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### ***Ways of the World: A Brief Global History with Sources***

Chapter 17, **Atlantic Revolutions and Their Echoes, 1750-1914** Study Guide (With Sources: pp. 771-805)

#### **Comparing Atlantic Revolutions**

1. Explain the Eurocentric view of geography and history.
2. In what ways did the ideas, and heart, of the Enlightenment contribute to the Atlantic Revolutions?
3. The Atlantic revolutions shared a common political vocabulary and a broadly democratic character, but how did they differ from one another?
4. What was revolutionary about the American Revolution and what was not, in its break with Britain?
  - Revolutionary—
  - Not Revolutionary—
5. What was revolutionary about the American experience?
6. Where did the political authority remain after America's independence from Britain?
7. Describe the composition of the three estates.

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

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9. How was Napoleon Bonaparte credited for taming the French Revolution *and* how was French domination received throughout Europe?

10. While the Haitian Revolution had been the only successful slave revolt in history, what were the social, political, and economic outcomes of it?

- Socially,
- Politically,
- Economically,

11. Despite the creole elites' disenchantment with Spanish rule, what events in Europe instigated independence movements in Latin America? (Include the movements of Fathers Hidalgo and Jose Morelos, and Simon Bolivar and Jose San Martin).

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12. The United States began its history as the leftover dregs of the New World and the Spanish colonies occupied the wealthiest areas and were regarded as the more promising region. Nevertheless, as the United States grew in power what happened to Latin America?

## **Echoes of Revolution**

13. The Abolitionist Movement reflected both Enlightenment and Christian values of human equality. How did the end of slavery affect the lives of the former slaves?

14. Compare the southern United States period of radical reconstruction with that of Russia's ending of serfdom.

- In the southern U.S.—
- In Russia—

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

- States were inhabited—
- Science—
- Governments throughout the Western world—

16. Explain Nationalism in Poland.

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

- **Achievements**—
- **Limitations**—

## Chapter 17 Study Guide Answer Key

1. Explain the Eurocentric view of geography and history.

Modern European and North American societies came to exercise a new role in world affairs during the “long nineteenth century.” Something approaching global dominance had these societies rewriting geography and history in the ways that centered the human story on Europe and imposed those views on other people. Thus, maps placed Europe at the center of the world, while dividing Asia in half. Europe was granted continental status, even though it was more accurately only the western peninsula of Asia, much as India was its southern peninsula. The entire world came to measure longitude from a line, known as the prime meridian, which passes through the Royal Astronomical Observatory in Greenwich, England. (Original: p. 491; With Sources: pp. 771-772)

2. In what ways did the ideas, and heart, of the Enlightenment contribute to the Atlantic Revolutions?

The Atlantic basin had become a world of intellectual and cultural exchange as well as one of commercial and biological interconnectedness. The ideas that animated the Atlantic Revolutions came from the European Enlightenment and were shared across the ocean in newspapers, books, and pamphlets. At the heart of these ideas was the radical notion that human political and social arrangements could be engineered, and improved, by human action. (Original: p. 500; With Sources: p. 780)

3. The Atlantic revolutions shared a common political vocabulary and a broadly democratic character, but how did they differ from one another?

They were triggered by different circumstances, expressed quite different social and political tensions. (Original: p. 501; With Sources: p. 781)

4. What was revolutionary about the American Revolution and what was not, in its break with Britain?

Revolutionary—It marked a decisive political change.

Not Revolutionary—It sought to preserve the existing liberties of the colonies rather than create new ones. (Original: p. 502; With Sources: p. 782)

5. What was revolutionary about the American experience?

The revolution accelerated the established democratic tendencies of the colonial societies. (Original: p. 503; With Sources: p. 783)

6. Where did the political authority remain after America’s independence from Britain?

It remained largely in the hands of existing elites who had led the revolution, although property requirements for voting were lowered and more white men of modest means, such as small farmers and urban artisans, were elected to state legislatures. (Original: p. 503; With Sources: p. 783)

7. Describe the composition of the three estates.

The First Estate comprised of the clergy and the Second Estate--the nobility. The first two estates made up about 2 percent of the population. The Third Estate was made up of everyone else--the commoners. (Original: p. 504; With Sources: p. 784)

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

- While the American Revolution expressed the tensions of a colonial relationship with a distant imperial power, the French insurrection was driven by sharp conflicts within French society.
- The French Revolution, especially during the first five years, was a more violent, far-reaching, and radical movement than the American Revolution.
- Unlike the Americans, who sought to restore or build upon earlier freedoms, French revolutionaries perceived themselves to be starting from scratch and looked to the future.

- The French Revolution differed from the American Revolution in the way that its influence spread. At least until the United States became a world power at the end of the nineteenth century, what inspired others was primarily the example of its revolution and its constitution. French influence, by contrast, was spread through conquest. (Original: pp. 504-505; With Sources: pp. 785-786)

9. How was Napoleon Bonaparte credited for taming the French Revolution *and* how was French domination received throughout Europe?

He preserved many of its more moderate elements, such as civil equality, a secular law code, religious freedom, and promotion by merit, while reconciling with the Catholic Church and suppressing the revolution's more democratic elements in a military dictatorship. In many places within the empire, his reforms were welcomed, and further seeds of change were planted. However, French domination was resented and resisted, stimulating national consciousness throughout Europe. (Original: p. 507; With Sources: p. 787)

10. While the Haitian Revolution had been the only successful slave revolt in history, what were the social, political, and economic outcomes of it?

- Socially, the lowest order of society—slaves—became equal, free, and independent citizens.
- Politically, they had thrown off French colonial rule, becoming the second independent republic in the Americas and the first non-European state to emerge from Western colonialism.
- Economically, the country's plantation system had been largely destroyed. As whites fled or were killed, both private and state lands were redistributed among former slaves and free blacks, and Haiti became a nation of small-scale farmers producing mostly for their own needs, with a much smaller export sector. (Original: p. 509; With Sources: p. 789)

11. Despite the creole elites' disenchantment with Spanish rule, what events in Europe instigated independence movements in Latin America (include the movements of Fathers Hidalgo and Jose Morelos, and Simon Bolivar and Jose San Martin)?

- In 1808, Napoleon invaded Spain and Portugal, deposing the Spanish king Ferdinand VII and forcing the Portuguese royal family into exile in Brazil. With legitimate royal authority now in disarray, Latin Americans were forced to take action.
- Alarmed by the social radicalism of the Hidalgo-Morelos rebellion, creole landowners, with the support of the Church, raised an army and crushed the insurgency. Later, that alliance of clergy and creole elites brought Mexico to a more socially controlled independence of 1821.
- Simon Bolivar and Jose San Martin required the support of the people, not just the creole elite, if they were to prevail against Spanish forces. This was no easy task, since many whites and mestizos saw themselves as Spanish and because great differences of race, culture, and wealth separated the Americanos. Nationalist leaders made efforts to mobilize people of color into the struggle with promises of freedom, the end of legal restrictions, and social advancement. In the end, few promises were kept and the lower classes benefitted very little from independence. Despite several failed efforts to unite the various Spanish colonies, a United States of Latin America never emerged. (Original: pp. 511-513; With Sources: pp. 791-792)

12. The United States began its history as the leftover dregs of the New World and the Spanish colonies occupied the wealthiest areas and were regarded as the more promising region. Nevertheless, as the United States grew in power what happened to Latin America?

Latin America became relatively underdeveloped, impoverished, undemocratic, politically unstable, and dependent on foreign technology and investment. (Original: p. 513; With Sources: p. 793)

13. The Abolitionist Movement reflected both Enlightenment and Christian values of human equality. How did the end of slavery affect the lives of the former slaves?

In most cases the economic lives of slaves didn't improve dramatically. With the exception of Haiti, nowhere in the Atlantic world did a redistribution of land follow the end of slavery. In some parts of the Caribbean such as Jamaica, where unoccupied land was available, independent agriculture proved possible for some. Sharecropping emerged to replace slavery and to provide low-paid and often indebted workers. The understandable reluctance of former slaves to continue working in plantation agriculture created labor shortages and set in motion a huge new wave of global migration. Basically, the only thing that slaves got with abolition is their legal freedom. (Original: p. 515; With Sources: p. 795)

14. Compare the southern United States period of radical reconstruction with that of Russia's ending of serfdom.

- In the southern U.S.--newly freed blacks enjoyed full political rights and some power, which was followed by harsh segregation laws, denial of voting rights, a wave of lynching, and an infectious racism that lasted well into the twentieth century.
- In Russia—the end of serfdom transferred to the peasants a considerable portion of the nobles' land, but the need to pay for this land with “redemption dues” and the rapid growth of Russia's rural population ensured that most peasants remained impoverished and politically unstable. (Original: p. 515; With Sources: p. 795)

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

The era of Atlantic revolutions and their subsequent independence movements declared that sovereignty lay with the people.

States were inhabited--by people who felt themselves to be citizens of a nation, deeply bound to their fellows by ties of blood, culture, or common experience.

Science-- weakened the hold of religion on some. Migration, to industrial cities or abroad, diminished allegiance to local communities. At the same time, printing and the publishing industry standardized a variety of dialects into a smaller number of European languages, a process that allowed a growing reading public to think of themselves as members of a common linguistic group or nation.

Governments throughout the Western world--claimed now to act on behalf of their nations and deliberately sought to instill national loyalties in their citizens through schools, public rituals, the mass media, and military service. (Original: pp. 516-517; With Sources: pp. 796-798)

16. Explain Nationalism in Poland.

In the 18<sup>th</sup> century, Poland had been divided among Prussia, Austria, and Russia and disappeared as a separate and independent state. Polish nationalism found expression in the 19<sup>th</sup> century in a series of revolts, among which was a massive uprising in 1863, directed against Poland's Russian occupiers.

(Original: p. 519; With Sources: p. 799)

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

**Achievements**—Because of feminist movements, upper-and middle-class women had gained entrance to universities and women's literacy rates improved. In the U.S., a number of states passed legislation allowing women to manage and control their own property and wages, separate from their husbands. Divorce laws were liberalized in some places. Professions such as medicine opened to a few, and teaching beckoned many more. Britain had professionalized nursing and attracted thousands of women into it, while Jane Addams in the U.S. invented social work which became a female-dominated profession.

**Limitations**-- Voting rights worldwide was slower in the political domain. However in 1893, New Zealand became the first country to give the vote to all adult women, yet elsewhere widespread voting rights for women in national elections were not achieved until after WWI and in France not until 1945. (Original: p. 521; With Sources: p. 801)