Chapter 11
Enlightenment

People

Pierre Bayle: an early philosophe who wrote a dictionary promoting empiricism and rationalism.

Denis Diderot: influential philosophe compiling an encyclopedia to connect all advances in human knowledge in one work.

A.R.J. Turgot: French aristocrat who argued that nature is cyclical, but humans progress and improve over time.

William Hogarth: an English satirist whose engravings narrated moralistic tales.

Adam Smith: economist whose work *Wealth of Nations* made a case for liberalism in which the state’s only role was to preserve liberty and protect property.

Laura Bassi: first woman to teach officially at a European university; she taught in the physics department.

Frederick II (The Great): the model of Enlightened Despotism, as king of Prussia, poet, musician, and philosopher.

Antoine Watteau: French artist who began a new style appealing to the senses, not to the mind — Rococo.

Jacques-Louis David: Neo-classical French painter who emphasized stability and order in his art.

Wolfgang Amadeus Mozart: Austrian classical composer who wrote symphonies and also operas.

Terms

**Estates**: classes of people having distinct rights and obligations in France under the Old Regime.

**man of letters**: a well-read person, whose powerful writings analyse society and critique it.

**satire**: exposing the follies of society and holding them up for ridicule, either in art or literature.

**social contract**: the authority of the state rests in its permission to rule on behalf of the people, only for as long as it serves their interests.

**General Will**: the idea that decisions in a direct democracy reflect what is good for the group, and that all must obey these decisions.

**laissez-faire**: doctrine that government should not interfere in the economy but let market operate freely.

**invisible hand**: principle that guides the economy, according to law of supply and demand according to Adam Smith.

**Rococo**: a form of art using elaborate styles and designs to produce a delicate effect.

**neo-classical**: the art style following the rococo, seeking geometrical harmony.

**didactic**: told in such a way as to teach a lesson; information meant to teach.
1. A traditional organization of society in three hierarchical groups.
   Positions were based on status, not financial rank.
   First estate: clergy; those who pray.
   Second estate: nobility; those who fight.
   Third estate: everyone else; those who toil. (Consisted of 95 percent of the population, but members had few privileges.)
   Top of pyramid was the king who answered to no one but God.

2. Writers, mainly French, who were “enlightened” and used their knowledge to critique and improve society.
   - Had faith in reason.
   - Skeptical of anything without clear proof.
   - Believed in empiricism or rationalism, tested everything.
   - Wanted to compile all knowledge into one work and show interconnections.

3. He was a critic of French society and political absolutism.
   He challenged Roman Catholic Church.
   After the Spanish earthquake, he doubted that we live in a rational and perfectly ordered world organized by a Creator.
   He feared democracy as it gave too much power to the unenlightened masses.

4. “Man is born free, and everywhere he is in chains.”
   “Whoever refuses to obey the General Will, shall be constrained to do so by the whole body.”
   “Everything is good as it comes from the hands of the Maker of the world; but it degenerates once in gets into the hands of man.”

5. Freedom leads to competition.
   An economy should be self-regulating, based on supply and demand law.
   Wealth will increase when individuals pursue their own self-interest.
   Division of labour would lead to more efficiency.
   Free trade means positive competition.

6. They were women who played an important role organizing meetings for ideas to be discussed and spread.
   Accomplishments, not social status was the basis for attendance.
   They directed conversation and kept participants (male) under control.
7. • It was not absolutism, for the king was to be servant of the state.
   • King did, however, have unlimited power and a high position.

8. • Paradox: a seemingly contradictory statement; a statement that seems to say two
different things.
   • He was the chief minister for King Jose I in Portugal (an enlightened despot).
   • A reformer, attacking the church, improving education and tax system.
   • But goal was to strengthen economy and monarchy — by force if necessary.
   • Liberty only to benefit state.

9. • To be “classical” is to emphasize order, harmony, stability, and symmetry.
   • Its works fit into the structured rules of “proper” art and music, so it is said to be
   “absolute,” and can be independent of any storyline.

10. • He admired ancient Greeks and Romans, but not barbarians or Christians.
    • He believed in secular rationalism.
    • His purpose in writing was to teach lessons for civic life.
    • Saw hope in “progress.”