

# Enlightenment Thinkers

In the early 1700s, a group of thinkers set forth the idea that people could apply reason to all aspects of life.

These thinkers were known as philosophes.



## ***A* t the heart of their philosophy were five ideas:**

1. Reason - Regarded as a sort of divine force. The absence of intolerance, bigotry, or prejudice in one's thinking.
2. Nature - What is natural is good and reasonable. Believed that there were natural laws to economics and politics just as there were natural laws of motion.
3. Happiness - A person who lived by nature's laws would find happiness. Well-being on earth.
4. Progress - Perfection of society and humankind through progress.
5. Liberty - Seen as the only reasonable thing that could happen. Believed that eventually everyone would enjoy liberties

# *M*ajor contributors included:

Denis Diderot

1,2

First  
encyclopedia

Isaac Newton  
Theory of gravity

1,2

Benjamin Franklin

Electricity

Voltaire

*Candide*

Fought against prejudice,  
Supported reason

James Cook

Scientific expedition  
to Australia

Franz Joseph Hyden

Wrote symphonies

Wolfgang

Mozart

Classical  
composer

Ludwig van Beethoven

Classical composer

Joseph Preistley

Antoine Lavoisier

Studied oxygen

Johann Sebastian Bach

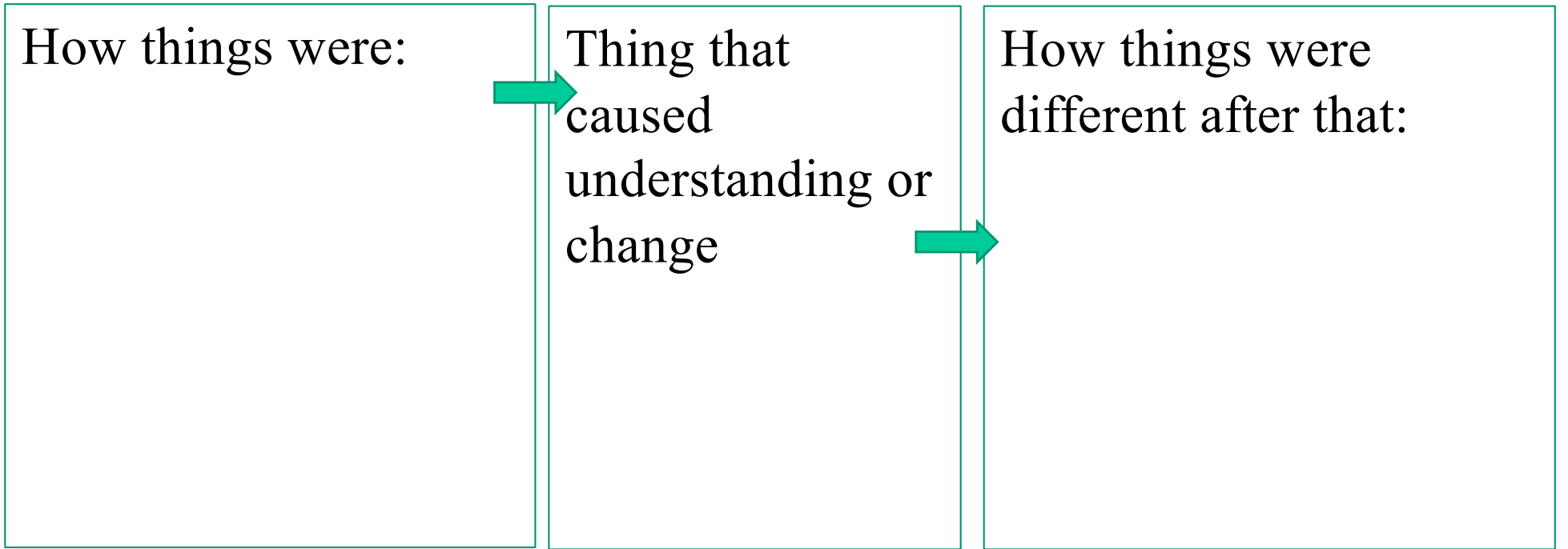
George Frederick Handel

Developed fugue and centerpoint



I am not a fortune teller, I am not your psychic friend  
I don't claim to know tomorrow,  
I don't even try to pretend  
But I can be your storyteller,  
and I can be your truest friend  
And I can be the sentinel  
for all the dreams that you defend  
I am not a mystery, I am not a foreign code  
I am not an ancient myth that any man has ever told  
But I can be your miracle, and the coat that covers you  
And when the windy world tells lies,  
my love will tell the truth  
I can't give you dark or danger  
to make you realize what you've had  
But every time we try to act like strangers,  
it only makes us both feel sad  
I am not a fortune teller, but I can tell a fortune true  
Every time it stands before me,  
and every time I look at you

Record an example of a time when you had an “enlightening” moment about something of significance in your life



## The Enlightenment:

European politics, philosophy, science and communications were radically reoriented during the course of the “long 18th century” (1685-1815) as part of a movement referred to by its participants as the Age of Reason, or simply the Enlightenment.

Enlightenment thinkers in Britain, in France and throughout Europe questioned traditional authority and embraced the notion that humanity could be improved through rational change.

The Enlightenment produced numerous books, essays, inventions, scientific discoveries, music, laws, wars and revolutions. The American and French Revolutions were directly inspired by Enlightenment ideals and respectively marked the peak of its influence and the beginning of its decline

How things were:

Absolute Monarchs  
No freedom of  
speech  
No rights recognized  
by government

Thing that  
caused  
understanding or  
change

How things were  
different after that:

People revolted  
against governments  
Kings had less power  
Constitutions  
Bill of Rights



$2 \times 9 =$

$3 \times 9 =$

$4 \times 9 =$

$5 \times 9 =$

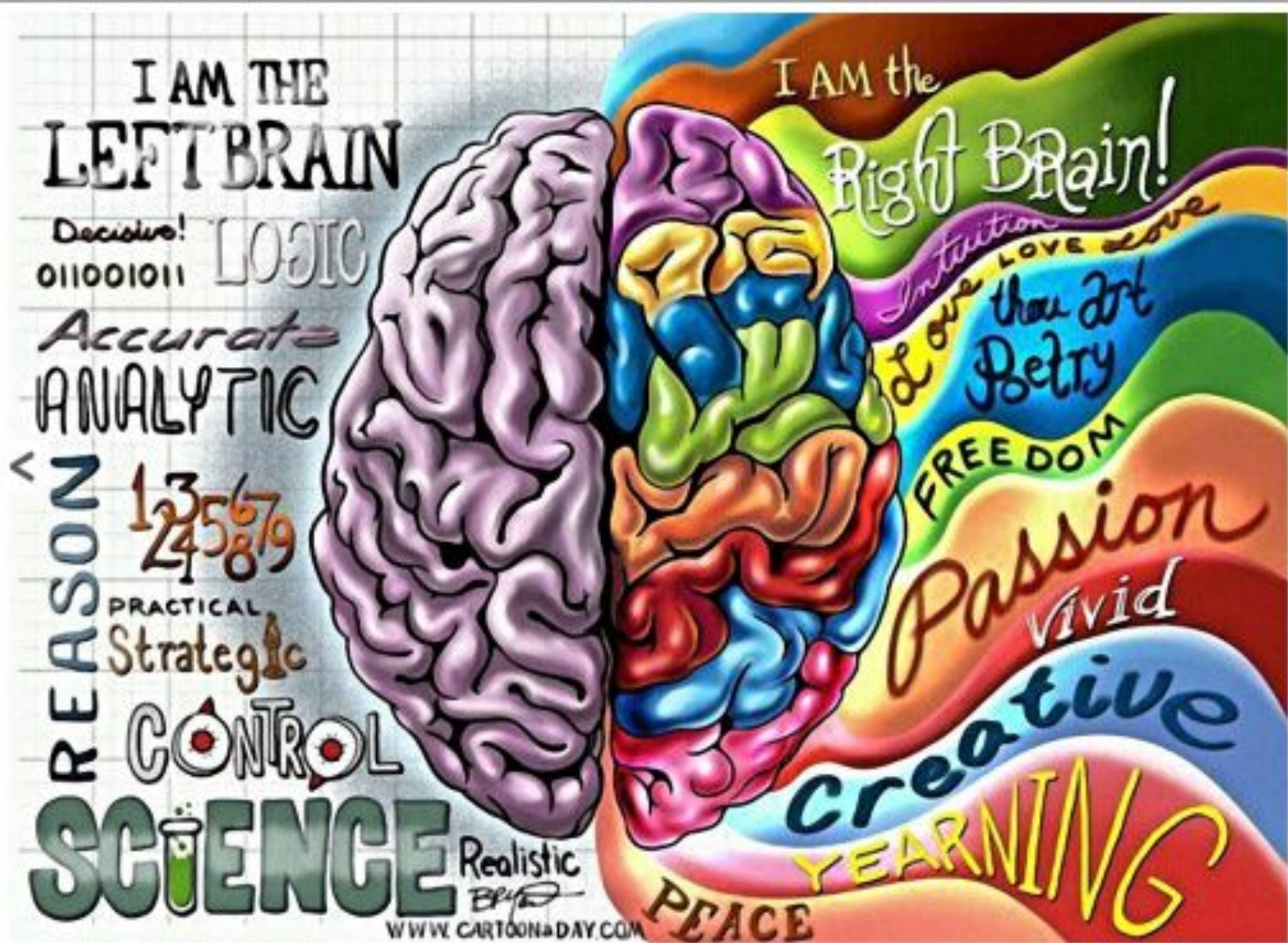
$6 \times 9 =$

$7 \times 9 =$

$8 \times 9 =$

$9 \times 9 =$

FINISHED FILES ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS.



I AM THE  
LEFT BRAIN

Decisive!  
011001011 LOGIC

Accurate  
ANALYTIC

REASON  
1 2 3 4 5 6 7  
8 9

PRACTICAL  
Strategic

CONTROL

SCIENCE  
Realistic  
Blind

WWW.CARTOONADAY.COM

I AM the  
Right Brain!

Intuition  
LOVE love  
& love  
you art  
Betty

FREE DOM

Passion  
vivid

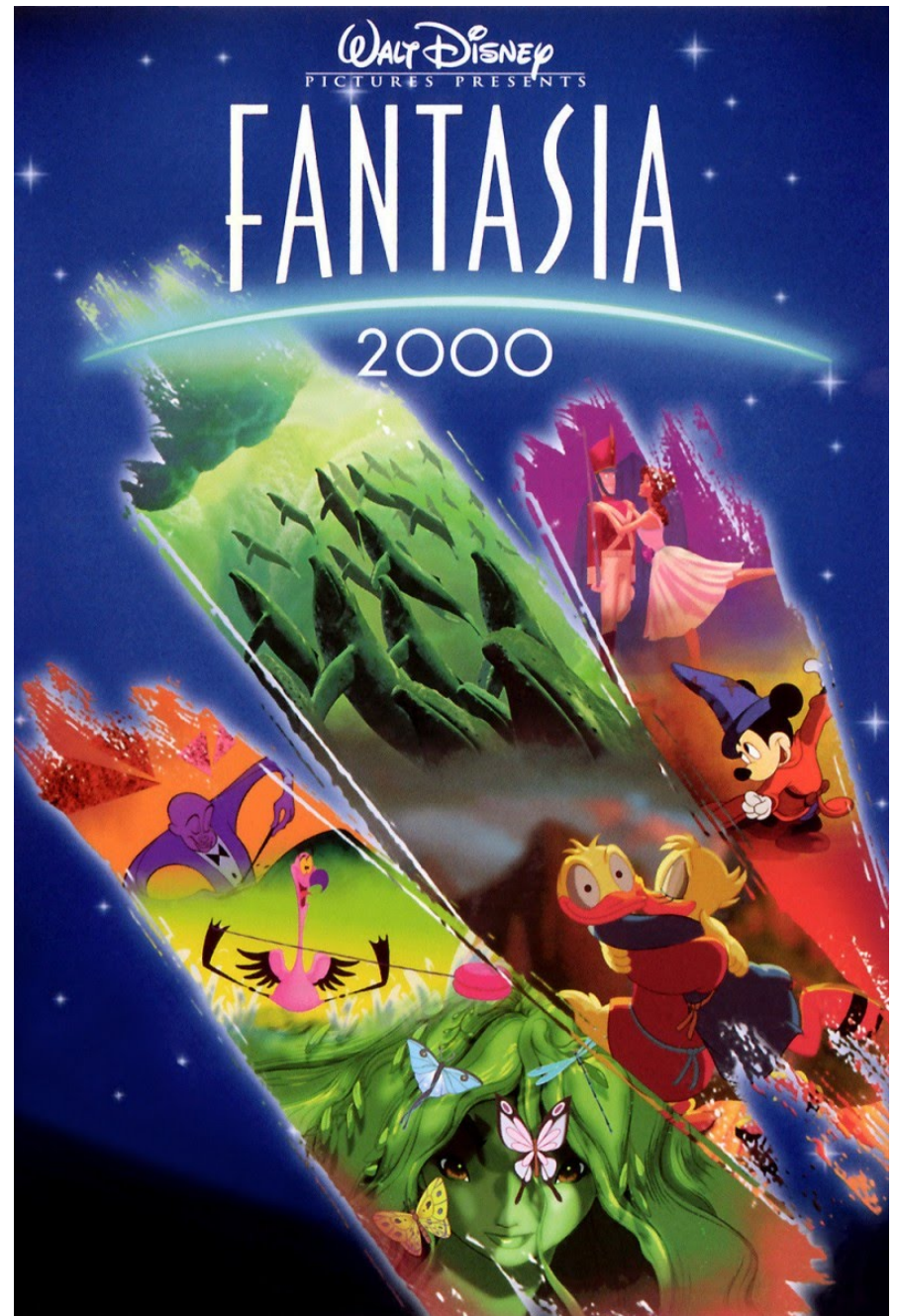
creative

YEARNING

PEACE



<https://www.youtube.com/watch?v=2RGrCyDAVuk>



<https://www.youtube.com/watch?v=OvPjtolaJZk&list=RDpoz9nZCFmb0&index=3>

1.

The Marriage of Figaro:  
Mozart

2.

Canon:  
Pachelbel

3.

Clair de Lune:  
Debussy

4.

Swan Lake:  
Tchaikovsky



Beethoven was in his mid-thirties during this time; his personal life was troubled by increasing deafness. In the world at large, the period was marked by the Napoleonic Wars, political turmoil in Austria, and the occupation of Vienna by Napoleon's troops in 1805.



A concert review from the debut performance:  
Radiant beams shoot through this region's deep night, and we become aware of gigantic shadows which, rocking back and forth, close in on us and destroy everything within us except the pain of endless longing—a longing in which every pleasure that rose up in jubilant tones sinks and succumbs, and only through this pain, which, while consuming but not destroying love, hope, and joy, tries to burst our breasts with full-voiced harmonies of all the passions, we live on and are captivated beholders of the spirits.

– ETA Hoffmann

5.

Symphony No. 5:  
Beethoven

6.

The Four Seasons:  
Vivaldi

7.

Blue Danube Waltz:  
Strauss

8.

Hungarian Dance in G Minor:  
Brahms

9.

Ride of the Valkyries:  
Wagner







10.

William Tell Overture: Rossini

Open Drawing  
Quiz  
Thursday

Spelling counts!!

# Homework (due tomorrow):

Print out the lyrics of a  
song that you enjoy listening to  
that you feel carries a  
strong and intentional  
social message

(please print clean versions,  
or use a sharpie to edit any words  
that are not appropriate to show your PG teacher)

2 Part Quiz today

Complete the

Absolute Monarchs

side first,

then flip it over and wait for the

music to start

Open Drawing Quiz:

Write

the title of the piece

OR

the composer

(will play 1:30, and then :30)

Spelling counts!!









Please read paragraphs  
1 and 2 to yourself

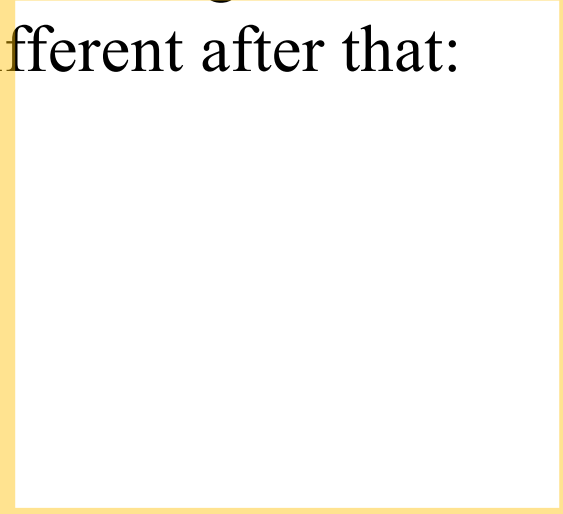
stop at the  
(Cunningham, 1997)  
citation

How things were:



Thing that  
caused  
understanding or  
change

How things were  
different after that:



1

The Enlightenment spirit promoted the equality of men and gave rise to scientific inquiry, which grew out of the 17<sup>th</sup> century rationalism (Johnson, *et al*, 1994). All of the 18<sup>th</sup> century philosophers saw themselves as continuing the work of the great 17<sup>th</sup> century pioneers - Descartes, Leibnitz, Newton and Locke - who had developed methods of rational and empirical inquiry and had demonstrated the possibility of a world re-made by the application of knowledge for human benefit. The philosophers believed that science could reveal nature as it truly was and showed how it could be controlled and manipulated (Berlin, 1956). For example, Locke, in his *Essay Concerning Human Understanding*, regarded the human mind as a blank slate. Locke attacked the theory of King's divine rights and argued that sovereignty did not reside in the state but with the people. He recommended practical learning. His curriculum included mathematics, history, physical education and a conversational learning of foreign languages, especially French. Locke's beliefs in practical learning provided an incentive to extend scientific methods into every field of study, thus laying the groundwork for the development of the modern social sciences.

2

During the 18<sup>th</sup> century, Europeans experienced the beginning of an age of knowledge, reasoning and great scientific achievement. Their views toward new discoveries and advancements were optimistic. People began to turn to science for a better understanding of their world and their society (Anchor, 1967). A movement of the intellectuals dared to prove all the aspects in life scientifically (Kant, 1915). The middle class's authority rose while they were shaking off the ancient shackles of superstition, intolerance and fear, as the men and women of reason championed the ideals of freedom. Writers, painters and musicians no longer aimed their art exclusively at one social group (Cunningham, 1997). Numerous works reflected the spirit of the times: Winckelman's *History of Ancient Art*, the French *Encyclopedie* with contributions by such literary personae such as Voltaire and Rousseau, Adam Smith's *The Wealth of Nations*, Kant's *Critique of Pure Reason*, Rousseau's *Confessions*, Gibbon's *Decline and Fall of the Roman Empire*, Boswell's *Life of Johnson* and Malthus's *Essay*

*on Population*. Voltaire, Diderot, Rousseau, Condorcet, d'Alembert and others all invoked the principles of reason for the purposes of attacking the existing order and propagating the rights of the ordinary individual to the "pursuit of happiness" (Cunningham, *et al*, 1997). The social philosophers of the French Enlightenment concentrated their intellects on examination and criticism of the actions of men in society. Their humanistic concern focused on man in this world as well as the possibilities of change and improvement of the position of the individual in society. They strived to increase freedom and liberation from the forces of tradition, superstition and tyranny that had oppressed people in the past (Horowitz, 1954).

3 These philosophers popularized the most advanced thinking of the time concerning man and his social relationships and established the legitimacy of the quest for understanding of men's social actions in all their dimensions: ethical, social, economic and political. For example, German philosopher Immanuel Kant proclaimed the motto of the Enlightenment: "Dare to know: Have the courage to use your own intelligence" (Kant, 1915). Voltaire (1963) imagined an enlightened great man of reason who inhabits a world governed by purely rational principles. He also (1986) criticized the political and ecclesiastical institutions of France. Voltaire rejected everything irrational and incomprehensible and called upon his contemporaries to act against intolerance, dictatorship and superstition. Likewise, Diderot (1966) used his *Encyclopédie* as a powerful propaganda weapon against church authority, the superstition, conservatism and semi-feudal social forms of the time.

**2.1. Social Thinkers and Their Writings:** Condorcet (1955) claimed that reason was innate in everyone and that it was just a matter of education to bring it out to consciousness. He argued that, with proper education, a man could "judge his own and other men's actions according to his own lights" (p.182). According to Condorcet, one needs to practice the autonomy of judgment rather than the autonomy of thought. When a man reaches this state, he is enlightened; he becomes a responsible and respectable citizen of society and, thus, perfect.

While the century's writers took the ideas of the Enlightenment seriously, they also pointed out their fallacies. The Enlightenment image of a great man of reason who inhabits a world governed by purely rational principles was the object of Voltaire's satire in *Candide*. Voltaire's hero steadfastly maintains the belief that he lives in the "best of all possible worlds", while simultaneously, experiencing every disaster that could occur to him, including the great earthquake of Lisbon in 1745 (Voltaire, 1963). Throughout *Candide*, Voltaire's unlikely hero places his own "pursuit of happiness" above his political and social obligations and, in so doing, gives Voltaire a vehicle by which to criticize the customs that the Enlightenment was slowly tearing down. For example, Voltaire is able to express his strong objection to state militarism and, in particular, to the gap between the cruel reality of war and the false appearance of gallantry and heroism. In describing the carnage on the battlefield between the Arabs and Bulgarians, *Candide* confesses that he hid during the "heroic butchery." He decides to leave due to the "effects and causes" because he reasons that, if he stays, the "effect" will be his eventual dismemberment (Voltaire, p. 6).

9

**2.2. Painters:** English painter William Hogarth can be grouped with the distinguished company of the social satirists of the eighteenth century (Fleming, 1974). Similar to Swift and Voltaire, Hogarth satirized the social conditions and customs of his time in a series of six pictures that provided a merciless exposure of the eighteenth century society (Fleming, 1974). In particular, Hogarth addressed women's right to the "pursuit of happiness" by protesting through his pictures the marriage practices of the era. In his painting, *The Marriage Contract*, one sees a gouty nobleman about to sell his family pedigree to pay off the mortgage on his family estate through his son's marriage with a merchant's daughter (Fleming, 1974).







**2.3. Music:** In the Age of the Enlightenment, a collective patronage of concert halls replaced the previous system that had restricted music to the court circle (Fleming, 1974). The old patronage system was changing in the direction of pleasing a middle-class audience. Reflecting the increasingly egalitarian nature of times, musicians, such as Mozart and Rousseau, broke away from their aristocratic patrons and struck out on their own. The rise of public concerts, the spread of commercial opera houses, the growth of music publishing and the increased number of musical pieces composed and played were all direct effects of the changing musical times. Thus, the Enlightenment, the question of inclusion becomes

(turn page)

“No longer even simply... [a] question of [people] belonging to a human community in general, but rather that of [their] membership of a certain ‘we,’ a we corresponding to a cultural ensemble characteristic of [their] own contemporaneity” (Gane and John 1993).

**2.3.1. Wolfgang Amadeus Mozart (1756-1791):** The life of Wolfgang Amadeus Mozart coincided with the dramatic changes in history. He was caught in a world in transition and he was too intelligent and talented to dilute his artistic vision for monetary gain. Mozart was influenced by the ideas of his day and, in turn, he influenced the growing political and sociological status of the bourgeoisie as well as the ultimate downfall of the aristocracy. As the generally acknowledged master of the 18<sup>th</sup> century dramatic opera, he incorporated sociological and political themes into his works. His works were widely popular among the middle class and he influenced his audience, contributing to the changing attitudes of the time, including the women's issue.

Mozart's *The Marriage of Figaro* represents a maturation of his musical and political sensibilities. This work is based on Beaumarchais's writings, which were banned by the imperial police for its controversial content (Lacouture, 1991). Beaumarchais, who supplemented his income as a playwright by supplying arms to the American revolutionaries, wrote his play as a manifesto that attacked the privileges of the nobility and served as an egalitarian statement for the middle class. *The Marriage of Figaro* foreshadowed the movements of the Enlightenment (Lacouture, 1991). The message of the opera is plain, showing that one's noble origin is no longer sufficient for establishing the correctness of one's actions. Thus, the success of this opera illustrates Mozart's philosophy that the Enlightenment was not the sole property of Europe but belonged to the world.

16 In this opera, Mozart also addresses women's position in society, which was an issue that not many of his fellow composers considered important.

During the 18<sup>th</sup> [SK4] (TK4)[SK5] century, very little was accomplished toward the issue of women's rights. Women were being held down by their limited knowledge and education. They lacked the educational and economic resources that would allow them to challenge patriarchal society. As the industrial revolution came around, more men began to leave work at the house. Factories became abundant and male workers were wanted. This development left society with the idea that women belonged in the house and that their rights were limited while men were to take jobs in public and to act independently (Wahl, 1999). It is interesting to note that, in *The Marriage of Figaro*, Figaro proclaims this opinion as he impatiently tries to assert his authority over Suzanna; however, Suzanna, just like Figaro, proclaims her independence (Lacouture, 1991). The enlightened understanding of human nature emphasized the right to self-expression and Mozart extends this view to women, demonstrating it in Suzanna's demand to think freely and to express herself without censorship or fear of repression.

Read paragraph 20

Pick a color