Model of a Traditional Society/ Ancien Régime

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| Large Proportion of societal Resources used for raising the next generationLow Income Levels  * **All factors of production are underutilized** * **Inadequate investment in education, health, transportation facilities** * **Economy based on barter rather than trade** * **Wide gap between rich and poor** * **Heavy taxation** * **Religion is very important** * **Local landlords hold much political and social power** * **Ceiling on productivity** * **Family and clan very important** * **Nationalism lacking** * **Science in pre-Newtonian** * **Caste System exists** * **Warfare endemic** * **Personal horizons very limited** * **Knowledge of the universe very limited** * **Sense of “Changelessness”** |  |

Cracks in the Traditional Society Paradigm: The Path to modernity

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| Renaissance (1300s-1527) | Reformation (1517-1648) | Religious Wars |
| Elements of the TSP to be broken downLow Income Levels  * **Economy based on barter rather than trade** * **Knowledge of the universe very limited**   Changes-  Humanists- life was important and should be enjoyed while the church did not, and felt that people should focus on awaiting the afterlife instead.   * Strong belief in individualism and the great potential of human beings   Arts- intense study of the physical world  Women- enjoyed increased access to education   * However, lost some status compared to women in the Middle Ages; many women now functioned as ―ornaments to their middle-class or upper-class husbands   Element for change- **Printing press: Johann Gutenberg**   * **Niccolo Machiavelli- The Prince (1513) guide for Absolutism- decline in Churches power**   **Status Quo-**  **Women controlled- few ruler-** Isabella I-Spain  **Pope’s** Corrupt and influence European politics   * Pope Alexander VI (1492-1503) * Pope Julius II (1503-1513) | Elements of the TSP to be broken down  * **Religion is very important** * **Inadequate investment in education, health, transportation facilities** * **Nationalism lacking** * **Caste System exists** * **Warfare endemic**   Changes-  Education-Protestants (Dissenters-Calvinists) invest in education to improve their status- become “Elect.”  Pope’s power is diminished  **Status Quo-**  **Caste System**- Women/ Peasants  **Peasants**- revolt to improve life- Crushed  **Woman-** for the most part unchanged  **Protestants-** lead to great division between and within nations  **Religious wars** broke out in Europe for well over a century.   * 30 Years‘ War * French Civil Wars * English Civil War * Dutch Revolt * Spanish Armada | Elements of the TSP to be broken down  * **Religion is very important** * **Local landlords hold much political and social power** * **Nationalism lacking** * **Warfare endemic**   Changes-  **New Monarchs** (c. 1460-1520) (Henry IV)  Reduced the power of the nobility through taxation, confiscation of lands (from uncooperative nobles), and hiring of mercenary armies or the creation of standing armies   * The advent of gunpowder increased the vulnerability of noble armies and their knights   Reduced the political power of the clergy  **Status Quo-**  Protestants gain power- **League of Schmalkalden & Peace of Augsburg (HRE)**   * Control the Religion of their land |

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| Exploration (1492-1750) | Absolutism (1500s-1800) | Scientific Revolution (1550-1700) |
| Elements of the TSP to be broken downLarge Proportion of societal Resources used for raising the next generationLow Income Levels  * **Inadequate investment in education, health, transportation facilities** * **Economy based on barter rather than trade** * **Wide gap between rich and poor** * **Heavy taxation** * **Local landlords hold much political and social power** * **Ceiling on productivity** * **Science in pre-Newtonian** * **Warfare endemic** * **Personal horizons very limited** * **Knowledge of the universe limited** * **Sense of “Changelessness”**   Changes  **COMMERCIAL REVOLUTION** (1500-1700)   * Banking: Fuggers (in Germany), Antwerp in 16th century, Amsterdam in 17th century * The **Hanseatic League** * Commercial revolution resulted in capitalist investments in overseas exploration * Cities: merchants (bourgeoisie), artisans, laborers   **Columbian Exchange**   * Europeans saw better diet-increased standard of living   The ―price revolution‖   * Bourgeoisie grew in political and economic significance * Increased standard of living   “Old Imperialism”-Growth of Empires | Elements of the TSP to be broken down  * **Wide gap between rich and poor** * **Heavy taxation** * **Local landlords hold much political and social power** * **Religion is very important** * **Nationalism lacking**   Changes  Weakened the power of the nobility  The old ―**nobility of the sword** not allowed to influence the royal council  The new **―nobility of the robe** purchased their titles from the monarchy and became high officials in the government and remained loyal to the king.  **Mercantilism:** increased role of state in the economy  **Louis XIV** (r. 1643-1715) – “**the Sun King”**  ***L’état, c’est moi*** (―I am the state‖)   * **Versailles Palace-controlled Nobles** * French language became the international language   **Peter the Great** (1682-1725)   * **Table of Ranks:** educational training for new civil service (mostly of nobles) * **Took control of** Russian Orthodox Church   Nations State become well defined  Church Weakens throughout Europe  **Status Quo-**  High Taxation  **serfdom:** beginning in 16th century and continuing into 18th century, mass of peasantry became serfs  Robot (E. Europe) 3/4 days of labor weekly | Elements of the TSP to be broken down  * **Religion is very important** * **Science in pre-Newtonian** * **Personal horizons very limited** * **Knowledge of the universe very limited** * **Sense of “Changelessness”**   **Status Quo-**  Persecution of witches   * Misogyny (hatred of women) played a role as Europe was a highly patriarchal society   Changes  Scientific Revolution was the major cause of the new world view in the 16th and 17th centuries   * **empiricism**: first-hand study of scientific subjects   **Sir Isaac Newton** (1642-1747): *Principia –* **law of universal gravitation**  Incorporated the astronomy of Copernicus and Kepler with the physics of Galileo into an overarching theory explaining order and design to the universe.  Significance of scientific revolution: leads to   * Enlightenment * Clash with religion * Agricultural Revolution * Improvement in exploration * Decline in witch hunts |

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| Enlightenment (1650-1800) | Agricultural Revolution (1700-1800) | First Industrial Revolution (1750-1850) |
| * **Inadequate investment in education,** * **Religion is very important** * **Local landlords hold much political and social power** * **Science in pre-Newtonian** * **Caste System exists** * **Knowledge of the universe very limited**   **Status Quo- During Absolutism nobles gave up power to their Kings in return for more control over their peasants/ serfs**  **Hobbes- Social Contract- “Human Nature”**  **Changes-**   * Secular world view: first time in human history; marked the end of the age of religion   Emphasized natural science and reason   * **deism:** God created universe and then stepped back and left   **John Locke**- **tabula rasa** (―blank slate)  **Voltaire**- Advocated religious toleration **―Crush the infamous thing** (Churches intolerance)  **Jean-Jacques Rousseau** (1712-78): ***Social Contract*** (1762): **general will** (the majority) should govern the nation  o Believe man’s **state of nature** was good—a **“noble savage”**—and was corrupted by the materialism of civilization.  o ***Emile*** (1762): encouraged progressive education & self-expression; learning by doing  **Denis Diderot** (1713-1784), ***Encyclopedia*** (1751-72): compendium of the greatest and most representative intellectual achievements of the *philosophes*  Significance of the Enlightenment: leads to   * Emergence of a secular world view of the universe (for the first time in Western history) * Enlightened despotism * American and French Revolutions (as a result of classical liberalism) * educational reform * *laissez faire* capitalism (in the 19th century) | Large Proportion of societal Resources used for raising the next generationLow Income Levels  * **All factors of production are underutilized** * **Inadequate investment in education, health, transportation facilities** * **Economy based on barter rather than trade** * **Wide gap between rich and poor** * **Ceiling on productivity**   **Status Quo-**   * 1700, 80% of western Europeans were farmers * Most people lived in poverty * Village agriculture; 1/3 to ½ of fields lay fallow * Serfs in eastern Europe   **Changes-**   * science and technology applied to agriculture * Production: increased crop and animal yields fed more people. * Cultivation: growing crops on reclaimed wastelands and uncultivated common lands * Selective breeding: livestock raising linked to crop growing; increasing yields in each area * Crop rotation- **Charles Townsend** Nitrogen-rich crops: turnips * **Jethro Tull**: seed drill * **Robert Bakewell**: Selective breeding of livestock-More wool, milk, meat, leather * **Enclosure movement** * Greater economic prosperity = more investment in technology (machinery, breeding, cultivation methods). * Resulted in commercialization of agriculture; investment of capital * Increased number of large and middle-sized farms * **Corn Laws and Game Laws led to tension between Peasants and landowners** | Large Proportion of societal Resources used for raising the next generationLow Income Levels  * **All factors of production are underutilized** * **Inadequate investment in education, health, transportation facilities** * **Economy based on barter rather than trade** * **Wide gap between rich and poor** * **Religion is very important** * **Local landlords hold much political and social power** * **Ceiling on productivity** * **Family and clan very important** * **Caste System exists** * **Personal horizons very limited** * **Sense of “Changelessness”**   Changes-  Significant increase in literacy resulted by 1800 (e.g. 90% of Scottish males; 2/3 of males in France; over 50% of male Brits)  Increased life-expectancy  o Increase from age 25 to age 35  **steam engine** to power looms; factory production of textiles  Iron industry radically transformed by the steam engine  Heavy industry: manufacture of machinery and materials used in production  **Transportation Revolution**  Britain‘s economy by 1850   * GNP rose 350% between 1801 and 1850; * Population 9 -21 million in 1780 -1851. * Per capita income increased 100% -1801 and 1851.   Rise of the middle-class: **bourgeoisie**   * Upper bourgeoisie: bankers, merchants, industrialists * **Petit bourgeoisie**: small industrialists, merchants and professionals * **Proletariat**: new wage earning factory workers   **Chartists**: sought political democracy for all men  o Union action combined with general prosperity and a developing social conscience, to improve working conditions, wages, and hours first of skilled labor, and later of unskilled labor.  **Urbanization** of the world: Industrial Revolution‘s most important sociological effect |

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| French Revolution 1789-1799 With Napoleon 1815 | 2nd Industrial Revolution (1850-1900s) | |
| * **Inadequate investment in education** * **Wide gap between rich and poor** * **Religion is very important** * **Local landlords hold much political and social power** * **Nationalism lacking** * **Caste System exists** * **Warfare endemic**   Status Quo- French Monarchs and aristocrats dominated French society- 3rd Estate **peasants**-crushed by taxes- ***corvée(forced labor) Bourgeoisie*** *gained wealth but* 1st and 2nd Estates had all the power and privilege  Changes-   * **Tennis Court Oath-**gave France a constitution under the National Assembly-***Declaration of the Rights of Man and Citizens*** * **Old Regime-** Crushed- Feudalism outlawed * Provisions: due process of law, sovereignty of the people, equality, freedom of expression & religion, tax only by common consent, separate gov‘t branches o Women did not share equally in rights * **Great Fear of 1789-** Peasants destroyed feudal records * **sans-culottes-** working-class; extremely radical became extremely influential -Kept revolution moving forward: * Guilds dissolved providing more job opportunities for artisans. * ***levee en masse***- universal military - Thousands of peasants with guns * **Cult of the Supreme Being**: deistic naturalist religion; Catholic Church Outlawed- **Temple of Reason**   **Napoleon**  **Concordat of 1801** restored relations with the Catholic Church- Church never did regain the influence it had prior to 1789  **Code Napoleon:**: legal unity provided first clear and complete codification of French law:  o Equality before the law -Abolition of serfdom (Status Quo) Drawbacks: denied women equal status, denied true political liberty (due to absolutism), nepotism by placing family members as heads of conquered regions  **LYCEES ( Public Education) ―Careers Open to talent‖**: promotions in gov‘t service based on merit (in theory) | Low Income Levels **All factors of production are underutilized**  **Inadequate investment in education, health, transportation facilities**  **Economy based on barter rather than trade**  **Wide gap between rich and poor**  **Heavy taxation**  **Local landlords hold much political and social power**  **Ceiling on productivity**  **Family and clan very important**  **Nationalism lacking**  **Personal horizons very limited**  **Changes-**  **Urbanization** of the world: Industrial Revolution‘s most important sociological effect   * Wealth available for human consumption increased. * Vast amounts of food, clothing and energy were produced and distributed to the workers of the world. * Luxuries were made commonplace. * Life-expectancy increased * Leisure time made more enjoyable. * Britain- first large European country to experience urban growth * Over 50% of population in 1891 lived in urban areas * Number of children per family fell, though this trend was more pronounced in the middle class   **“Belle époque”**   1. State’s role in education increased, leading to further secularization of society 2. Soccer (football), rugby, bicycle and automobile races, track and field 3. Mass transportation 4. Migration and emigration-to cities and America   **Chartists** sought political democracy.  Governments- England become more democratic- pass laws to improve the lives of the masses- “Age of Mass Politics”  Status Quo  Gap between the wealthy and working class still huge | |
| Post industrial Society | |  |
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| 19th century | | |
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| 20th century | | |
| Modern Society: The Information Age | | |