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”**
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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)
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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**
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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) |
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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**
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ChangesWeakened 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**
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**Status Quo-** Persecution of witches * Misogyny (hatred of women) played a role as Europe was a highly patriarchal society

ChangesScientific 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**
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**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)
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**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**
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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)  |
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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 QuoGap 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 |