitution was the only acceptable thing. So they are not ready to listen to Louis at all.
- d. The merging of the Orders – 27 June
 - i. Louis asked that the 1st and 2nd estate join with the third estate, believing, perhaps that he could control the third estate if they were part of a larger body; some from the first two estates had already joined but the majority felt that they should not lower themselves.
 - ii. The First and second estate sided with Louis against the National Assembly.

- iii. the national assembly takes it upon itself to write a constitution which took two years and at the same time run the country.
- II. The Summer of the French Revolution (Summer Lightning)
 - a. Royal Actions
 - i. Call of Military—Louis ordered the military to begin stationing near Paris and Versailles.
 - ii. Fires Jaque necker (11 July) and appoints a very monarchist replacement as the minister of Finance.
 - b. Paris Explodes
 - i. Camille Desmoulins {dA-mU-lon} –emblazons the crowd –and then realized his place and becomes a very radical journalists during the French Revolution, (eventually executed under Robespierre during the reign of terror).
 - ii. Riots
 - 1. Economic Problems persisted
 - 2. Bread Riots
 - a. The price of bread was soaring. For example, in August 1788, 50%of a peasant or urban worker’s income went toward the purchase of bread. By July 1789, this figure had risen to 80%. To compound the situation, there was a growing fear of an aristocratic plot against the National Assembly.
 - iii. Storming of the Bastille – 14 July
 - 1. While the Military is gathered
 - 2. The Military Force (the common Soldiers) refuse to fight or engage the crowd – Louis has lost the power of the military.
 - 3. While the crowd was able to get the guns from an armory they did not have the munitions.
 - 4. The Bastille – a Prison and military instillation continued the gun powder and munitions.
 - a. The governor of the Bastille was expecting an attack because of the hostility
 - b. He had cannons aimed at the crowd from the top of the Bastille
 - c. When the cannons were pulled back because the governor was convinced by others that the situation must not be escaladed by this threat, the people believed that the cannons were pulled back to be loaded
 - d. The crowd reacted by storming the Bastille
 - 5. The governor of the Bastille has his head cut off (by a pocket knife—since whatever they were using was taken

too long) His head is put on a stake and paraded around the city.

- c. Implications
 - i. The lower class is now fully involved in the fight
 - 1. Those a little more well off than the lowest classes led the Revolution at the Estates General. It was a middle class revolution at first but not after the storming of the Bastille. (Bastille Day)
 - ii. The role of popular violence – Robespierre said that “liberty was owed to the riot”
 - d. The Countryside Explodes as well – The Great Fear (late July – early August)
 - i. Dead birds everywhere – The nobility were the only ones allowed to hunt birds and so, the symbol of the nobility is attacked.
 - ii. The Nobility blames the Third Estate and the National Assembly
 - e. The Old Elites begin to move out as the violence and revolution continues. (not until November)
 - f. The Night of August 4th 1789
 - i. Nobles are renouncing many traditions
 - ii. A very emotional gathering that was supposed to be a rational discussion
 - iii. A series of laws were put into place to make the renunciations official
 - iv. Hundreds of years of tradition were thrown out in during the seven days between the renouncing and the laws.
 - g. Louis begins to think privately that he must do something!
- III. The Declarations of the Rights of Man and Citizen, 26 August 1789.
- a. Notice the general will
 - b. The implication of law
 - c. The rights of man
 - d. The inability to go against the general will
- IV. The National Assembly has control of the government but has many hats to wear, they must write a constitution, govern the country, determine what to do with Louis and the monarchy, figure out how deal with the economic and other problems, decide between tradition and Enlightenment rationality—all at the same time. The National Assembly will run the government from June 17 to July 9 1789 and then became the National Constituent Assembly which ruled from July 9 1789 to 30 September 1790 (14 months).
- a. During this time those who supported the new constitution and more radical changes sat to the leaders left, those who supported the monarchy or older traditions sat to the speakers right, and thus our modern political terms of right and left began to emerge. (the left being more pushing for change, and the right being more closely tied to tradition.—this is

occasionally how the terms are used but today it is often in reference to how much government interference is appropriate with no government at the far right and total government at the far left.)

- V. The main group of people who controlled the National Assembly was a group called the Girondins. (They were a group of Jacobins were liberal in their ideas about the monarchy).

Rationality versus Tradition, A New France, but how far to go?

- I. Creating a New France through Law (1789) National Constituent Assembly.
- a. First ~~Economic~~ and Political Measures
 - i. ~~29 August – Liberalization of Grain trade (again)~~
 - ii. 10 September – Vote against 2 House Legislature
 - 1. The idea that there should be one house that speaks for the country
 - 2. Instead of two houses were one of them made up of upper class would be able to run the country or hold up change.
 - iii. 11 September – Louis XVI granted only a “suppressive veto”
 - 1. he is a constitutional monarch.
 - b. The October Days (5-6 October, 1789)
 - i. Louis Leaves Versailles and moves to Paris
 - 1. Women protested the price rise of Grain in the city of Paris
 - 2. They decided to march to Versailles to bring the king back
 - 3. The Paris national Guard led by the Marquise de Lafayette escorted them to make sure nothing happened on the long walk 12 miles to Versailles
 - 4. The crowd gained more numbers, and were at Versailles protesting the King
 - 5. Louis thought about whether or not they should leave and what to do about the crowd
 - 6. The crowd goes into the palace through a mistakenly left open gate
 - 7. The search for Marie-Antoinette, she goes into the apartment of the King, he is forced to address the crowd at 2am on October 6.
 - 8. Louis XVI agrees to return to Paris with the Crowd.
 - ii. (Louis Would not leave Paris again till his death, he was as a prisoner)
 - iii. Implications
 - 1. Louis publicly supports the Revolution, but privately plots against it.

- c. A new Political Culture
 - i. National guard –open to all compared to the officers of the army who were Nobles
 - ii. Newspapers
 - iii. Political Clubs
 - 1. Jacobin Club (included Robespierre)
 - 2. Cordeliers Club (emerges as a rival voice, includes Jean paul Marat, Camille Desmoulins, Georges Danton (1759-1794)—established April 1790)
 - 3. 1789 Society (emerges out of the Jacobins – includes Bailly, Lafayette)
 - d. ~~Women in the Revolution~~
 - i. ~~Women had an active voice~~
 - ii. ~~Though informally and in the back Scenes~~
 - iii. ~~Madam Rolond~~
 - iv. ~~Questions~~
 - 1. ~~Are women rational enough for these discussions~~
 - 2. ~~Is there a place for them~~
 - e. ~~The “Silver Mark” Decree (October 29th 1789) and its implications~~
 - i. ~~“Civil” vs. “natural” rights~~
 - ii. ~~“Active vs “Passive” Citizens~~
 - 1. Active = men with property requirements
 - a. Could vote, if they could pay a certain tax rate
 - b. They vote on electors, an elector would pay a higher tax rate
 - c. Electors vote on deputies, which were those who could actually serve, again only those who could pay a higher tax rate
 - 2. Passive = women, slaves, poor
 - iii. ~~This is a way to organize and control the explosion of democratic ideas and control the government~~
 - f. France at the End of 1789
 - i. Nobles were leaving the county in high numbers
 - ii. The King was questioning the Revolution
 - iii. ~~The cracks appear in the unity of the Revolution~~
- II. Emphasizing Rationality
- a. Imposing Uniformity
 - i. (causes problems because the Country was under different law codes, taxes etc...), however several things reveal the uniformity trying to be imposed, and the rationality it was supposed to portray.
 - ii. The country is dived into new territories,

1. *Boundaries were deliberately chosen to break up France's historical regions in an attempt to erase cultural differences and build a more homogeneous nation.*
2. *Boundaries were set so that any settlement in the country was within a day's ride of the capital of the department. This was a security measure, intended to keep the entire national territory under close control. This measure was directly inspired by the Great Terror (fear), during which the government had lost control of many rural areas far from any centre of government.²*
3. The names of the territories are based on natural things (like rivers and the like)
4. The system was supposed to be a rational and natural system

iii. Ending Feudalism

1. August 4th, 1789 French aristocrats surrendered their special privileges by decree (ratified August 11, 1789). This journey marks the destruction of the remnants of feudalism.
2. Law of 15 March
 - a. Equality of the death penalty
 - i. Previous to this only nobles had the right to be decapitated.
 - ii. The guillotine was developed by Dr. Guillotine, that would remove human error, and the make the process less barbaric.
 - b. Personal vs Legitimate Right.
 - i. Personal rights could be abolished without compensation – thus the pigeons that the nobility had could be released and killed for food without payment,
 - ii. But the peasant would have to pay for other rights, the problem is that many could not pay.
3. Census of August 11, begins a tradition of census taking.
4. Introduction of the metric System
 - a. The metric system was/is a more rational system.
 - b. A meter is a given length...a length, by the way that anyone could measure as they carved the meter into the walls of public buildings.
 - c. A centimeter is 1/100 of a meter thus it takes 100 cm to = 1 meter

² From Wikipedia

- d. A millimeter is 1/100 of a cm, thus it takes 100 mm to = 1 cm, or 1,000 mm to equal 1 meter
- e. A kilometer is 1,000 meters.
- f. Thus all fractions are broken down into base segments of 10 and so there are no fraction but only decimals. (1.7 meters is 1 meter and 70 centimeters; the English system would be 1.5 feet is 1 foot 6 inches, or 30 inches).

5. ~~Law of 21 march~~

- a. ~~End of Salt tax~~

III. Reorganizing Religion

- a. To make religion more rational and bring it under state control.
- b. ~~(Difference with American anti-establishism)~~
 - i. ~~Protestantism is diverse in America~~
 - ii. ~~Catholicism dominated 98% of the French Population~~
 - iii. Catholicism is ruled by one outside their country.
- c. A New Place for Religion
 - i. November 2nd 1789—Nationalization of Church Property + Tithe abolished
 - ii. Paper money was given based on the future sell of the Land, this caused problems.
 - 1. The rich will get the land through the auction
 - 2. The money will loose value (inflation)
 - iii. They abolish monasteries, and try to convince monks and nuns to marry.
 - iv. Civil Constitution of the Clergy—July 12th 1790, clergy become officers of the state.
 - v. Law of 12 June
 - 1. Ended all monastic order both secular and regular for both sexes.
 - 2. (a model of the Church but is organized based on the division of the country. Clergy would be elected, paid by the states.)
 - 3. The law was condemned by Pope Pius VI
 - vi. Clerical Oath (Nov. 27th 1790) –loyalty to the state over the Pope
 - vii. Effects
 - 1. Many would not take the oath
 - 2. Riots break out
 - 3. Peasants do not like the State Church
 - 4. Louis XVI, a devout Catholic, pushes further
 - 5. The country is divided. –A political polarization map of today is similar to the map of those who took the oath in France.

End of the First Revolutionary Phase

- I. Celebrating unity
 - a. Festival of the Federation (July 14th 1790) –on the first anniversary of the Storming of the Bastille.
 - b. Unity slips away
 - i. The lower bourgeoisie classes begin to ask for more change and they want it more quickly.
 - ii. The peasants think the changes are happening too fast because their religious ideas were seemingly being taken away through civil constitutions and the like.
 - iii. The upper class agrees with the peasants that things are going too far.
 - iv. Louis and Marie-Antoinette publicly approve and privately make challenges to the revolution.
 - c. Death of Mirabeau (April 1791)
 - i. Creation of the Pantheon in Paris
- II. Tensions Build (1791)
 - a. Economic Measures
 - i. Abolition of Toll Barriers
 - 1. There were tolls to enter different parts of the cities
 - 2. They were unpopular
 - ii. Le Chapelier Law (14 June)
 - 1. Banned Workers associations and Strikes
 - 2. Seen as an economically progressive law as it protected the economy by not allowing the collapse of the Economy from the bottom up
 - 3. Causes problems as it was seen as an attack on workers
 - b. Growing Religious tensions
 - i. Pope Pius VI's Official Declaration
 - 1. Any priest who took the oath had to renounce it within 45 days or would be cut off from the church
 - 2. All "good" Catholics should renounce the order and pledge loyalty to the church. –Seen as a direct attack on the Revolution and the new civil constitution
 - ii. The Saint Cloud Incident
 - 1. During Holy Week, Louis wants to go to Easter Mass
 - 2. The national guard does not allow him to go
 - 3. *he is the King of France and he cannot go where he wants, cannot hold the religious ceremonies he wants, he finds it as a direct attack. ---Publicly he says he likes being

constitutional monarch, however he writes to one of his confidants to not listen to anything he says in public from then on.

- c. The Flight to Varennes (June 20-21, 1791) –Louis XVI finally decides to escape Paris.
 - i. Events---
 - 1.
 - ii. The implications are that Louis’s double-dealings are exposed and the revolution must change. It drives many revolutionaries further to the left.
 - d. ~~The Massacre at the Champ de Mars~~
 - e. ~~The Consequent Crackdown~~
 - f. ~~The “Feuillant” Club~~
- III. End of the National Constituent Assembly
- a. By the end of September 1791, the National Assembly announced that its work was done. In many ways, the Constitution of 1791 seemed to fulfill the promises of reform which had been first uttered by the men of 1789. All Frenchmen could now be proud that the following rights had been secured: equality before the law, careers open to talent, a written constitution, and parliamentary government
 - b. Many of the 1789 Revolutionaries felt the Revolution was over. Their goals had been met.
- IV. The Revolution does not end; it becomes radical: A new Government: The Legislative Assembly (Begins 1 October 1791, ends September 1792 (11 months))
- a. Two Reasons why the Revolution turned Radical
 - i. The Counter-Revolution of Louis and the Pope threatened the change the revolutionaries had made and they wanted to protect them
 - ii. The economic, and political situation still upset urban working class. These men, the Sans Culottes, did not think the Revolution had gone far enough.
 - b. The National Assembly dissolved itself on 30 September 1791. Its successor body, the Legislative Assembly, operated under the liberal French Constitution of 1791. (*Did not last a year and was generally deemed a failure. It left behind an empty treasury, an undisciplined army and navy, and enormous domestic turmoil.*)
 - c. Election Controversies
 - i. ~~The Role of Maximilian Robespierre (1758-1794)~~
 - ii. ~~Olympe de Gouges {de goo-sh(jz)}(1748-1793) –Declaration of the Rights of Women~~
 - d. The Legislative Assembly (in office 1791-1792)
 - i. ~~Demographics –???~~

- V. ~~The Foreign View of Revolution~~
 - a. ~~Anglo-America~~
 - i. ~~Fears (Edmund Burke, Reflections of the Revolution in France—1790)~~
 - ii. ~~Attractions (Tom Paine, The Rights of Man—1791)~~
 - b. ~~Eastern Europe~~
 - i. ~~Countries and Leaders~~
 - 1. ~~Russia (Empress Catherine—Reigned 1762-1796)~~
 - 2. ~~Prussia (King Fredrick William II—Reigned 1786-1797)~~
 - 3. ~~Austria (Holy Roman Emperors Leopold II (1790-1792); Francis II (1792-1806))~~
 - ii. ~~Commonalities-~~
 - 1. ~~Domination (Partitions of Poland—1772, 1793, 1795)~~
 - 2. ~~Fears of Spreading Disorder~~
 - iii. ~~The Family Connections between France and Austria~~
 - iv. ~~The Emigres—The High nobles who fled france~~
 - 1. ~~Many were establishing themselves in Austria and Prussia~~
 - 2. ~~They were influencing political discussion-~~
- VI. ~~Growing Debates~~
 - a. ~~The Importance of Foreign Affairs~~
 - i. ~~The Declaration of Peace (22 May 1791)-~~
 - ii. ~~Growing Fear of Emigres~~
 - 1. ~~Declaration of Pillnitz (Austria and Prussia—27 August 1791)-~~
 - iii. ~~Calls for War~~

End of Monarchy, Enter Republic

- I. Continuing Domestic Problems facing the legislative Assembly
 - a. Economic Slump
 - b. Peasant unrest
 - c. ~~The problems of the Assignants~~
 - d. The secularization of marriage
 - i. Marriage was an oath made before God, ordained by the Church, but became a civil contract between man and woman.
 - ii. Marriage was taken out of the hands of the Church and put into the hands of the government.
- II. The importance of Parisian Popular Protest
 - a. ~~The People of Paris~~
 - b. The Sans-Culottes
 - i. A radical group very liberal for their time

- ii. Did not wear the culottes of the nobility but wore more practical trousers
 - iii. Became recognized as the common man
 - iv. Became upset that the revolution was taking too long and was not going far enough
 - c. The Reactions of the Legislative Assembly (controlled by the Girondins) —leery of the Sans Culottes
 - i. The Girondins did not like to associate with the lower class Sans-culottes, this was a mistake.
- III. ~~Factions Emerge in the Revolutionaries (political groups within the Legislative Assembly, and with supporters amongst the people)~~
 - a. ~~The first group—The Girondins (aka the Brissotins)—~~
 - i. ~~Leading voice by late 1791, controlled the legislative assembly... they were seen as radical and opinionated.~~
 - ii. ~~Madame Roland (1754-1793)~~
 - 1. They met in her salon.
 - iii. ~~Jacques-Paul Brissot (1754-1793)~~
 - b. The Need for War
 - i. A way to reinvigorate the country and reinforce domestic unity
 - ii. Shift in thinking about war and policy
 - 1. Initially the thought was that the revolution was a way to fix France, the change comes in that it was being thought of as a universal truth.
 - c. Louis XVI's Stance (politique du pire) (Brinkmanship)
 - i. The King Supports the war so that France will loose and the governments of Austria, Prussia, Russia, will support the monarch and restore them after France looses.
- IV. From Universal Peace to Revolutionary War
 - a. ~~The Girodins in government~~
 - i. ~~Jean Marie Roland (1734-1793)~~
 - ii. ~~Charles Francois Dumouriez (1739-1823)~~
 - b. Declaring War (20 April 1792) against Austria
 - c. The Wars did not have the intended effect
 - i. Increasing Panic
 - 1. Military Defeats
 - 2. Economic turmoil
 - 3. ~~20 June 1792~~
 - 4. ~~la Marseillaise~~
 - 5. ~~Brunswick Manifesto (August 1792)~~
 - a. Said that the King and his family could not be touched

- V. Monarchy Abolished.
 - a. August 10th, 1792
 - i. The King was chased out of the Tuileries Palace (they fled for their lives)
 - ii. He was chased to the Legislative Assembly itself; who was unable to do anything and thus could not effectively run the government.
 - iii. The crowd was calmed and Louis was taken back to Tuileries and placed under house arrest.
 - iv. He would remain here for the rest of his life... which would not be too long.
 - b. The September Massacres
 - i. Mob ruled violence
 - ii. They feared conspiracy and feared that prisons were holding counter-revolutionary conspirators;
 - iii. They stormed the prisons and killed 1,200+ prisoners.
 - iv. Fights broke out in the streets
 - v. Barricades were put up to in various parts of the city
 - c. The Monarchy was officially Abolished on September 21, and on September 22 1792 the France was declared a Republic.
- VI. The Republic of France
 - a. The Legislative Assembly was dissolved (It was a representative body with a constitutional monarch, but now the monarchy was abolished)
 - b. The National Convention (1792-1795)
 - i. The Establishment of the Republic (22 September 1792)
 - 1. September 22 1792 would eventually become Day 1 of Year I when the Revolutionaries begin a new calendar.
 - ii. ~~Miraculous Victories~~
 - iii. Agreements and disagreements within the National convention
 - 1. General Agreement on Military Policy
 - 2. ~~Decree of 19 November 1792~~
 - 3. ~~Decree of 15 December 1792~~
 - a. Democracy and rationality to all areas the army goes.
 - 4. ~~Expansion of the French State (Avignon, Sept 91; Savoy, Nov. 92; Nice, Jan 93; -)~~
 - iv. Growing Divisions (Girondins vs. the Mountain)
 - 1. To try and clarify:
 - a. There are various groups involved. At one point in 1789 most were considered Jacobins. And come from the third estate.
 - b. The Girondins were a group within the national Assembly and the legislative assembly and were considered radical and left.

- c. They were the most vocal and largely represented group in the national assembly.
- d. The Mountain were a group also in the legislative assembly who sat up high in the meetings.
- e. They were more radical, thus left of the Girondins.
- f. For a while the term Jacobin and Mountain was used synonymously.
- g. The Sans Culottes were a group of merchant class citizens mostly in Paris, who were very left. They were not part of the Representative bodies, they were the influential mobs that gathered to protest, show support, etc... the Girondins did not want must to do with them, the Jacobins/Mountain embraced them.
- h. The Jacobins/mountain took control of the national assembly in 1793 and became the leaders of the National Convention (the successor to the Legislative assembly).
- i. The Girondans were considered politically conservative or right of the Mountain Jacobins during this time called the reign of terror (which we have not got to yet).

The nature of War in the Ancien Regime

- I. ~~European Warfare Before the 18th Century~~
 - a. ~~The Place of War~~
 - i. ~~War as a natural condition~~
 - 1. ~~In Europe there was only a few years of peace in all of Europe~~
 - 2. ~~Therefore, war was fought in Europe nearly 97% of the time~~
 - ii. ~~War as the Main Function of States~~
 - iii. ~~Influence on Society~~
 - b. ~~The "Military Revolution" (1450-1700)~~
 - i. ~~Introduction of Gunpowder Artillery (bastion system)~~
 - 1. ~~Use of Archery, tibochets, etc....~~
 - 2. ~~By the late middle ages Gunpowder became more widely used. It became a more practical tool by 1450.~~
 - 3. ~~The Cannon~~

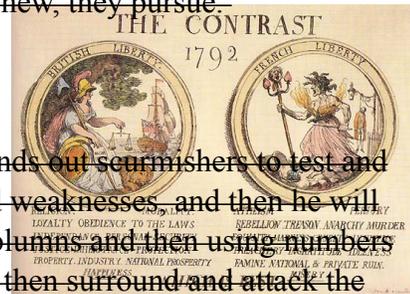
- a. The French introduce the cannon during the Hundred Years War, a war the French were losing for most of it.
 - b. During the Italian War the French cannon and war in Italy effectively ended the Italian Renaissance
 - 4. The bastion System—introduced by the Italians (see picture and description for its development and use)
 - 5. New handheld Weapons
 - a. Because of the explosive nature of Gunpowder the equipment had to contain the blast and then still push the projectile.
 - b. Guns therefore, took time to develop after the introduction of gunpowder and then the introduction of the cannon.
 - 6. New military formations must be used, the line formation, drill, discipline.
 - ii. The nature of Early Modern European War
 - iii. The Increased Cost of War and its implications
 - 1. Central control over Military
 - 2. Importance of State finances
 - a. No longer could an individual have his own protection, one was formerly able to build a castle, have knights, etc.... but now the supplying of muskets and the amount of soldiers was only able to be afforded by state leaders.
 - b. Development of State Bureaucracies
 - c. Bureaucracy's effect on War (standing armies of larger size)
- II. Warfare in the 18th Century
 - a. The idea of "Limited War"
 - i. Causes:
 - 1. Decline of Religious Fervor (Thirty Years' War—1618-1648)
 - 2. Growth of Central Control (Reduced Attacks on Civilians)
 - 3. Disinclination to Risk Armies (Few battles)
 - 4. Enlightenment ideas (War as Abnormal)
 - 5. Economic Developments (Growing Trade)
 - a. The idea being that trading relations would decline the use of war because it would not be in the economic interest to fight.
 - b. The Military Experience in the 18th Century
 - i. The Blurring Between Soldiers and Civilians
 - ii. Non-national Armies

- iii. The Aristocratic Officer Corps
- iv. The Gulf Between Officers and men
 - 1. Officers from the upper class
 - 2. Soldiers from the lower class
 - a. Called by one general “the filth of the nation”
- c. The Premier 18th century army—Prussia-
- d. Restoring Greatness—French Refoms, 1763–1789 (after losing the 7 Years war)-
 - i. Ensuring the Social Exclusivity of the Officer Corps
 - ii. Establishing Military Academies
 - iii. Gribeauval’s New Artillery System
 - iv. Guibert’s 1772 Essai generale sur la tactique (tactics)-

????????

- I. ??
- II. ??
 - a. ??
 - b. Support for the Revolution within the Army-
 - c. Growing Disobedience
 - d. Fleeing Military
 - e. Creating a Revolutionary Army (1790–1791)
 - i. The Declaration of Peace
 - ii. The Military Constitution of September 1790 (formerly abolishes the officer core to allow for merit over birth)
 - iii. Ensuring Loyalty to the Nation
 - iv. Creation of Volunteer Units (Federes)
- III. War Begins (1792) with _____
 - a. The State of France’s Military in 1792
 - i. Volunteers
 - ii. Regular Army
 - b. Early Problems
 - i. Ill-Discipline and Disorganization
 - ii. The Valenciennes Offensive (April to June 1792)
 - c. The Situation Radicalizes
 - i. The Coalition Army Assembles (July 11—Duke Brunsvick, Cmdr)
 - ii. Declaration of France in Danger (By the Legislative assembly)
 - 1. Large number of volunteers
 - 2. They flock to protect the Nation (as opposed to the King)
 - iii. The Brunswick manifesto (1 August 1792)
 - iv. 10 August/22 September—From Monarchy to Republic
 - v. Verdun Falls (1 September)

- vi. ~~Danton's Call (2 September)~~
 - 1. ~~"The bells that will ring are not a signal of alarm but.... and France is Saved."~~
- vii. ~~The September Massacres (2-7 September)~~
- IV. ~~The Miracle (September to November 1792)~~
 - a. ~~Valmy~~
 - i. ~~Brunswick's Aims—Prussia~~
 - 1. ~~He is a traditional leader/Traditional warfare of the 18th century~~
 - 2. ~~Brunswick is under King of Prussia Fredrick Wilhelm II. Brunswick wants to hold camp after they have a small hold in France—Wilhelm says to push on to Paris~~
 - ii. ~~The French Forces~~
 - iii. ~~Domouriez's Gamble {de-mor-E-A}~~
 - 1. ~~Puts the volunteers and regulars together. He does this at a small village of Valmy~~
 - 2. ~~He did this after the Prussians had already moved further west (toward Paris)~~
 - 3. ~~Thus he cuts off the line of retreat, enticing the "greatest military in the world" to turn and fight his combined army.~~
 - iv. ~~The Battle (20 September 1792)~~
 - 1. ~~It had rained the night before—it was a very muddy rainy day.~~
 - 2. ~~He had the High ground in this small town.~~
 - 3. ~~The Prussian Army Begins to advance at Noon with cannons leading the way.~~
 - 4. ~~Kellerman (the leader) has his horse shot out from under him but he survives and puts his hat on his sword and rallies his troops.~~
 - 5. ~~The biggest things is when this group of raw soldiers littley trained, hold the line, casualties increast but they hold there line they cheer.~~
 - 6. ~~Brunswick retreats, by pulling up north toward Austria~~
 - 7. ~~The French do something new, they pursue.~~
 - b. ~~Jemappes~~
 - i. ~~The French Advance~~
 - ii. ~~New tactics (column tactics)~~
 - 1. ~~Instead of lining up, he sends out scurmishers to test and probe the enemy line, find weaknesses, and then he will organize his troops into columns and then using numbers drive through the line and then surround and attack the army.~~
 - iii. ~~The Battle of Jemappes (6 November)~~



1. ~~Column tactics used~~
2. ~~French have victory~~
3. ~~Revolutionary ideas begin to spread abroad as they win in these towns.~~

So at this point, 1792, the Government of France is run by the legislative assembly led by the Girondins. With the Mountain calling for more drastic actions.

One way to gain nationalistic support and spread revolution ideology is through war.

The Spreading of Revolutionary ideas through Wars.

- V. ~~Conclusion~~
- a. ~~French Gamble with all or nothing stakes~~
 - b. Universal spreading of Revolution
 - c. Army made up of officers based on merit not birth
 - d. New Problems face France as Louis XVI goes on trial for treason and for his life as the Revolutionaries are now in charge.

Of course one of the first most radical things of the National Convention was the trial and execution of Louis XVI

The Trial of Louis XVI

http://www.historyguide.org/intellect/louis_trial.html

- I. In Paris, 1793
 - a. The Events
 - b. The King's Trial
 - i. Trial of "Louis Capet" Begins 11 December 1792.
 1. The Political struggle between the Mountain, and others
 - ii. Debate as to the nature of a trial of the King
 1. If the king *could* be acquitted then the revolution itself was on trial.
 - iii. Execution of Louis – 21 January 1793

The Revolution falls and is rebuilt

- I. The Military Situation
 - c. A new enemy: Great Britain
 - d. More annexations, More enemies
 - e. Preparing for the Campaign season
 - f. The Situation at the Beginning of the Campaign season
 - g. War Begins!

- ii. ~~10 March—Revolutionary Tribunal~~
 - 1. ~~led by prosecutor Fouquier Tinville~~
 - 2. ~~to take care of court cases~~
- iii. 21 March—Revolutionary committees
 - 1. had police power
 - 2. to institute law and order
 - 3. revolution army as it was called
 - 4. mostly sans culottes who volunteers
 - 5. gave military power to the Representatives on mission
- iv. 6 April—Committee of Public Safety
 - 1. to work with the old legislative's committee
 - 2. the committee was given emergency executive power
 - 3. it was a group of 9 elected to the convention (by, remember, the most democratically held election in the world—universal male suffrage.

Entering Terror

- I. France is Alone
 - a. America Breaks the 1778 Treaty
 - i. America agreed to support France in a War with Britian
 - ii. America was young and nearly bankrupt
 - iii. Washington declares the U.S. Neutral
 - iv. Hamilton (Sec of the Treasury) said the U.S. would not pay back the loans to France, he argued that loans were with the King and since the King was killed the loans were notto be paid, it was very controversial
 - v. But the French were truly alone in this conflict,
- II. The Victory of the Mountain / The Fall of the Girondins {jir-on-dans}
 - a. The Arrest of Marat
 - i. Jean-Paul Marat was a journalists who was put on trial for inciting violence by bringing up the September massacres and the like
 - ii. He did cheer for the days in September
 - iii. He argued that he was not guilty but an apostle of revolution and liberty
 - b. Marat was Acquitted
 - i. the Aftermath—by the end of May the Mountain controlled influential cities,
 - ii. ~~the “Day” of may 31–June 2 1793.~~
 - c. The Aftermath in Paris
 - i. The recast of the Committee of Public Safety
 - ii. The Constitution of 1793

1. 24 June
 2. very democratic
 - a. unicameral assembly
 - b. voted on by universal male suffrage
 - c. right of subsistence—all citizens are subject to a job, public education, etc.... a modern welfare state.
 3. It is a constitution designed to address the wishes of the radicals, but one that is never put in place –it was shelved “until the crisis was over”
- d. ~~The Aftermath in the Provinces~~
- i. ~~The Federalists Revolt~~
 - ii. ~~The height of the Vendee Revolt~~
- e. The height of Parisian Radicalism
- i. ~~Jacques Herbert {he bear} and Le Pere Duchesne (a pseudonym)~~
 - ii. The Sans Culottes and the Jacobins
 - 1. One must understand there are different groups, the Sans Culottes are to the Left of the Jacobins,**
 - 2. The voices of the people (sans-culottes) vs. an orderly revolution (the Jacobins)**
 - 3. The Girondans failed to deal with it, how do the Jacobins deal with it?**
 - 4. They killed the King will they kill us next is the fear.**
 - iii. Placating the Sans Culottes
 1. The Jacobins sought to appease the Sans Culottes
 2. They supported a Revolutionary Army
 3. They took Economic measures
 - a. Price control on grain
 - b. Sold the émigré property after taking it and dividing it up
 - c. They arrested anyone hoarding food
 - iv. The Assassination of Marat {mar-a}
 1. July 13 1793
 2. Charlotte Corday—decided to silence the, now, very influential voice of Marat, she snuck into his bathroom where he was soaking in a tub, stabbed him, waited to be arrested.
 3. The Jacobins now feared more than just provincial unrest, now they are fearful of being killed.
 4. They re-input certain revolutionary things like the committee of public safety
- III. The Committee of Public Safety
- a. Maximilien Robespierre (1758-1794)
 - b. Other prominent members

- i. ~~Saint Just {San Juice}~~
 - ii. ~~Lazare Carnot (1753-1823) {car no}~~—in charge of the War Effort
- c. The Committee and the Convention
 - i. It is part of the convention, it is not alone
 - ii. Its authority comes from that body of government, it was elected, every 30 days the committee was revoted on and its members were voted on again.
 - iii. It is not a dictatorship, it is an executive committee (not just Robespierre) under control of the assembly.
- d. It is however, a Government By Terror (July 1793- July 1794, Year of terror.)
 - i. ~~The levee en masse (23 Aug)~~
 - ii. ~~“Terror is the Order of the Day (5 Sept /Rev Gov’t Decree (10 Oct)~~
 - iii. ~~General maximum (29 Sept)~~
 - iv. Law of Suspects (17 Sept)—defines Treason within France. Very broad.
 - 1. Show Trials

Revolution in Culture

- I. ~~The Central Aim: Teaching Republicanism~~
 - a. ~~Education~~
 - i. ~~There are ideas behind education that are designed to make one think and view the world in a certain way.~~
 - ii. ~~The national assembly understood this. So, they instituted public education, and tried to develop republicanism~~
 - iii. ~~However, they had problems~~
 - 1. ~~Lack of teachers—the catholic church was responsible for educaiont prior to the revolution—thus, education actually went down between 1789-1799.~~
 - 2. ~~Educational ideals take time to become part of the society, a generation at least.~~
 - b. ~~Censorship~~
 - c. ~~High Culture~~
 - i. ~~Jacques-Louis David—leading painter of the time.—artist who becomes a politician, associated with Robespierre, because of his position, he was able to classify what was high art, and the like, he anted to do away with the old art of the monarchy.~~
 - 1. ~~Oath of Horatii (1784)~~
 - 2. ~~Oath of the Tennis Court (1791)~~
 - 3. ~~Death of Marat (1793)~~
 - 4. ~~Death of Josphe Bara (1794)~~
 - d. ~~Low Culture (Everyday culture)~~

- i. Commemorative plates
 - ii. Prints
 - iii. Playing Cards
 - iv. Etc...
- II. Aspects of Revolutionary Culture, 1: Rationality
 - a. Rationalizing Language
 - i. ~~Abbe Gregoire's Report~~
 - 1. Only about 11% spoke French
 - 2. Presented a problem for evoking nationality
 - 3. He believed that speaking regional dialects prohibited knowledge and reason and so they should be destroyed
 - ii. Wanted to simplify French, verb tenses, article use, --a more rational language—not actually implemented
 - iii. Rationalizing Time (The Calendar)
 - 1. A Calendar based not on the old Christian Calendar, but based on rationality and the Republic.
 - a. * First a word on Calendars
 - b. the changing calendar was not a universal thing but a thing that they were very aware could change.
 - 2. ~~Philippe Fabre d'Eglantine~~
 - a. ~~Calendar Reformer (was an artist)~~
 - 3. Year 1 began 22 September, 1792 (the date of the Republic's founding)
 - a. Notice Bastille day is not the important thing
 - 4. 12 months of 30 days (5 extra); 3 weeks of 10 days
 - a. 5 days at the end, every 4 years there is a 6th day.
 - 5. The clock was changed so that a minute was comprised of 100 seconds not 60.
 - a.
- III. ~~Aspects of Revolutionary Culture, 2: personal Morality and Virtue~~
 - a. ~~The Republic of Virtue~~
 - b. ~~Reasserting Patriarchy~~
- IV. Aspects of Revolutionary Culture, 3: Radicalism
 - a. The De-Christianization Movement
 - i. Churches were closed
 - ii. ~~Iconoclasm took place~~—the removal and destroying of religious symbols
 - iii. The Festival of Reason (10 Nov 93)
 - iv. Robespierre's Reaction—was a Diest and saw these things as an attack on God—he ended the movement with a public speech that condemned the movement.

- v. Outside of France the argument of what was happening was seen as this is what happens with revolution (“crazy”) hence when Jefferson says he supports the revolutionaries he receives criticism
- V. The Problem of Conformity
- VI. Terror Intensifies (1794)
 - a. The Increasing Power of the Committee of Public Safety (Winter 1794)
 - b. ~~Eliminating the Opposition (Spring 1794) via guillotine~~
 - i. ~~March (Ultras Includes Herbert)~~
 - ii. ~~April (Indulgent include Danton, Desmoulins, Fabre d’Eglantine)~~
 - c. Robespierre’s Growing influence
 - i. 4 June /16 Prairial II: Elected president of the National convention
 - ii. 8 June :Presided over Festival of the Supreme Being
 - iii. 10 June : Law of 22 Prairial
 - 1. denied the accused legal counsel
 - 2. reduced number of jurors to convict
 - 3. gave only two judgements acquittal or death
 - 4. expands crimes to include disparaging the convention
 - 5. strips parliamentary immunity to anyone of the convention
 - 6. the effect was that executions increases 5 times over.

Thermidor and its Aftermath (1794-1795)

- I. Robespierre Isolated
 - a. The Political Situation quickly changes
 - i. ~~The Battle of Fleurus (26 June/8 messidor II)~~
 - ii. The Backlash Towards the Festival of the Supreme Being
 - iii. The Unease towards the Law of 22 prairial II
 - b. Conspiracy builds
 - i. By July (Thermador) a conspiracy is afoot.
 - ii. ~~Deputy Paul Barras (1755-1829)~~
 - 1. Begins to check the appeal (or falling appeal) of Robespierre.
 - 2. The moderates will only join if Robespierre is clearly losing his position
 - iii. Robespierre gives a speech on the 8th of Thermador where he issues the warnings of conspiracy, but gives no names (so it could be anyone)
- II. The 9th of Thermidor, Year II
 - a. The Fall of Robespierre
 - i. Robespierre is declared an outlaw by the assembly

- ii. 24 hours after the story of 9th Thermidor began the troops burst into the chamber where Robespierre and his allies are, Robespierre is hit in the Jaw. He is laid on a table.
- iii. His trial is on the 10th of thermidor
- iv. Later that day he was guillotined
- b. Final number For the Terror (1793-1794)
 - i. Official Terror = c. 40,000 (c. 17,000 sentenced to death and beheaded, 25,000 executed in various ways)
 - ii. Only 16% of executions in Paris (most in zones of civil conflict or foreign invasion)
 - iii. 4 out of 5 executions = rebellion
 - iv. 9% of executions = political crimes
 - v. 1% of executions = economic crimes
 - vi. heavy toll per capita on nobles and clerics
 - vii. most victims = peasants or urban workers
 - viii. if one considers the war dead also the number is around 250,000-300,000.

III. The Thermidorian Reaction

- a. Eliminating Robespierre
 - i. An attack on his allies
 - ii. Revolutionary tribunal abolishes
 - iii. Law of 22 Prairial repealed
 - iv. Suspects in jail because of the law of 22 Prairial are released
 - v. The Jacobin club is closed (temporarily)
 - vi. People of the terror's government were put on trial
 - vii. There was a backlash against those of the Jacobins
 - viii. Symbols were destroyed
 - ix. Marat's images are trashed, his ashes were taken out of the pantheon and discarded, --most of this stuff takes place through groups of young men, (previously not vocal)
- b. Economic Disaster and the End of the Sans Culottes Movement
 - i. The harsh winter of 1794-1795
 - ii. The Days of Germinal (1-2 April 1795/ 12-13 germinal III)
 - iii. The Days of Prairial (20-23 May 1795/1-4 prairial III)
 - 1. The largest _____ of sans-culottes-
 - 2. Led by women rioting for bread
 - 3. Becomes very violent
 - 4. Over the next few days troops will be sent out, hundreds were arrested and several leaders were executed
- this is a big moment because the government is not listening to the crowd, the people,

- IV. the revival of the Political right—with the elimination of the radical left, the political right began to sway influence.
 - a. Cultural changes
 - i. The use of the term citizen was replaced with monsieur and madam, citizen reflected the idea of the Jacobin of the terror.
 - b. The “white terror”
 - i. An identification of the political right (compared to the red terror of the Jacobins)
 - ii. There are gangs in the areas where right wing politics are most prominent, roaming around looking for those who may be associated with the Jacobin.
 - c. ~~The containment of the political right~~
 - i. ~~The battle of te Quiberon Bay (June 1795)~~
 - ii. Louis XVII (1785-1795) and Louis XVIII (1755-1824) (July 1795)
 - 1. Louis XVII could be the figure head king so that the political right could restore the monarchy but under a constitutional monarchy, and could rule since he was a boy, however, he dies in July 1795) so the new King could be Louis XVIII the brother of King Louis XVI. Not politically astute and does not want to compromise with anyone.
 - 2. Monarchy will not work. (because of this)
 - 3. The Declaration of Verona
- V. ~~The Improving Strategic Position~~
 - a. ~~The unraveling coalition~~
 - i. ~~Peace with Holland (jan–May 1795)~~
 - ii. ~~Peace with Prussia and Spain (July 1795)~~

The Directory Years (1795-1799)

- I. The Directory
 - a. To a new government
 - i. The Thermaorian convention decided to scrap the constitution of 1793 after Robespierre
 - 1. (the 1792 constitution, was put aside during the “revolutionary crisis,” however with the death of Robespierre and the Thermadorian convention take over the idea that the crisis was over, yet the 1792 constitution was not put in place.)
 - b. the constitution of Year III (1795) –the third constitution of the revolution (1791, 1793, 1795)

- i. not unicameral as the previous idea
 - ii. has a Directory with 5 directors as the executive branch.
 - iii. (similar to the Roman model)
 - c. ~~the 13 Vendemiaire IV (5 October 1795)~~
 - i. ~~a fight against the government not by the right but by the young groups~~
 - ii. ~~they voted against the constitution but their vote was discounted~~
 - iii. ~~Paul Barras calls on the Army to put down the rebellion.~~
 - d. The New Government
 - i. In power in 1795—until 1799
 - ii. Government officials (deputies) are for republic, however they are not usually outspoken because of a remaining backlash of the terror.
 - iii. ~~The outspoken people often end in the Directory—such as Paul Barras~~
- II. The Directory in Power
 - a. Stabilizing the economy
 - i. Good harvests (nature helped the directory with a series of good harvests)
 - ii. The Abolition of Paper Money—within two years they reestablish the basis of coin and metallic money which stops inflation
 - iii. Partial bankruptcy (1797)—a continuation of the problems of 1789 that initially required the call of the estates general—in 1797 They right off 2/3 of their debt. It causes problems as the government is not paying off debt owed, however, it does help stabilize the economy and the declining value of money.
 - iv. New taxation
 - b. A New Elite
 - i. Suspicion of the Poor
 - 1. The directory is afraid of further unrest, and decided to abandon certain policies
 - a. The social welfare policy of the 1792-1794 was abolished
 - i. The directory did not get much appreciation from the lower classes
 - ii. They aimed at the bourgeoisie in its policy.
 - 2. The Bourgeoisie Elite
 - a. Ecole normale
 - i. A teacher's school
 - ii. Teachers, philosophers, professional educators
 - b. Ecole polytechnique
 - i. Engineering and science

- ii. Motto “for the fatherland science and ???”
 - iii. Science and technology, trained army officers especially those in artillery and engineering.
 - iv. Open to all, but very competitive, you must prove yourself to get in and continue to prove yourself while there.
 - 3. France becomes a leader in science and technology
 - c. The culture of the Directory years
 - i. The Fashion Young people (with money)
 - 1. Incroyables (incredibles (males)) and Merveilleuses (marvelous, female))
 - 2. Madame Recamier—owned a fashion salon (pictured)
 - 3. Draws Moral criticism
- III. ~~The Politics of Balance~~
 - ~~the directory began to try and curtail any discontent on both the left and the right.~~
 - a. ~~Gracus Babeuf and the “Conspiracy of Equals” (May 1796)~~
 - i. ~~He believed in economic equality~~
 - ii. ~~Organized the conspiracy~~
 - iii. ~~Easily infiltrated by the Directory and he was executed~~
 - iv. ~~He became a hero of later leftists extremist in the 19th century (often argued a forerunner and influence of Marx)~~
 - b. ~~The conservative Shift in the Directory and the Coup of 18 Fructidor V~~
 - i. ~~In april the election month of the Directory, overwhelming voted in by the people a conservative group of deputies and the directory is shifted to the right~~
 - ii. ~~The political power is held at the top with the directory —~~
 - iii. ~~?????~~
- IV. ~~Continued Military Success~~
 - a. ~~Inherited changes~~
 - i. ~~Directory comes to power with some success (Holland and ??? out of the War)~~
 - ii. ~~However, France is no longer the liberator of all.~~
 - 1. ~~Because in the areas that the French army went only a small number of people wanted to join in the ideas of the French revoltion~~
 - 2. ~~The French began to look at areas won as conquered places and not a place to spread revolution and democracy.~~
 - iii. ~~Very much began a traditional approach in foreign policy~~
 - 1. ~~Looked for recognition from other governments and thus recognized them.~~
 - b. ~~Military triumphs~~

- i. Campaigns of 1796/7
 - ii. Treaty of Campo Formo
 - iii. 1798 Success continues
 - iv. See Map of annexed places by France
 - c. The Directory's Dependency on War
 - i. The Policy of Contributions
 - 1. They began to raid places and take valuables from others
 - 2. It actually helped stabilize the economy because the money from occupied territories helped lessen the tax burden
 - ii. The Militarization of Politics
 - 1. By 1797-98 a law instituted regular conscription, and forms the basis of the Army that would fight through 1815)
 - 2. The soldiers are now professional and were more attracted to the commanders than the civilian life.
 - 3. Generals are brought into politics by the directory.
 - 4. Generals are also in less need of political support because they have support of the soldiers and less need for money because of the money from occupied territories.

Bottom line: The Directory was very dependent on War

Critics of the Revolution

- I. The Appeal of the Revolution
 - a. Despite the terror, the ideals of the Revolution were still appealing
- II. The Influence of France, for good or bad
- III. "Counter Revolution"
 - a. the problems of definition
 - i. a term used by the revolutionaries
 - ii. used by historians to identify anyone against the revolution
 - iii. there were, however, a wide variety of people who opposed the revolution for different reasons
 - b. two French Examples
 - i. the peasantry
 - peasant land ownership increased by about 10%
 - many paid off debt with the worthless currency
 - 1. however, many were still dismayed with the revolution
 - 2. economic Problems
 - a. higher taxes
 - b. forced to give up things to the war effort
 - c. economic deregulation—means prices go up dramatically

- d. there was an increase in rural poor, and poverty and led to a increase in crime
 - 3. religious problems
 - a. the attacks on the church was often seen as an attack on peasant way of life
 - b. during the years of the Directory there was an underground movement with Catholicism
 - i. often led by women who did not like the iconoclasms, supported suitcase priests (underground priests)
 - c. about 1/3 of the victims of the terror were peasants
 - ii. the Nobility
 - 1. attacked from the beginning as a group outside the nation, (remember that some attackers were nobles themselves)
 - 2. about 16,500 nobles emigrated
 - 3. Some nobles like Paul Barras were able to play politically
 - 4. Nobles lost much of their land
 - 5. Lost their voice to other groups
- IV. Foreign Political Opposition
 - a. Great Britain
 - i. King George III and Parliament
 - ii. Prime Minister William Pitt (1759-1806)
 - iii. Empire and Naval Warfare
 - b. Russia
 - i. Autocratic government, serfdom still exists (until 1861)
 - ii. Tsarina Catherine II the Great (1729-1796)
 - 1. She found the revolution to be an affront to the traditional powers, as she rules in theory with absolute power and without council
 - 2. Did not have the military resources to go to war immediately—by 1796 she had a number of troupes ready to be sent, however she died
 - iii. Tsar Paul I
 - 1. Slightly unstable, hated France and what the revolution stood for, but hated his mom and cancelled many of her plans including the plan to send the military, as he went through a stage of doing nearly everything opposite of what she did despite his hatred of France ad the Revolution
 - 2. He later began to change his opinion as france began to move into the Mediterainian and is worried that France will aid Poland
- V. Foreign Intellectual Opposition
 - a. Edmund Burke (1729-1797) and the Anglo-American model

- i. Biography
 - 1. Born a protestant in Ireland, a British colony
 - 2. Inducted into parliament
 - 3. ???
 - 4. Opposed British involvement in America during the 1770s and 1780's that the revolution was natural evolution from Jamestown on.—the idea that British should recognize British likeness even if there is a political divide
 - 5. Comes out against the French Revolution,
 - a. Believes that too many people were making too close comparisons between the British revolution in 16__ and the French (he argued it was not)
 - b. Worried the ideas would spread to Britain
- ii. Reflections on the Revolution in France
 - 1. Argued that political change could not be based on theoretical ideas
 - 2. American Revolution was an outgrowth of historical tradition and thus, according to Burke, was not a radical change
 - 3. The French were not basing their revolution on historical models and “patterns of utilities”
 - 4. The book had an effect in England and America—gave an individual the ability to intellectually support one revolution and not another
 - 5. The book was written in English—
- b. Joseph de Maistre (1753–1821) and the continental Model
 - i. Biography
 - 1. From Piedmont Sardinia (???)
 - 2. In early 1790s his king opposed France and lost
 - ii. Considerations on France (1797)
 - 1. Revolution is “radically bad”

Revolution Abroad—the St. Domingue (Haiti) Revolt

- I. General background Points
 - a. ????
 - i. ????
 - ii. ????
 - iii. ????
 - iv. ????
 - v. Slavery
 - vi. Slave ration in St. Domingue—15:1

1. Growth of Slavery is tied to the Sugar industry
2. Brutal conditions
3. 95% of the slaves in the Atlantic Trade is the Caribbean and South America

vii. Population

1. 89% of population of St. Dominigue—slaves
2. 6% were French colonials
3. 5% were free “people of color” 3% of which were wealthy plantation owners themselves, and considered themselves Frenchmen.
4. Males outnumbered females 5 to 1.
5. Average age of death of colonists in 1789 was 38.

viii. Abolition (in France same time as William Willburforce in Britian, bust based on Enlightenment ideas of liberty and the challenge of liberty to slavery) (Raynal and Brissot).

ix. Colonial Defense of Slavery

1. Economic arguments
2. Racial arguments

—Thus was the situation in 1788

II. The revolution in the Colonies

a. Tensions

- i. How events of 1789 were received
- ii. The issue of Free People of Color

b. The Slave revolt of August 1791

- i. Again the issue of free people of color

c. Colonial War (spain with great britian)

- i. The abolition of slavery and the save trade (feb 1794) (under Robespierre and the Terror government—they were the parliament in Europe to do so.
- ii. Regaining the advantage

d. The emergence of Toussaint L’Oiverture (1743–1803)

A revolutionary man—Napoleon Bonaparte (1769-1821)

I. Napoleon Emerges

- a. From the island of Cosrisa
- b. France took control of Corsica from Geneva in 1768
- c. It is still today an island of political turmoil

II. The Family

- a. Carlo Buonaparte—Letiza Buonaparte

- i. Joseph (born 1768)
 - ii. Napoleon (1769)
 - iii. Lucien (1775)
 - iv. Elisa (1777)
 - v. Louis (1778)
 - vi. Pauline (1780)
 - vii. Caroline (1782)
 - viii. Jerome (1784)
 - b. The School Years
 - i. The family moved to the mainland in 1778 so that the sons could get good schooling.
 - ii. Went to a military boarding school
 - iii. Hard years for Napoleon (short, spoke with an accent, he was not well liked by his peers. Very influential for him but not remembered fondly)
 - iv. Excelled in Math and Roman literature (as related to military in the military school)
 - v. In 1785 he understood he would not have a promising career, he was a lower noble from Corsica, et cetera.
 - vi. He began to think of other career paths
 - 1. Tries to be a novelist
 - 2. Thinks about leaving France and joining the Turkish army where he thought he could move further.
 - c. Toulon
 - i. The major port that had gone over to the British
 - ii. Promoted from major to brigadier General (a jump of three ranks)
 - 1. This is what the revolution allowed for some people.
 - 2. Napoleons life mirrors some of the ideas of the revolution
 - d. Barras's Client
 - e. The 13 Vendemiaire
 - f. Josephine de Beauharnais (1763-1814)
 - i. She was the mistress of Paul Barras
 - ii. Napoleon was extremely infatuated and obsessed with her (she did not feel the same)
 - iii. They married, he went off to battle, she had an affair with a younger French officer, Napoleon did not like this and had several affairs of his own.
- III. The Italian Campaigns, 1796-1797
- a. The Army of Italy
 - b. Early Successes
 - c. The Conquest of Northern Italy
 - d. The Siege of Mantua
 - e. Mater of Italy

- i. Cisalpine Republic
- ii. Ligurian Republic
- iii. *Napoleon is making treaties on his own, he is making republics*
- iv. *He took seemingly the worst army and made it the best army*
- v. *His rise to power mirrors that of Julius Caesar, of which Napoleon is well read.*
- f. Treaty of Campo Fiormo (Oct. 1797)
- g. The Aftermath, 1798)

Further Glory – Napoleon in Egypt, 1798-1799

- I. The Emergence of Napoleon –Several Points
 - a. Very intelligent, may have had a photographic memory
 - b. Energetic, he loved his work, he wrote nearly 2000 letters between 1796-98
 - c. Adopted the new style of army with large mobile massive troops.
 - d. Earned the devotion of his men—a devotion that became almost fanatic
 - i. Cared for his men
 - ii. Improved living conditions
 - iii. Had no problem picking a country bare to provide for his troops
 - iv. He led his army in person
 - v. Gave honors and distinctions to all levels of the army (even giving drummer boys honors for caring letters across enemy lines)
 - e. Becomes a master of image
- II. Egypt
 - a. The Army of the Orient
 - i. 36,000 men, they will go by ship across the Mediterranean and take the English colony of Egypt
 - ii. the Directory agrees to Napoleon’s plan so that Napoleon who is causing trouble with his popularity and statements against Directory military policies, will be on a mission away.
 - iii. Geo-politically Egypt is a strategic place between British territory and colonies.
 - iv. Napoleon argued that the expedition would be a scientific expedition as well as a military.
 - b. Malta
 - i. Before reaching Egypt Napoleon attacks Malta
 - ii. An island in the center of the Mediterranean
 - iii. Was controlled by a monastic order protected by Russia
 - iv. Russia begins to move against France.
 - c. Arrival in Egypt
 - d. The Battle of the Pyramids (July 21, 1798)

- i. French suffered 300 casualties
- ii. With 7,000 casualties on the other side.
- iii. The battle actually took place near Cairo not the pyramids
- iv. Napoleons line to the soldiers “men, 40 centuries look down upon you” –great line but said a later
 - 1. But napoleon’s image is being made still, the newspapers and painting present this image
 - 2. The Alexander of his day
 - 3. Liberating the origins of western civilization is the idea that napoleon wanted to portray. –france is the extension of what ancient civilizations were headed to but got off track.
- e. Napoleon’s Egypt
 - i. The attempted Transformation
 - 1. The Divan
 - 2. The Institute of Egypt
 - ii. Found the Rosetta Stone
 - iii. Napoleon and Islam
 - 1. Proclaimed that he was not fighting a religious war
 - 2. Tried to reach the local population
 - 3. Was fascinated by Islam, read the Quran
 - iv. Napoleon’s Egypt Falls Apart
 - 1. The Battle of Aboukir bay (1 August 1798)
 - 2. War with the Ottomans
 - a. Napoleon forced to confront the ottomans in what should be a losing battle however, napoleon wins a battle and wins it convincingly. (20,000 ottomans are defeated in this battle.)
 - b. This is after moving up to Palestine and having to turn back.
- f. Napoleon will return to Egypt with a hero’s fame.

From the Directory to the Consulate

- I. What the Egyptian Expedition Meant
 - a. Often over glossed, but it is the first time Napoleon has real autonomy, he is away from the higher up of paris
 - b. Glory –personal glory and display
 - c. Image of rationality –science and reason, the institute of Egypt as an obvious example. –a scholar as well as a general and politician
 - d. Limitations –often overlooked, Egyptian showed Napoleon’s limitations, Napoleon could not stay in Egypt because the French could not control the

- seas. –Napoleon’s story is one that is very much limited to the European continent.
- II. The French Situation in 1799
 - a. The Problems (the Second Coalition)
 - b. The Directory Reacts
 - c. The Abbé Sieyès and Plans for another Coup
 - i. Very involved in the early stage of the Revolution (What is the Third Estate)
 - ii. Laid low after the Jacobin’s turned radical
 - iii. In may 1799 he enters the government
 - d. Napoleon becomes the genral to put Sieyès’s plan into practice.
 - e. They intend to set of a Conusul of three men
 - III. The Coup of 18 Brumaire (9-10 November, 1799)
 - a. ???
 - b. the council of 500 are supposed to vote themselves out of office.
 - i. howver, they said, NO, and questioned the reason for ending the Directory system
 - ii. they began to call Napoleon a Dictator.
 - c. Napoleon however, made a mitake, he spouted out threats to the Council of 500, one deputy brings out a dagger.
 - d. However, Napoleon is saved by Lucien (his younger brother) he ralies the troops, He pulls out a dagger and says he would stab his brother in the chest if he dared become a tyrant. The troops were rallied.
 - IV. Enter the Consulate
 - a. Napoleon’s Dominance
 - b. The Constituion of Year VIII (1799) (4th constitution since 1789)
 - i. 3 house Legislature
 - ii. 3 Consuls
 - c. Establishing leadership
 - d. Gaining legitimacy
 - V. First Aims: Victory and Stability
 - a. Military Victory (1800-1802)
 - i. The Second Italian Campaign
 - 1. Crossing the Alps (May)
 - 2. Battle of Marengo (June)

The Consulate Continued, Napoleon’s Domestic Agenda

- I. Centralizing State Power
 - a. The Ministry (3 important people)
 - i. Charles Gaudin (1756-1841) –Finance
 - ii. Tallyrand (1754-1838) –foreign Affairs

- iii. Joseph Fouché (1759-1820) –Police
 - b. The Prefect System
 - i. Part of napoleons move to create a very efficient streamlined institution.
 - ii. Prefects are appointed from Paris and are to run local administrations. They have ability to run local things but organized and loyal to Paris
 - iii. They rotate so that they will be loyal to the center and not develop ties to the local areas.
 - iv. Gives napoleon a lot of power to control
 - v. Version of this system is still used in France.
 - c. Imposing law and order
 - i. The prefect system helps decrease the crime rate
 - ii. Which helps napoleon continue support.
 - iii. But it is also an effort to control political dissent. Newspapers became dependant on government approval.
- II. Stabilizing the Economy
 - a. The Bank of France
 - i. Established a national bank in France in 1800
 - ii. The government could get loans much easier
 - iii. In 1803 the bank of France was given the sole right to control te money.
 - b. A New, Sound Currency—The Franc
 - i. Lasted until 1999 when the Euro took over
- III. Social Policies
 - a. Compromise with Émigrés
 - i. Emigrés can come back without legal problems but the positions and lands taken and sold would remain sold and there would be no compensation
 - ii. Satisfied many.
 - b. The Legion of Honor (Founded 1802)
 - i. Award granted to those who served France honorably
 - ii. An award given solely on merit, one was not a member if one’s father was.
 - iii. In practice, In napoleons day, the award was mainly given to military, but a few citizens.
 - iv. The legion still exists, and foreign people can get it if they honorably serve France like the D-day soldiers.
 - c. The Importance of Education
 - i. The Creation of Lycée (Founded 1802)
 - 1. Serves as secondary schooling
 - 2. State run

3. Entrance is based on merit, exam to get in, and exam to get out.
 4. Curriculum was based on Classics, rhetoric, mathematics, philosophy, social sciences, moral philosophy
 5. Curriculum chosen by Napoleon (in his day)
 6. Military discipline
 7. Lycee still exists today.
- d. Ensuring Patriarchy
- i. Napoleon felt that women should be brought under control (too much radicalism during the 1790's)
 - ii. The Lycee, therefore, was male only
 - iii. Women should focus on the private world while men focused on the public world
 - iv. A patriarchal society would bring order to Napoleon.
- IV. Calming Religious Tensions
- a. Catholicism in France in 1800
- i. Neglect
 - ii. Underground Revival
 - iii. François René Chateaubriand's *Genius of Christianity* (1802)
- b. Napoleon and Religion
- i. Did not have firm religious beliefs
 - ii. But did believe that it played a role in society as he believed it insured order in society.
 - iii. He begins to negotiate with the Papacy –first time France has talked to the papacy since 1789.
- c. The Concordat
- i. Pope Pius VII (1740-1823, Pope 1800-1823)
 1. Pius VII was known when he was a cardinal as a (in today's terminology) a Liberal Catholic
 - ii. Terms of Concordat
 1. Catholic Church would become the majority church but would not have a monopoly on worship
 2. Napoleon's conditions
 - a. Catholic Church would be the majority but not official
 - b. Pius would be the leader of the church
 - c. Napoleon would nominate religious leaders in France and Pope would choose
 - d. France could pay priests and churches and such
 3. Pope's Side
 - a. Recognize Napoleon's government
 - b. ????
 - c. Recognize other faiths

- d. Catholic church would not have a monopoly on social works, --education, hospitals, etc...
 - iii. The organic Articles
 - 1. Attached by Napoleon when it was announced
 - 2. It gave Napoleon power over the church within France.
- V. Codifying Law (1804)
 - a. Popularly known as the Napoleonic Code
 - b. Remains the basic of French Law to this day and most continental European law codes
 - c. _____ of basic Revolutionary law.
 - d. Equality in the Law
 - e. No barriers to choose a profession
 - f. Defines and protects patriarchy
 - i. Divorce for example became possible but harder for a woman.

--Napoleon is protecting many things that the Revolutionaries wanted, and yet on patriarchy and religion he appears to be going backwards from the Revolutionaries, so the questions of ending the revolution is such a difficult question to answer.

- VI. Opposition to Napoleon
 - a. Royalists and Radical Revolutionaries
 - b. Intellectual Opposition
 - i. The Idóloges
 - ii. Madame de Sael and _____
 - c. Assassination Attempts
 - i. The Infernal Machine (December 24, 1800)

From the Consulate to Empire

- I. Consul for Life
- II. Franco-British Relations Break Down
 - a. A Tense Peace
 - b. Renewed War
- III. Enter the Emperor
 - a. Another Assassination Attempt – the Cadoudal Plot
 - b. The Enghein Affair (Lois-Antoine-Henry de Bourbon-Condé, Duke of Enghein)
 - c. From Consul for Life to Emperor (Proclamation on 18 May 1804)
 - i. Constitution of year XII –determined that Rule would transfer to Napoleon’s children (and made concessions for if he didn’t have children it would pass to his older brother, or then his younger brother)

- d. The imperial Coronation (2 December 1804)
- IV. The Empire at War
 - a. Napoleon As Military Leader
 - b. A New Rank—Marshal of the Empire
 - c. The Attempted Invasion of England (1803-1805)
 - d. The Third Coalition Forms
 - i. Tsar Alexander I (1777-1825, Ruled 1801-1825)
 - ii. Emperor Francis II of Austria

Master of Europe, Part I (1805-1807)

- I. Defeat at Sea
 - a. The Battle of Trafalgar (21 Oct. 1805)
 - i. Napoleon loses 22 ships and over 27,000 men.
 - ii. British lose 0 ships and only 500+ men, however it included the fleet admiral Horatio Nelson.
- II. Victory on land
 - a. The Grande Armee
 - b. Defeating Austria
 - i. The battle of Ulm (21 Oct, 1805)
 - ii. Austerlitz (26 Dec, 1805)
 - iii. The treaty of Pressburg (26 Dec, 1805)
 - c. Taking Control of Italy
 - d. The Fourth Coalition
 - i. Jena-Auerstadt (14 Oct 1806)
 - ii. Push East
 - iii. Friedland (June 1807)
 - e. Tilsit
- III. Reorganizing Europe
 - a. A new Germany
 - b. A New Italy
 - c. Types of States
 - i. Places annexed directly into France (they become parts of France)
 - ii. Satellite Kingdoms (the conquered states) created states by consolidating smaller states into one, and they are dominated by France
 - iii. Allies –treaties signed, Napoleon uses the resources, human and financial.
 - d. Reforms and Exploitation
 - e. Role of Family
 - f. Kingdom of Westphalia

Master of Europe, Part II

- I. Main Aim=Domination of European Continent
 - a. Annexed Territory
 - i. Before napoleon
 - 1. Avingnon (1791)
 - 2. Savoy (1792)
 - 3. Nice
 - 4. Belgium
 - 5. Geneva (1798)
 - ii. During Consulate
 - 1. Piedmont (1802)
 - 2. Rhineland (1802)
 - iii. During Empire
 - 1. Liguria
 - 2. Euria and Parma
 - 3. .
 - 4. .
 - 5. .
 - b. Satellite Kingdoms
 - 1. Swiss Confederation
 - 2. Republic of Italy/Kingdom of Italy
 - 3. Kingdom of Naples
 - 4. Grand Duchy of Berg
 - 5. Kingdom of Holland
 - 6. Duchy f Warsaw
 - 7. Kingdom of Spain
 - ii. Role of Family
 - 1. Joseph Bonaparte (King of Naples 1806-1808/King of Spain 1803-1813)
 - 2. Louis Bonaparte (King of Holland 1806-1810)
 - 3. Eliza Bonaparte (Grand Duchess of Tuscany 1809)
 - 4. Caroline Bonaparte—Married Joachim Murat (1767-1815)
(Grand Duchess of Berg 1806/Queen of Naples 1808)
 - c. Allied Countries
 - d. The Most Dramatic Changes
 - i. Italy
 - ii. Germany
 - iii. Poland (Grand Duchy of Warshaw)
- II. The Two faces of Napoleonic Domination: Reform and Exploitation
 - a. Reform
 - i. General Points

1. Based on the French System
 2. A European system that allowed Europe to function more closer together
 - a. Synical mode—to dominate
 - b. Idealistic mode—frnech should dominate because napoleon believed that the French system was just better. “what people will want to return under the arbitrary Prussian rule once they have taken benefit from ??????” --Napoleon
- ii. Policies
 1. Besides redrawing the map
 2. Administration was open to non-nobles and granted on the basis of merit
 3. Universal tax system
 4. Equality before the law
 5. Educational reforms—open education up and based on merit
 6. Conscription
 - b. Effects on Society
 - i. Church
 - ii. Nobility
 - c. Kingdom of Westphalia
 - d. Exploitation
 - i. Conscription
 - ii. Financial Impositions
 1. General Points
 2. Concessions to French industry
 3. The continental Blockade
 - e. European Reactions to Napoleon
- III. War Continues
- a. War with Spain Begins (1808)
 - b. The War of the Fifth Colaition (1809)
 - i. The Battle of Wargram
 - ii. Peace of Schönbrunn
 - c. Breakdown of Relations with Papacy (1808-1809)

Resisting Napoleon, I:Hati

- I. The situation in Saint Domingue (Hati), circa 1800.
 - a. Things to Recall
 - i. Toussaint Louverture (1743-1803)
 - b. Louverture Consolidates Power

- i. Jean-Jacques Dessalines (1758-1806)
 - ii. André Rigaud (1761-1811)
 - c. The Restoration of the Plantation Economy
 - d. The United States and the Caribbean
 - i. Ideology and Economics
 - 1. Image of a western hemisphere rising above a monarch, a model in the west, in the Americas, it is also a republic that is a slave holding republic thus a model of having equality before the law while maintaining this hierarchy.
 - 2. Economically the U.S. was fitted into the economic situation of the Caribbean. There was a clear connection with the West Indies. When trade was cut off with France due to British naval power, the Caribbean Frenchmen then turned to and became dependent on U.S. Trade.
 - ii. The American Involvement
 - 1. The Jay Treaty (1794)
 - a. ?
 - b. naval products, tar, food, etc... could not be traded with France
 - c. thus the U.S. agrees to trade with England and not France and so it forced the U.S. to choose sides.
 - d. Which caused the French to see it as a break in treaty and friendship. –therefore British goods on U.S. Ships were subject to privateering (piracy with government approval)
 - 2. Adams and the Quasi War (1797-1799)
 - a. The XYZ affair
 - b. Trade with France suspended and the treaty of 1789 was renounced. But trade with Saint Domingue was given an exception.
 - 3. John Adams and Saint Domingue
 - 4. Peace negotiations in 1799
- II. Napoleon and Louverture
 - a. Napoleon's Aims
 - i. Revitalizing French Empire
 - ii. Ending Conflict with the US
 - b. Louverture's reaction
- III. The French Attempt to Regain Power
 - a. The Explosions in Guadeloupe (1800-1802)
 - i. Louis Degrés
 - b. The first explosions on Saint Dominique
 - i. Charles-Victor-Emanuel Leclerc (1772-1802)
 - ii. Arrest of Louverture (June 1802)

- c. The Restoration of Slavery (July 1802)
- IV. Revolution in Saint Domingue
 - a. Leclerc's Efforts
 - b. French Defeat
 - i. The Louisiana Sale (U.S. call—the Louisiana Purchase)
 - ii. Dessalines Consolidates Power
 - iii. The French Surrender
 - c. Haitian Independence (1804)
 - i. Name chosen for symbolic reasons
 - 1. name from the natives before the spanish arrived
 - 2. a non-white non-european name
 - 3. second American state to declare independence (behind the U.S)
 - 4. First successful slave revolt in modern times
 - d. Continued problems
 - i. Internal Political Unrest
 - ii. External isolation
 - iii. Economic Disasters

Resisting Napoleon 2:Continental Europe (Italy and Spain)

- I. The Rise of Insurgencies
- II. The Kingdom of Naples (1806-1811)
 - a. Early Problems
 - b. Reestablishing Control
 - i. Marshal Masséna
 - ii. Lauria
 - c. Eventual Success
- III. Spain Explodes
 - a. Spain at the Dawn of the 19th Century
 - i. King Carlos IV (r.1788-1808)
 - ii. Manuel Godoy (1767-1851)
 - iii. Prince Fernando (1784-1833)
 - b. Napoleon Takes Control (1807-1808)
 - i. Spain's Failed Strategies
 - ii. The madras Uprising (May 1,2, 1808) and its aftermath
 - 1. King Joseph Bonaparte (6 June 1808) –moved from Napels to spain.
 - 2. Seen as a guy who is going to bring real reform real change, modernity.

3. Some who were attracted and some who were angry—though that it was interference with local politics. Had effects on religion and politics and uprisings broke out.
 4. By the 10th of June (4 days) Spanish rebels were asking British for aid.
- IV. The Peninsular War (1808-1814)
- a. The initial Fighting (Summer 1808)
 - i. Example--First siege of Sargossa (June to August)
 - ii. The British Expedition
 - iii. Arthur Wellesley.
 - b. Napoleon Arrives (Fall, 1808)
 - i. 2nd siege of Saragosa (Dec. 1808-Feb. 1809)
 1. Fighting not only for independence but also for Religious reasons.
 - ii. The nature of the War (1809-1814)
 1. The “Regular War”
 2. The Role of the Church
 - iii. The Invention of “Guerrilla” War – “Little War”
 1. Official Sanction to Insurgency
 - a. June 1808-Call for “All Spaniards”
 - b. December 1808—Partidas Created
 - c. April 1809—Corso Terrestre
 2. Nature of Guerilla War with Spain
 - a. This is what keeps the war going.
 3. Increasing Atrocities
 - c. Francisco Goya (1746-1828) and the Image of War
 - i. Popular in the art world.
 - ii. Attracted to French reforms and modernity
 - iii. Agreed to work for Joseph Bonaparte as court painter
 - iv. Began to get more disturbed by the war
 - v. *See Various Paintings*
 1. *3rd of May 1808*
 2. *What can one do?*
 3. *The Same*
 4. *This is Worse*
 - vi. Painting that only came to life after his death, but they reflect the nature of war, the underside of Napoleonic conflict.

Napoleon’s France

- I. Living in Napoleonic France
 - a. Bureaucracy Rising, legislature declining
 - b. A new nobility emerges

- i. The nobility comes mostly from the military
 - ii. This is where the idea of money and nobility come together, pre-1789 nobility did not necessarily have to be at the top of the money earners.
 - iii. More diverse nobility
 - iv. Earn nobility
 - v. New nobility under Napoleon did not get tax breaks or different set of laws
 - vi. Social distinction but continuing equality under the law.
 - c. Authoritarian Paternalism
 - i. The Family Model
 - ii. Education
 - 1. the baccalauréat
 - 2. Scientific Research
 - iii. Economy
 - 1. The Livret
 - iv. Religion
 - d. Napoleonic Society
 - i. The importance of Land Owners
 - ii. The reemergence professional classes
 - iii. Urban Workers
 - iv. The Peasants
 - e. Art and Culture
 - i. Remaking of Paris
 - f. Support and Dissent Within France
 - i. Reasons for Support
 - ii. Discontents
- II. Simmering problems
 - a. The Search for a Stable Succession
 - i. Divorce of Josephine (1809)
 - ii. Marriage with Marie-Louise (1810)
 - 1. Austrian princess
 - iii. Birth of Napoleon, jr. (1811)
 - 1. Known as the Prince of Rome
 - b. The resulting controversies
 - i. He now has a son and an heir but
 - ii. Trying to get a divorce annoyed the pope and in fact they did not want to grant it
 - iii. The clergy did not want to accept it
 - iv. Pius VII refused to appoint vacancies in France (he is under house arrest but is still the pope)
 - v. So religious problems resurface
 - c. Economic Problems

- d. Europe begins to discover itself
 - i. Spain
 - ii. Italy (Carbonari)
 - 1. secret societies that argue for a united Italy
 - iii. Germany (Johann Gottlieb Fichte, 1762-1814, *Address to the German Nation*)
 - 1. Beginning of German state
 - 2. After Napoleon is rewriting borders the Germans begin to see things that they share in common, language, religion etc.
 - 3. Fichte—intellectual who argued that there was an immortal and noble German spirit that needed to be cultured, nurtured and away from outside influence.
 - a. A move away from all those German states and to a united German nation.
 - b. The ideas that were about to come to the surface.

Russia, 1812

- I. Shaky Alliance
 - a. Tilsit
 - b. Erfurt
 - c. Russian Grievances
 - d. Napoleon's Dissatisfaction
 - e. The Final Break
- II. Preparations for War (1811)
 - a. Russia's Moves
 - b. Napoleon's Measures
 - i. The *Grande Armée*
 - ii. Napoleon's commanders
 - iii. Marshal Michel Ney (1769-1815)
 - iv. Napoleon's Strategy
- III. The Invasion (June to December, 1812)
 - a. Crossing into Russia (24 June)
 - b. Unexpected Problems
 - i. Rough terrain, hot, dry,
 - ii. Russians do not engage they pull back
 - iii. They leave nothing but scorched earth for the Grand Armée as they burn villages and fields
 - iv. The forces have to go deeper into Russian territory, his supply lines have to form larger trains and use soldiers to convoy, especially since they cannot live off the land as they are used to.

- v. There are supplies (wool coats etc...) just left on the side of the road
- vi. Soldiers are sick, hungry, and deserting.
 - 1. By the end of the summer there are deserters hanging out behind napoleons forces as a lawless mob fighting for food.
- c. Battle of Borodino (7 Sept. 1812)
 - i. About 30,000 casulties for the French
 - ii. 40,000 for the Russians
 - iii. the percentage of French troops is higher though.
- d. Moscow (Sept. to Oct. 1812)
 - i. Moscow is burned
 - ii. Napoleon figures that Czar Alexander will send an envoy that will surrendar to napoleon
 - iii. He waits five weeks with no answer.
 - iv. The weather gets colder and colder , the men get weaker and sicker
 - v. The weather gets below freezing by mid October
- e. The Retreat (Oct to Dec, 1812)
 - i. The French are forced to retreat in nearly the same path as they came, because the Russians were blocking the south of the path.
 - ii. The army that lives off the land cannot, and the temperature continues to lower. (notes on what frostbite and hypothermia are.)
 - iii. Marshall Ney was given the job (very if not most difficult) to lead the rear army. The ones who ended up behind the river as the ice broke up.
 - iv. Word that napoleon was dead reached paris (he was not) however, his son was not appointed emperor as he was ssupposed to be, napoleon is forced to leave and leaves command to a general who leaves and the army is forced to try and find their way back home on their own.
 - v. See the chart of French loss of life during the campaign. (about 10% survival rate)
- f. The Aftermath
 - i. National Sentiment on Rise
 - ii. Russia's changed Role
 - 1. Becomes a major player in the activates of Europe with a major army
 - iii. Jakob Walter (1788-1864)
 - 1. *Diary of a Napoleonic Foot Soldier*
 - 2. Marks a moment where ordinary people feel they are living and are a character playing a role in a Grand Story.

The collapse of Napoleon's Empire, 1813-1815

- I. The Sixth Coalition (1813-1815)
 - a. Russia Fights on
 - b. The Russian/Prussian Alliance (Kalisch, Feb 1813)
 - c. Napoleon Responds
 - d. The early battles
 - e. Austrian Mediation (Metternich)
 - f. Great Britain Enters the Coalition
 - g. The Setback in Spain
 - h. War Resumes in Central Europe
 - i. Defeats and defections
 - i. Bavaria abandons France
 - ii. The Battle of Leipzig (16-18 Oct 1813)
 - iii. Napoleon's Allies Abandon him
 - 1. His brother-in-law and sister change sides
 - j. 1814: the Collapse of Imperial France
- II. Attempting Restoration
 - a. The treaty of Paris (May 1814)
 - i. France held its borders from 1792
 - ii. France was allowed to keep all the artwork and the like from their exploits
 - iii. Bourbon monarchy would be restored
 - b. Dealing with Napoleon
 - i. Napoleon would be exiled
 - ii. given the island of Elba and allowed to rule, allowed to keep the title of Emperor (created a flag (red with bees)
 - c. The Restoration
 - i. Louis XVIII (1814, 1815-1824)
 - 1. Would have been brought in in the 1790's but refused to change the absolute ways of the monarch
 - 2. In 1815 he agreed that things had changed and that he would not be able to rule the way Louis XVI and previous Kings had
 - ii. Constitutional Charter
 - 1. A lot of fundamental changes
 - 2. Including no return to Seingoralism
 - iii. Second White Terror
 - 1. (1st white terror after the thermadorian revolt –vengeance taken out by the Right agasint the political left
 - 2. those who came with Louis XVIII that were not as contented with the change.

- d. The Congress of Vienna (1814-1815)
 - i. Debates not argued
 - 1. Russia's taking of Finland
 - 2. British colonial gains during the war
 - ii. Debated issues—the continent
- III. The Hundred Days
 - a. Napoleon Escapes Elba
 - i. Napoleon takes advantage of the political situation, leaves Elba, makes his way north in France.
 - ii. Louis XVIII sends the Royal army to arrest Napoleon, under Ney they meet Napoleon and Embrace the army basically then defects from the King to Napoleon
 - iii. Napoleon goes to Paris and claims to be restored as Emperor
 - iv. He claims that he has learned his lesson and will rule differently than he did before.
 - v. More legislative branch, more limited constitution.
 - b. The Seventh Coalition (1815)
 - c. The Battle of Waterloo (18 June 1815)
 - d. A new Settlement
 - e. Napoleon and the Cost of Empire

Legacies

- I. Europe Before 1789, Revisited
- II. The Birth of Modern Revolution
 - a. Everything changes, playing cards calendars, society as a whole, not just political upheaval.
- III. The Birth of Modern Politics
 - a. Equality, Merit, Participation
- IV. The Universal Revolution
- V. Legacies of French Revolution
 - a. The “-isms” of the Nineteenth Century
 - i. Classical Conservatism (the term “classical” because we still use the terms but have changed the meaning.)
 - ii. Classical Liberalism
 - b. An age of Continual Revolution
 - i. Examples from the first half of the 19th century:
 - 1. Latin American Revolutions 1808-1829
 - 2. Serbian Revolution 1808-1817
 - 3. Portuguese Revolution 1820
 - 4. Greek Revolution 1821-1822
 - 5. French Revolution of 1830

6. Belgian revolution 1830
 7. Canadian Revolutions of 1837
 8. Revolutions of 1848—Places affected
 - a. Austria
 - b. Hungary
 - c. France
 - d. German Lands
 - e. Italian lands
 - f. Poland
 - g. Moldavia
 - h. Ireland
- ii. And they continued beyond 1850.
- c. The age of Nations
 - i. Nationalism
 1. We are fundamentally part of our nations
 2. There are nations that are not states (but want to be often)
 - a. The basques
 - b. The Balkans
 - c. The Kurds (in northern Iraq, turkey)
 - d. Etc...
 - e. People who believe they have things in common and believe they should have political voice.
 3. Italy 1870, Germany 1871.
 - a. Nationalism becomes used by the Right as monarchs use nationalistic language and feelings to unite states such as Italy and Germany.