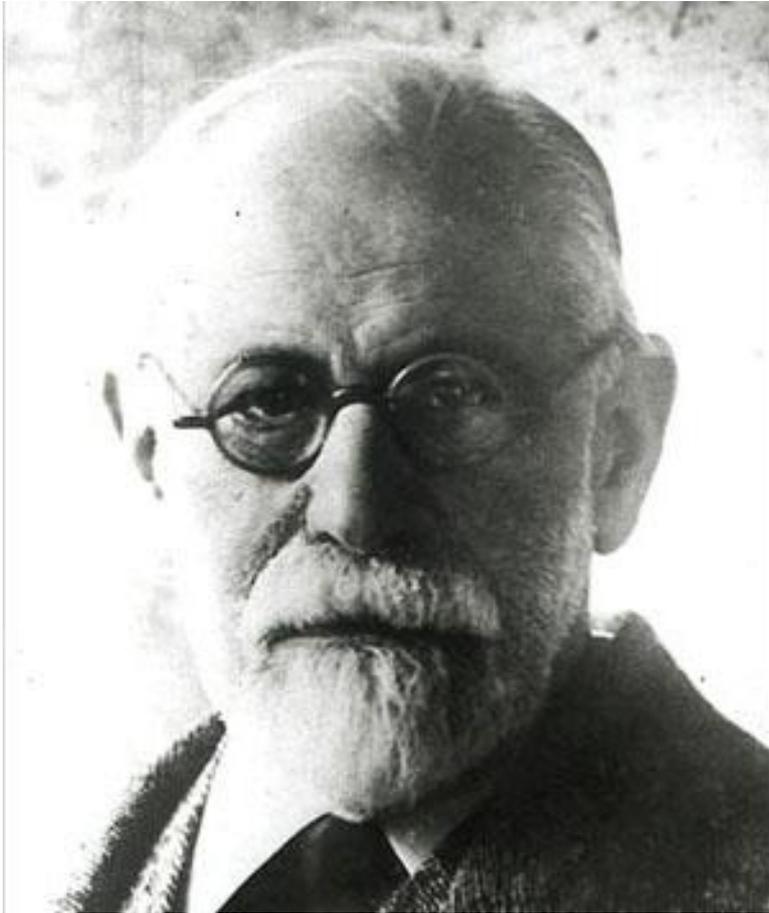


19TH CENTURY - THE BIRTH OF MODERN EUROPEAN THOUGHT

****Adapted from**

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OVERVIEW

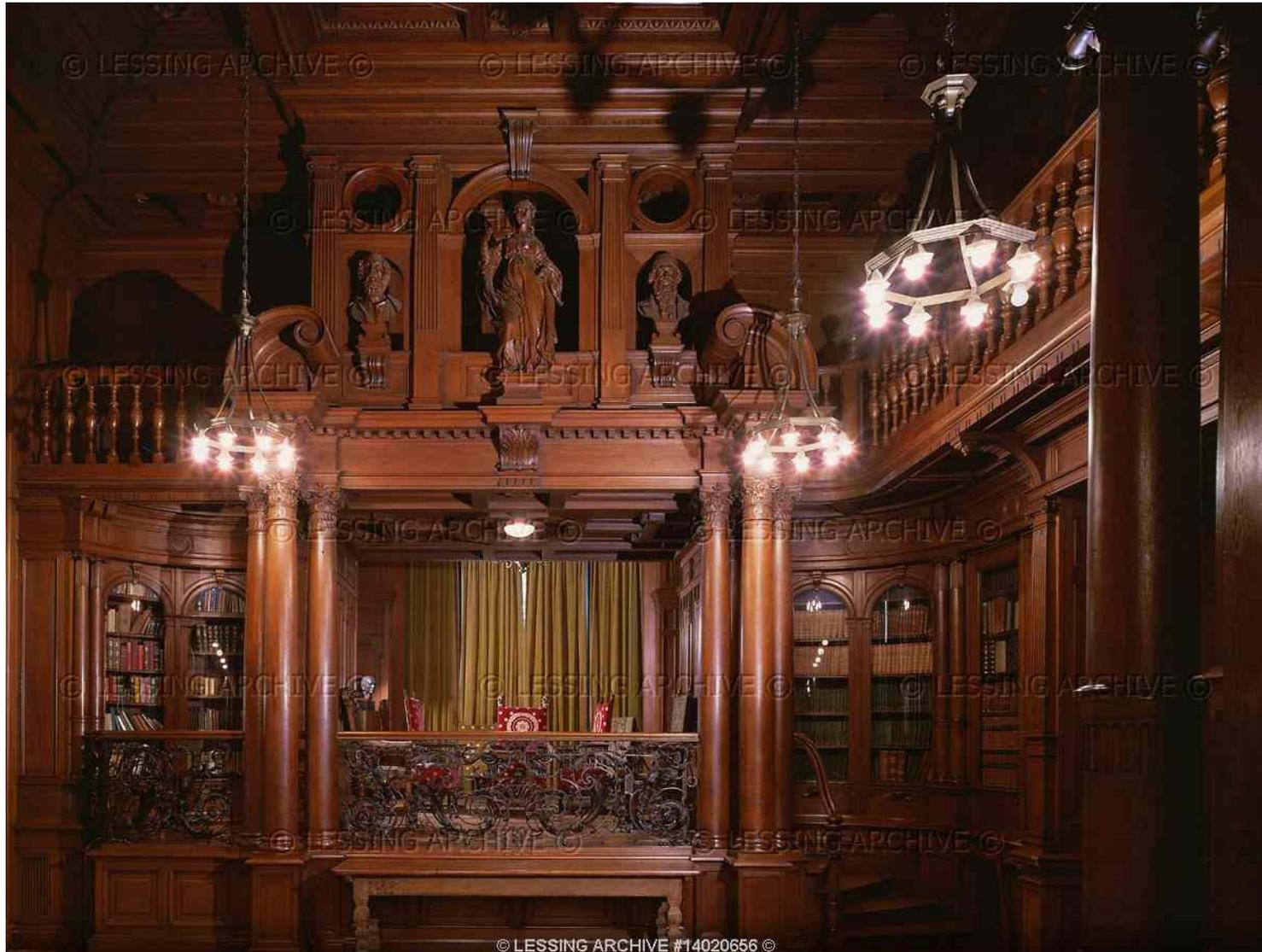


- **The dominance of scientific thought in this era.**
- **The conflict between church and state, particularly over education.**
- **The impact of modernism, psychoanalysis, and the new physics on intellectual life.**
- **The rise of nationalistically inspired racism and the resurgence of anti-Semitism.**
- **The laying of the foundations for 20th-century feminism.**



READING ROOMS - VILLA HUEGEL, ESSEN, GERMANY, 18TH CENTURY; LESSING

PHOTO ARCHIVE; GOOGLE IMAGES



LITERACY AND NEW READING ROOMS

- ✓ In the late 1860's **governments began to fund Education.**
- ✓ Both liberals and conservatives believed that with the **increase of new voters, they needed to have more information** to exercise their rights properly to maintain the political order.
- ✓ **By 1900, 85 percent or more of the population of Britain, France, Belgium, the Netherlands, Germany, and Scandinavia could read. Most responsible for the growth of literacy was the increased availability of state financed primary education.**
- ✓ In Italy, Spain, Russia, Austria-Hungary, and the Balkans had literacy rates of 40-70 percent.
- ✓ This began the creation of a **mass reading public.**
- ✓ There was a flourishing of new reading material. **More people than ever before had access to reading materials** and there was an unprecedented popularization of knowledge. Some of the material was lower quality, but catered to those just barely literate.



NEW SCIENTIFIC THOUGHT

- ✓ By the mid 19th century many believed science was the model for every form of human understanding.
- ✓ Educated people believed science described nature as it truly was and believed the physical world was rational, mechanical, and predictable.
- ✓ Universities in France and Germany, along with professional societies provided an institutional base for science. By the end of the 19th century, the term “scientist” was used widely.
- ✓ Auguste Comte (1798-1857) **developed the philosophy of positivism. Positivism claimed human intellect developed in three stages, culminating in Science.** 1) Theological, 2) Metaphysical, and 3) Science, the highest.
- ✓ **Comte is the father of “Sociology”** which is based on his belief that positive knowledge obtained by physical science, was possible in other areas, including social behavior.
- ✓ Charles Darwin came up with the principle of natural selection in his 1859 book, *On The Origin of Species* This concept of survival of the fittest led to the theory of evolution. Evolution by natural selection is a natural justification that does not rely on God.
- ✓ In *The Descent of Man, In 1871, Darwin* talks about the human struggle for survival, and morality and religion.
- ✓ Philosophers and economists apply the idea of survival of the fittest in their fields.
- ✓ Herbert Spencer wrote about competition being an essential component of ethics, associating it with social Darwinism.
- ✓ Aldous Huxley argued evolution determined physical development only -- not moral behavior.



CHRISTIANITY AND THE CHURCH UNDER SIEGE

- Both Protestant and Catholic churches were popular, even though urban growth depleted their capacity and despite attacks on the influence of the church by the secular nation-states, as well as the rejection of faith by European intellectuals. **During the nineteenth century, the Church faced renewed intellectual skepticism.** David Friedrich Strauss questioned the historical evidence of Jesus' existence. Others such as Julius Wellhausen, Ernst Renan, and William Robertson would argue that human authors wrote and edited the Bible.
- Historical scholarship challenged the historical validity of the Bible, and science and moral reasoning also posed challenges to Christian faith. Science determining the actual age of the earth undermined the Doctrine of Creation.
- **Friedrich Nietzsche accused the Christian Church of promoting weakness and failing to glorify strength.**
- As, the secular state and the church clashed over many issues. There was continued hostility between the Anglican Church and other Protestant denominations in England.
- Education, proved to be a point of contention. Many countries instituted state controlled, free, public education.
- **Great Britain, France, and Germany limited religious roles in education.**



CHRISTIANITY AND THE CHURCH UNDER SIEGE

- In France, The Third Republic, passed the **Ferry Laws, (1878 – 1886), by Jules Ferry, which replaced religious training with civil training.**
- In Germany, Otto Von Bismarck removed Catholic and Protestant clergy from providing local education in Prussia. **The May Laws, in 1873** would require priests to be educated in German schools and universities and priests would now be appointed by the state. This **Kulturkampf, “cultural struggle,” was Bismarck’s downfall.** He would leave politics after this failure.
- Christian churches fought back. Popes Pius IX, Leo XIII, and Pius X each held different ideas about how the Catholic Church could respond to modernism and were aggressive in dealing with it.
- European Islamic scholars applied scientific and naturalistic forms of inquiry to the Islamic faith and the Qur'an. Christian missionaries spread anti-Islamic attitudes, though missionary families that lived in Islamic areas for long periods were more sympathetic.
- In the Ottoman Empire, political leaders pursued westernized scientific education and incorporating technology. Religious leaders had varied response from rejection to incorporating ideas and influences from the West.



TOWARD A TWENTIETH-CENTURY FRAME OF MIND

- About the turn of the century, new conceptualizations of physical reality, human nature, and society challenged the beliefs of earlier **science, rationalism, liberalism, and bourgeois morality.**
- Some of those challenges are still very much with us. New scientific discoveries by **Ernst Mach, Henri Poincaré, and Hans Vaihinger** led to **new approaches in scientific modeling pointing to the inadequacy of the mechanistic models of the physical world.** Wilhelm Roentgen, Henri Becquerel, J. J. Thompson, Marie Curie, and Ernest Rutherford would make important discoveries about the properties and use of radioactive materials. **Albert Einstein's theories of relativity** and **Werner Heisenberg's uncertainty principle** opened the doors to new ways of understanding the material world.
- Middle-class morality was also thrown into disarray. **Realist and naturalist authors adopted an objective, "scientific" stance to their writing.** Modernism in the arts was critical of bourgeois morality, but strove for an aesthetic ideal of beauty and experimentation with form for its own sake. **Emile Zola was the most responsible for turning realism into a literary movement.**
- Gustave Flaubert used realism to portray a stark life in *Madame Bovary*. Henrik Ibsen and George Bernard Shaw brought realism into domestic life and romantic ideals.
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TOWARD A TWENTIETH-CENTURY FRAME OF MIND

- Modernism would be captured in work by artists who tried to break away from the traditional forms. *Igor Stravinsky, Rite of Spring*, accomplished this in his music. *Pablo Picasso* would showcase Modernism in *Cubism*. The members of the Bloomsbury Group accomplished this break from tradition in literature. *Virginia Woolf* would challenge the structure of traditional literature and the Victorian culture.
- Other important authors of the modernist literary movement included *Marcel Proust, In Search of Lost Time*, (1913 – 1927) *James Joyce, Ulysses* (1922), *Thomas Mann, Buddenbrooks* (1901), and *Death in Venice*, (1912), and *T.S. Eliot, Waste Land* (1925).



TOWARD A TWENTIETH-CENTURY FRAME OF MIND

- Keynesian economics challenged 19th century economic theory, when British economist, **John Maynard Keynes (1883 – 1946)** came up with his reasons for depressions involving circular flow of money.
- Nietzschean philosophy challenged almost everything, including, famously, the continued existence of god.
- **Sigmund Freud's psychoanalysis** explored areas of the human mind that had not even been imagined by others. His exploration into the idea that **dreams expressed the repressed desires of everyday life as well as a theory of infantile sexuality**. His work combined Romantic interests with Enlightenment rationality.
- Freud's student, **Carl Jung**, would advance his own ideas of collective memories and more strides in dream interpretation.
- **Max Weber**, **German sociologist**, built a model of social behavior that countered Karl Marx by emphasizing **non-economic factors in social development**. Many of Weber's peers in the social sciences focused on the roles of instinct, habit, and collective groups, as opposed to individual reason, to explain social behavior.
- Racism was not new but gained currency as a way to explain the history and characteristics of large groups of people. **Racial thinking and biological determinism linked with anti-Semitism and aggressive** nationalism in a poisonous strand of political theory. It led to ideas of superior and inferior races and a racist ideology, and heightened **anti-Semitism**. **The Zionist movement was an important Jewish response to anti-Semitism**; its founder, Herzl, incorporated both liberalism and socialism in his thinking.



WOMEN AND MODERN THOUGHT

- Women's social roles remained largely static. **Misogyny became evident in fiction and painting at the end of the 19th century.**
- The scientific community conservative and hostile views of women. Racial thinking often placed women on a lower plane than men of the same race. **Biological thinking led social scientists to reinforce "traditional" roles – reproduction, child-rearing, nurturing – for women .**
- **Feminist groups worked to gain voting rights for women** and questioned the double standard of sexual morality and the male domination of the family. Often they approached these issues through challenges to prostitution laws, which punished female prostitutes but not their customers. **The Contagious Diseases Acts required only women with venereal disease to undergo treatment.**
- Some feminists advocated contraception. Others argued that women should be free to develop their personalities, while still others joined socialist movements and worked to incorporate a change for the role of women into the socialist agenda



CONCLUSION

- New ways of thinking transformed many aspects of society, but left gender roles largely untouched.
- Physicists replaced Newtonian mechanics with relativity and atomic theory; evolutionary biology had made animals out of human beings.
- Christianity had faced challenges, but remained a potent force.
- Social scientists acknowledged the irrational elements of many forms of behavior.
- Nineteenth-century racial thought was characterized by a hierarchy of “superior” and “inferior” races.
- Feminists struggled to break the bonds of gender roles.



QUESTIONS TO CONSIDER

1. Consider how some of the developments in 19th century science challenged the Church doctrine
2. What was modernism and who were some of its major pioneers?
3. How did “modern thought” view Islam?

