

CHAPTER 16 QUESTIONS – Atlantic Revolutions, Global Echoes

Direction: Answer the questions in their entirety . . . make sure you address all parts to each question. (you can answer these questions on your own piece of paper)

1. In what ways did the ideas of the Enlightenment contribute to the Atlantic revolutions? (783)
2. What was revolutionary about the American Revolution, and what was not? (785)
3. How did the French Revolution differ from the American Revolution? (787)
4. What was distinctive about the Haitian Revolution, both in world history generally and in the history of Atlantic revolutions? (792)
5. How were the Spanish American revolutions shaped by the American, French, and Haitian revolutions that happened earlier? (794)

6. Compare the North American, French, Haitian, and Spanish American revolutions. What are the most significant categories of comparison? (797)

7. What accounts for the end of Atlantic slavery during the nineteenth century? (798)

8. How did the end of slavery affect the lives of the former slaves? (800)

9. What accounts for the growth of nationalism as a powerful political and personal identity in the nineteenth century? (801)

10. What were the achievements and limitations of the nineteenth-century feminism? (805)

11. What were the most important outcomes of the Atlantic revolutions, both immediately and in the century that followed? (782)

CHAPTER 16 BIG PICTURE QUESTIONS

Direction: Answer the questions in their entirety . . . make sure you address all parts to each question. (you can answer these questions on your own piece of paper)

1. Do revolutions originate in oppression and injustice, in the weakening of political authorities, in new ideas, or in the activities of small groups of determined activists?
2. "The influence of revolutions endured long after they ended and far beyond where they started." To what extent does this chapter support or undermine this idea?
3. Did the Atlantic Revolutions fulfill or betray the goals of those who made them? Consider this question in both short- and long-term perspectives.
4. **Looking Back:** To what extent did the Atlantic Revolutions reflect the influence of early modern historical developments? (1450 – 1750)

WHAT'S THE SIGNIFICANCE?

abolitionist movement: An international movement that between approximately 1780 and 1890 succeeded in condemning slavery as morally repugnant and abolishing it in much of the world; the movement was especially prominent in Britain and the United States.

Declaration of the Rights of Man and Citizen:

Document drawn up by the French National Assembly in 1789 that proclaimed the equal rights of all men; the declaration ideologically launched the French Revolution.

Elizabeth Cady Stanton: Leading figure of the early women's rights movement in the United States (1815–1902). She was instrumental in organizing the first women's rights conference, which took place in her hometown of Seneca Falls, New York, in 1848.

French Revolution: Massive dislocation of French society (1789–1815) that overthrew the monarchy, destroyed most of the French aristocracy, and launched radical reforms of society that were mostly lost under Napoleon's imperial rule and after the restoration of the monarchy. The French Revolution proceeded in stages and included the era known as the Terror.

Haitian Revolution: The only fully successful slave rebellion in world history; the uprising in the French Caribbean colony of Saint Domingue (later renamed Haiti, which means "mountain" or "rugged" in the Native Taino language) was sparked by the French Revolution and led to the establishment of an independent state after a long and bloody war (1791–1804). Its first leader was Toussaint L'Ouverture, a former slave (1743–1803) who wrote the first constitution of Haiti and served as the first governor of the newly independent state.

Kartini: A Javanese woman from an elite background (1879–1904) who has come to be regarded as a pioneer of both feminist and nationalist thinking in Indonesia.

maternal feminism: Movement that claimed that women have value in society not because of an abstract notion of equality but because women have a distinctive and vital role as mothers; its exponents argued that women have the right to intervene in civil and political life because of their duty to watch over the future of their children.

Napoleon Bonaparte: French head of state from 1799 until his abdication in 1814 (and again briefly in 1815); Napoleon preserved much of the French Revolution under an autocratic system and was responsible for the spread of revolutionary ideals through his conquest of much of Europe.

nationalism: The focusing of citizens' loyalty on the notion that they are part of a "nation" with a unique culture, territory, and destiny; first became a prominent element of political culture in the nineteenth century.

North American Revolution: Successful rebellion conducted by the colonists of parts of North America (not Canada) against British rule (1775–1787); a conservative revolution whose success assured property rights but established republican government in place of monarchy.

Spanish American revolutions: Series of risings in the Spanish colonies of Latin America (1810–1826) that established the independence of new states from Spanish rule but that for the most part retained the privileges of the elites despite efforts at more radical social rebellion by the lower classes. A more social radical rebellion, known as the Hidalgo-Morelos rebellion, began in Mexico in 1810 and was led by the priests Miguel Hidalgo and José Morelos.

Vindication of the Rights of Woman: Written by Mary Wollstonecraft in 1792, this tract was one of the earliest expressions of feminist consciousness.