

Chapter 7

THE GLOBAL STRUGGLE FOR WEALTH AND EMPIRE

7.31 ELITE AND POPULAR CULTURES

Study Questions

1. What are the differences between elite culture and popular culture?
2. Compare the way of life of the poor and of the well-to-do in the early eighteenth century in (a) material aspects and (b) cultural aspects. What elements were common to all classes in these years?
3. How do historians attempt to reconstruct the mental outlook of the nonliterate and inarticulate classes?
4. Explain the significance of fairs and carnivals in the popular culture.
5. Why did the gulf between elite and popular cultures widen in the eighteenth century?
6. What do the illustrations on p. 271, 274, and 276 reveal about eighteenth-century cultural activities and lifestyles?

Key Discussion Sentences

1. In some respects the lot of the poor was worse in the seventeenth century than in the Middle Ages.
2. Language marked major differences between elite and popular culture.
3. The elite culture was transmitted largely by way of books, but it could also be acquired by word of mouth within favored families and social circles.
4. There was much that persons of all cultures and classes shared; most important, in principle, was religion.

5. By 1700, witchcraft and magic were disappearing from elite culture but remained an important aspect of popular culture.
6. In the eighteenth century the gulf between elite and popular culture widened.
7. By the eighteenth century the elite classes were withdrawing from popular culture and the people as a whole were not yet brought into the pale of higher civilization.

Identifications

Elite	Mountebank	<i>Patois</i>
Hogarth	Popular culture	Nonconformists
Carnival	The world turned upside down	

7.32 THE GLOBAL ECONOMY OF THE EIGHTEENTH CENTURY

Study Questions

1. What were the most significant economic developments of the eighteenth century? What relationship do they bear to earlier economic developments?
2. Describe the role played by the British, the French, and the Dutch in the commerce of the eighteenth century. What important advantages did Britain and France enjoy over other countries?
3. What role did Asia play (a) as a market for European manufactures and (b) as a source of goods for Europeans?
4. Explain the development in America of the plantation economy. What role was played by the West Indies in the sugar trade? Of what importance was slave labor to the American plantation system and to the British economic system?
5. How was the eighteenth century the “golden age” of the West Indies?
6. How would you assess the role played by (a) western Europe, (b) Africa, and (c) other parts of the world in the world economy of the eighteenth century?
7. How did eighteenth-century economic developments impact the various social and economic classes of Europe? What was the political significance of the new wealth?

8. Why were the careers of Thomas Pitt and Jean-Joseph Laborde singled out for description? What does the painting on p. 284 tell us about the age?
9. Compare the social positions of people portrayed in the illustrations on p. 276 and 282. How would you describe their connections to the new global economy?

Key Discussion Sentences

1. In the eighteenth century Europe became incomparably wealthier than any other part of the world.
2. The economic system of the eighteenth century, while it contained the seeds of later industrialism, represented the flowering of older economic institutions.
3. The Atlantic trade routes, leading to America, to Africa, and to Asia, attracted the merchants of many nationalities in Europe.
4. In the expanding global economy of the eighteenth century each continent played its special part.
5. The eighteenth century, until toward the end of the century, was an age both of commercial expansion and of social stability.

Identifications

“Domestic” system	East India Companies	Plantation economy
Mercantilist regulations	Transatlantic slave trade	Thomas Pitt
Jean Joseph Laborde	Capitalists	

Map Exercise

1. Study the map, The World in 1763, on p. 307 and explain the role played by each of the following in the global economy of the eighteenth century: Africa, the East Indies, India, China, the West Indies, central Europe, and eastern Europe.

7.33 WESTERN EUROPE AFTER THE PEACE OF UTRECHT, 1713–1740

Study Questions

1. Why may it be said that parallel developments were taking place in France and Britain in

- the years after the peace of Utrecht?
2. Describe political developments in France under the regency of the Duke of Orleans. What role did the French nobility play in the eighteenth century?
 3. Discuss major political changes in Great Britain in the first half of the eighteenth century. Of what significance was the accession of George I and the ministry of Robert Walpole? Discuss the movements to undo the settlement of 1688, and their results.
 4. Compare the history and the consequences of the Mississippi bubble episode in France and the South Sea bubble episode in England.
 5. Why was the “Bubble Act” passed?

Key Discussion Sentences

1. The development of Britain and France in the years after Utrecht was in some ways surprisingly parallel.
2. The eighteenth century, for France, was an age of aristocratic resurgence.
3. The Whigs in England could not tolerate a return of the Stuarts.
4. The South Sea bubble in England and the Mississippi bubble in France both had important long-range effects.
5. Walpole has been called the first prime minister and the architect of cabinet government.
6. Britain recovered from the financial crisis more successfully than France.

Identifications

Duke of Orleans	James III	South Sea bubble
The Regency	John Law	Cardinal Fleury
Whigs	Mississippi bubble	George I
Tories	Jacobites	Robert Walpole
Non-Jurors	The Fifteen	Bubble Act
Queen Anne	The Forty-five	War of Jenkins’s Ear

7.34 THE GREAT WAR OF THE MID-EIGHTEENTH CENTURY: THE

PEACE OF PARIS, 1763

Study Questions

1. What were the principal issues in both the War of the Austrian Succession and the Seven Years' War?
2. How did warfare in the eighteenth century compare to earlier wars and to later wars?
3. In what sense was the War of the Austrian Succession a German civil struggle and a conflict between Bourbons and Habsburgs? How did the fighting overseas affect the situation in Europe? What were the major terms of the peace settlement?
4. Why may the "reversal of alliances" of 1756 be called a diplomatic revolution?
5. What role did Maria Theresa play in these events? What do the illustrations and captions on p. 298 and p. 300 tell us about her?
6. Describe the nature and outcome of the Seven Years' War (a) in Europe, (b) in the colonial and naval struggle between France and Britain, and (c) in India. What were the stakes in this war? Of what significance was the battle of Quebec as depicted on p. 304?
7. Summarize and evaluate the major provisions of the treaty of Paris. In what sense was the year 1763 a memorable turning point?
8. What does the illustration on p. 306 tell us about social relations in late eighteenth-century India?

Key Discussion Sentences

1. The War of the Austrian Succession (1740–1748) and the Seven Years' War (1756–1763) were really one.
2. In the War of the Austrian Succession, British victories in America and on the seas tilted the balance.
3. In the Seven Years' War, though it was a continuation of the preceding war, the belligerents changed partners.
4. William Pitt subsidized Frederick of Prussia to fight in Europe so that England, as he put it,

might win an empire on the plains of Germany.

5. Both British and French interests profited from disturbed conditions in India.
6. The treaties of Paris and Hubertusburg made the year 1763 a memorable turning point for Europe, for America, and for India.

Identifications

Frederick II	George III	Black Hole of Calcutta
Maria Theresa	William Pitt	Robert Clive
Count Kaunitz	Aurangzeb	French and Indian Wars
Pragmatic Sanction	Dupleix	Battle of Plassey
Peace of Aix-la-Chapelle	The Peace of Paris of 1763	Diplomatic Revolution
Sepoys	Peace of Hubertusburg	

Map Exercises

1. Study the map on p. 307, The World in 1763. What did the British gain by the peace settlement of 1763? What overseas territories did the French retain? What were the principal territorial changes in Europe? What general observations may be made about the peace settlement?
2. Can you locate each of the places mentioned in Section 7.34?

GENERAL ESSAY QUESTIONS FOR CHAPTER 7

1. How did the global economy of the eighteenth century build upon earlier economic developments? What special advances in commerce and industry took place in this century?
2. Discuss some of the social and cultural consequences of the growing wealth of western Europe. How did this growing wealth manifest itself, particularly in France and Great Britain? In what ways were elite culture and popular culture growing apart in the seventeenth and eighteenth centuries?
3. In what sense did the great war of the mid-eighteenth century reflect the struggle between France and Great Britain for economic, colonial, and naval supremacy? What issues on the European continent complicated this rivalry? How did the settlement of 1763 resolve these issues?

GENERAL DISCUSSION PASSAGES FOR CHAPTER 7

1. The new wealth of Europe, or at least of the Atlantic region north of Spain, resulted partly from the new technical and scientific knowledge, which in turn it helped to produce; and the two together, more wealth and more knowledge, helped to form one of the most far-reaching ideas of modern times, the idea of progress. A belief in progress, even if somewhat chastened, remains a powerful cultural force in all modern societies. (p. 267-268)
2. As some scientific philologists have long argued, that no form of speech is inherently “better” than another, it is also true that facility in the national language was a sign of elite culture until the spread of universal elementary schooling in the nineteenth century. It gave access to at least certain segments of the elite culture, as it continues to do today, and it enabled educated persons to participate in the elite institutions of government, commerce, and the professions. (p. 269)
3. Because it was so largely oral, and left so few written records, popular culture is often difficult for historians to reconstruct, but it made up the daily lives, interests, and activities of the great majority in all countries. (p. 269)
4. It must be always remembered that what we read as history, in this as in most other books, is mostly an account of the actions of small minorities, either of power-wielders, decision-makers, and innovators whose public actions affected whole peoples, or of writers and thinkers whose ideas appealed to a limited audience. (p. 269)
5. The various propertied interests usually worked harmoniously together, and the unpropertied classes, the vast majority, could influence the government only by riot and tumult. The eighteenth century, though an era of rapid commercial expansion, was on the whole an age of considerable social stability in western Europe. (p. 272)
6. War was between governments, or between oligarchies and aristocracies which governments represented, not between whole peoples. It was fought for power, prestige, or calculated practical interests, not for ideologies, moral principles, world conquest, national survival, or ways of life. (p. 294)
7. Never had war been so contained within such parameters, certainly not in the religious wars of earlier times or in the national and “total” wars initiated later. (p. 295)