

# FRENCH REVOLUTION(S)

1789 to 1815

# ABSOLUTISM AND CORRUPTION

Excess in  
Europe.

# WHAT IS ABSOLUTISM?

- **Absolutism** is characterized by:
  - Consolidation of power by a **single, powerful monarch**
  - **Executive, judicial, and legislative power** in the hands of one ruler
  - Prevalence in Western Europe between the 16th and 19th centuries, during the transition from **feudalism to capitalism**

# WHAT IS ABSOLUTISM?

- Absolute monarchs justified their rule through **theological underpinnings** such as the **Divine Right of Kings**.
- The Divine Right of Kings argued that because God granted kings the right to rule, **subjects of a particular kingdom had no right to try and limit their power**.

# ABSOLUTISM IN EUROPE

- Examples of absolute monarchs:
  - Peter the Great (Russia)
  - Catherine the Great (Russia)
  - Henry VIII (England)
  - Joseph II (Austria)
  - **Louis XIV** (France)

# PROBLEMS WITH ABSOLUTISM

- Major problems with absolutism:
  - Unfit and irresponsible rulers with unlimited political power
  - Lavish overspending and heavy taxation

“Nothing so clearly indicates the limits of royal power as the fact that governments were perennially in financial trouble, unable to tap the wealth of those most able to pay, and likely to stir up a costly revolt whenever they attempted to develop an adequate income.”

William Bouwsma



**Left:** King Louis XIV– the “Sun King”-- in full royal regalia. Note the heels. **Below:** Louis XIV being crowned by an angel.







# FRENCH REVOLUTION: BACKSTORY

## I. Causes of the French Revolution

### A. Pre-Revolutionary French Hereditary Social Class System

#### 1. The First Estate

a. Roman Catholic Clergy

b. Income from:

1. Feudal dues from peasants who lived on their land

2. Tithes – 10% taxes charged to all church members

c. Made-up about 1% of the total population

d. Controlled about 10% of all land in France

e. Exempt from paying taxes

f. Those in high positions had very luxurious lifestyles

# FRENCH REVOLUTION: BACKSTORY

## 2. The Second Estate

### a. Nobility

1. only class eligible to serve in high government and clergy positions and as officers in the army and navy
2. Income from feudal dues from peasants who lived on their land
3. Very lavish lifestyle – living at Versailles or on their own lands

b. Made-up about 2% of the total population

c. Controlled about 35% of all lands in France

d. Exempt from paying taxes

# FRENCH REVOLUTION: BACKSTORY

## 3. The Third Estate

### a. Commoners

#### 1. Bourgeoisie (“Middle Class”)

- a. Doctors, lawyers, merchants, business owners
- b. Well-educated – many had read the works of the Enlightenment
- c. generally lived in the towns and cities

#### 2. Artisans

- a. most lived in the towns and cities
- b. most were poorly educated and lived and worked in slums

# FRENCH REVOLUTION: BACKSTORY

## 3. Peasants

- a. most lived in the countryside as farmers
- b. paid “rents” (feudal dues) as well as taxes
- b. Had very few rights and privileges
- c. Made up about 97% of the total population
- d. Controlled only about 55% of all lands in France
- e. Only social class required to pay taxes



# FRENCH REVOLUTION: CAUSES

- B. Growing economic and social problems in the mid to late 1700s
  - 1. Increasing populations caused resource shortages → a rise in the cost of living
    - a. Nobles began to charge more feudal dues to peasants
    - b. Artisans had to pay more for raw materials but their wages stayed the same
  - 2. The Bourgeoisie and Nobility demanded greater political power
  - 3. A huge national debt caused by
    - a. Many wars in the 1600s and 1700s – including French involvement in the American Revolution

# FRENCH REVOLUTION: CAUSES

- b. Extravagant spending by previous French kings
- 4. In order to alleviate these debts, the new king, LouisXVI
  - a. Decided it was time that the Nobility and Clergy pay taxes, too - but they refused to pay them
  - b. Tried to get French banks to loan money to the government – but they refused to make any such loans
- 5. Bread Shortages in 1788-1789



Contemporary English engraving of French bread riots.  
French image of bread riots from 1793.

# MARIE ANTOINETTE

1. First things first: she never said, “Let them eat cake.” That’s a quotation from Rousseau, in a work published when she was nine.
2. She was the fifteenth child of Maria Theresa– the brilliant and politically savvy empress of Austria– and evidently felt quite intimidated by her impressive parents and siblings.
3. Marie Antoinette was rather indifferently educated; her tutors spent more time teaching her etiquette and religion than languages, history, or politics.
4. Marie Antoinette was never supposed to be Queen of France.



**Left.** Marie Antoinette in her (in)famous muslim dress.  
**Above:** Marie Antoinette in formal– and very fashionable– dress.





# FRENCH REVOLUTION: CAUSES

C. Louis XVI summons the Estates-General (last summoned in 1614!) to meet at Versailles in May, 1789

1. What is the Estates-General?

- a. A gathering of representatives from all three of the Estates
- b. Originally designed to help the king make decisions
- c. Traditionally, each Estate received one vote

2. What Louis XVI wanted the Estates-General to do

- a. Have delegates from each Estate meet separately
- b. Decide that the Nobles and Clergy should pay taxes

# FRENCH REVOLUTION: CAUSES

## 3. What actually happened

a. Many nobles wanted the Third Estate to pay higher taxes (believing that their one vote plus the one vote of the Clergy would cause this to happen)

b. The delegates from the Third Estate demanded that the representatives of all three Estates meet in a joint session in which each delegate would get one vote (giving them the majority)

\*. Many progressive members of the Nobility and Clergy supported this idea

c. King Louis XVI orders the Estates to meet separately

1. The members of the Third Estate refuse to do this

2. In response, the King orders them to be “locked out”

# FRENCH REVOLUTION: CAUSES

D. These delegates of the Third Estate, calling themselves the National Assembly meet at a nearby indoor tennis court

1. Are joined by their supporters from the other two Estates
2. Pledged not to disband until they had finished writing a new constitution for France – “The Tennis Court Oath”

E. Seeing the danger of having the Third Estate write a new constitution, the King

1. Orders the delegates from the other Estates to join the National Assembly
2. Orders his troops to take up defensive positions in and around Paris



David's unfinished painting of the Tennis Court Oath, abandoned after the Revolution became less moderate. The figures would have been clothed once David had planned out the physical space of the image.

# EARLY REVOLUTION

1789-1792

# EARLY REVOLUTION

## II. The Early Stages of the French Revolution (1789 – 1792)

### A. June – August 1789

1. Deadlock in the National Assembly – power struggles between members of the three Estates
2. Mob violence in the streets of Paris by the poorer, more radical members of the Third Estate called the “Sans Culottes”
  - a. Attacked people who did not support their cause
  - b. Storming of the Bastille (July 14, 1789)
    1. caused by rumor
      - a. The King ordered more troops to protect Versailles
      - b. The Sans Culottes thought that the King was going to have the army force the National Assembly to dissolve

# EARLY REVOLUTION

2. The mob took over this prison (which symbolized the authority of the King)
3. “The Great Fear” in the countryside
  - a. Caused by rumors that local nobles had hired criminals to steal from and kill peasants
  - b. The peasants formed mobs which
    1. physically attacked these nobles – driving many away from their lands
    2. destroyed the property of the nobles
4. August 1789 – The National Assembly finally makes progress
  - a. Nobles and Clergy agreed to give up their feudal powers, dues and tax-exempt status

# EARLY REVOLUTION

- b. opened government jobs and voting to all male citizens
- c. Drafted “The Declaration of the Rights of Man and The Citizen”
  1. Another example of Enlightenment ideals in action
  2. Asserted many freedoms, protections, and equality under the law
  3. Because it did not grant equal rights to women, Olympe de Gouges wrote and submitted “The Declaration of the Rights of Women and the Female Citizen” two years later (in 1791)

\*. Even though it was turned down, women do win the right to seek a divorce and to inherit property



# EARLY REVOLUTION

d. The King refused to accept these reforms – many, again, are afraid that he will try to dissolve the National Assembly

B. October 1789 – due to widespread demands and mob actions, the King and his family decide to move from their palace at Versailles to Paris

1. The people wanted this as a show of support for the National Assembly

2. The National Assembly also decided to relocate to Paris at that time

C. Reforms made by the National Assembly in 1790

1. huge government debts to be paid off by the seizure and sale of Church-controlled lands (the currency is also backed by the value of Church lands)

# EARLY REVOLUTION

2. Many people were dissatisfied with this constitution

a. some thought it did too much

b. others thought that it did not make enough reforms

\*. Unfortunately, mob unrest and violence continued throughout France

E. “The Flight to Varennes” (June 1791)

1. The King and his family decide that they need to escape the unrest by fleeing to Austria

\*. The Queen, Marie Antoinette, is Austrian – Her brother is Emperor Leopold II of Austria

# EARLY REVOLUTION

2. The King and his family, disguised as peasants, are captured by French Soldiers at the town of Varennes and are sent back to Paris

3. Results:

- a. The King and his family live as a virtual prisoners in Paris
- b. The King is forced to accept his limited role in government
- c. Many of the French people distrust him even more

# EARLY REVOLUTION

## F. Events of 1792 through September

1. France declares war on Austria, Prussia and Sardinia
  - a. The French Legislative Assembly believes that Austria wanted to reinstate the full power of Louis XVI
  - b. Austria and its allies' monarchs worried that their own citizens would get inspiration from the French and revolt against them.
2. Mobs began to attack the King's residence in Paris and kill nobles and clergy imprisoned for "political crimes"
3. Radical members of the Legislative Assembly gain a majority – they call for a National Convention to create yet another Constitution

# THE REPUBLIC

1792 - 1795

# THE REPUBLIC

## III. The Republic (1792 – 1795)

### A. War with Austria and Prussia in 1792

1. Initially, the war is going very badly for the French revolutionary forces

2. Battle of Valmy – French forces win

a. saves the revolution from being ended by Austria and/or Prussia

b. boosts the spirits of the revolutionaries

3. Even with the French victory, the war continued

### B. New Constitution → New government and new culture!

1. Monarchy ended

a. Debate began as to what to do with him (involving the two most powerful factions in the National Assembly)

# THE REPUBLIC

1. Moderates (called Girondists) wanted him exiled

2. Radicals (called Jacobins) wanted him executed

b. November 1792 – Louis XVI's secret correspondences with foreign kings discovered in an iron box

c. December 1792 – King put on trial for treason in the National Convention

d. January 1793 – King executed by a guillotine

2. Government ruled by an elected legislature called the National Convention

\*. Voting rights given to all adult male citizens

# THE REPUBLIC

3. New French cultural practices (an attempt at a fresh start)
  - a. everybody is now referred to as a “citizen” or “citizenship”
    1. Matches the slogan of the revolution – “liberty, equality and fraternity”
    2. System of nobility ended
  - b. New, simpler system of weights and measures adopted – The Metric System! Lavoisier
  - c. New calendar system Dechristianizes
    1. day 1 of year 1 = Sept. 22, 1792
    2. New system of months (with names that reflected the time of year)
    3. 10 day weeks – 1 day weekend

# THE REPUBLIC

## C. January 1793 – July 1793

### 1. Continuation of the War with Austria and Prussia

- a. After Louis XVI's execution Great Britain, Spain, Sardinia and the Netherlands join Austria and Prussia's alliance against France
- b. The radicals in the National Convention call for volunteers to fight and to expand France's territories – a great many join
- c. In spite of winning some minor battles, the French army is overwhelmed and begin to retreat

# THE REPUBLIC

d. To counteract a coming invasion by the combined forces of Europe, the National Convention:

1. Forms a “Committee of Public Safety” to direct the war effort (consists of a board of 12 men)

2. Starts *The Levee en Masse*, a national draft

- a. all men between 18 and 45 have to fight in the army

- b. **all** other citizens have to work for the good of France

2. Meanwhile, internal problems develop

- a. Civil War in western France – royalist peasants fight against the draft and the execution of the king

- b. Food shortages → more mob violence in the cities

# THE REPUBLIC

## c. Problems in the National Convention

1. Jacobins seize control and arrest the Girondists on charges of secretly being royalists
2. Supporters of the Girondists retaliate by fighting the Jacobins in the Convention

# THE REIGN OF TERROR

1793 - 1794

# REIGN OF TERROR

## D. “The Reign of Terror” July 1793 – July 1794

1. Due to all of these problems, the Jacobins and the Committee of Public Safety, both led by Maximilien Robespierre, basically create a dictatorship – place the members of the Committee of Public Safety in charge of the government
2. Events of the Reign of Terror
  - a. Neighborhood Watch Committees set-up throughout France – people turned in anybody suspected of being or working against the government

# REIGN OF TERROR

b. 40,000 people found guilty of treason and executed

1. One was Marie Antoinette, the former Queen

2. actually 85% of those executed were commoners!

One who was not was Lavoisier

3. Obviously, the majority were not guilty at all

c. A “Republic of Virtue” is established by the Jacobins

1. Public schools set up to teach the children of all citizens

2. Farmers given free instruction on how to produce more

3. fixed prices and wages to control inflation



# REIGN OF TERROR

4. abolished slavery in French colonies

5. encouraged religious toleration

\*. But it took all power and lands away from the Catholic Church in France – converted many churches into “Temples of Reason”

# REIGN OF TERROR

## 2. End of the Reign of Terror

- a. by the Spring, France was out of danger – many leaders in the National Convention called for the Committee of Public Safety to step down from total power
- b. Robespierre and his cronies accuse these other leaders of treason and order them to be sent to the guillotine
- c. Other members of the National Convention fearing for their lives, managed to arrest Robespierre and his followers and execute them for treason instead!
- d. The immediate result was a total backlash against the Jacobins and all of the “reforms” made during the “Reign of Terror”

# REIGN OF TERROR

1. all “reforms” ended
  2. moderates in control of the National Convention
  3. more rioting by the lower classes ensues
- \*. Yet another new constitution is called for by the people

# THE DIRECTORY

1795 - 1799

# THE DIRECTORY

## IV. The Directory (1795 – 1799)

### A. New constitution written

#### 1. Two elected branches of government

a. Executive branch comprised of a council of five “Directors”

b. Two-housed legislature

2. Only male citizens who owned property could vote

\*. Essentially, total power now rested in the hands of the middle class

# THE DIRECTORY

## B. Many problems develop

1. Rise of royalist sentiment – many people want the return of the monarchy (call for Louis XVI's brother to become the king)
2. sans-culottes rioting against the government due to continuing food shortages
3. Gaps between the rich and poor widen
4. The national debt had gotten even bigger!
5. Many of the Directors were corrupt had scandals in their personal lives develop, too

C. France's army is revered by the people – they are holding their own in the continuing war against Europe's combined powers.

\*. One of France's most successful and young generals, Napoleon Bonaparte, became very powerful.



# THE NAPOLEONIC PERIOD

1799 - 1815

# THE CONSULATE

1799 - 1804

# NAPOLEONIC PERIOD: CONSULATE

## V. The Napoleonic Period (1799 – 1815)

### A. The Consulate (October 1799 – 1804)

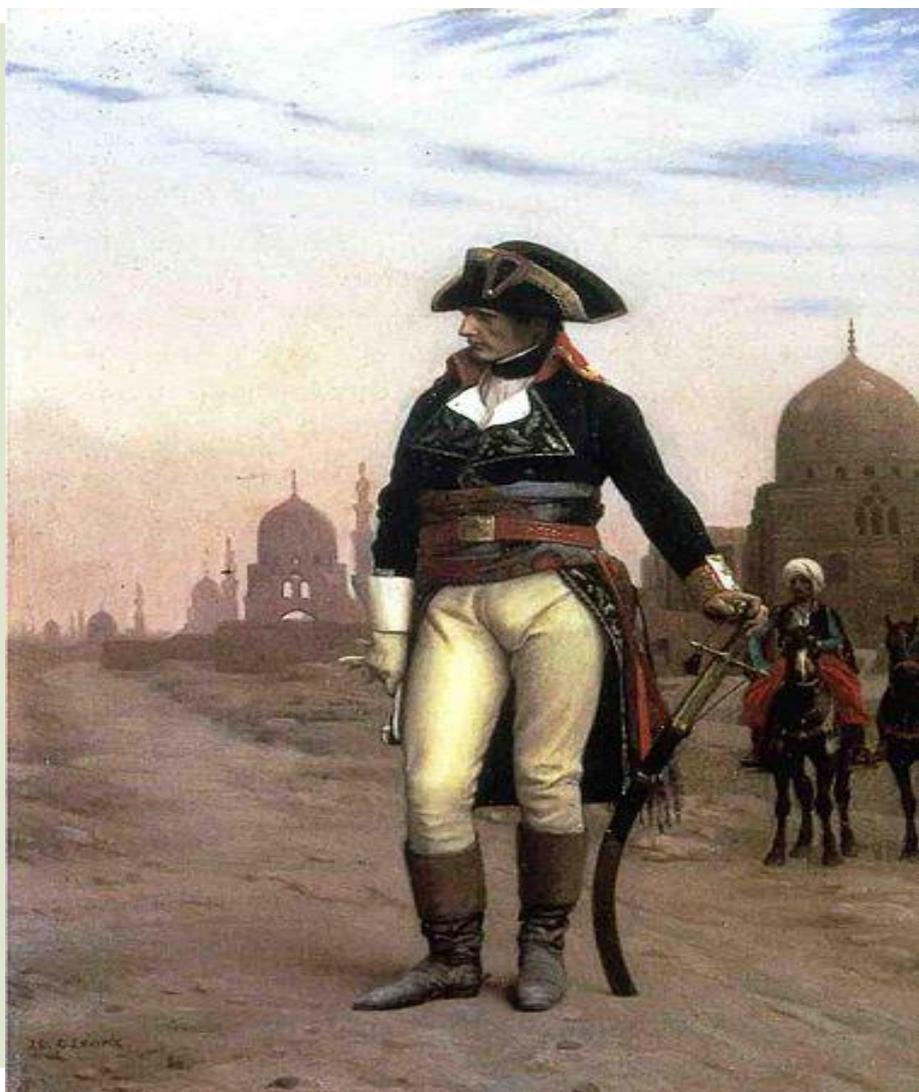
1. In October 1799, Napoleon returned from his fighting against the British in Egypt

a. Led a successful coup d'état, overthrowing the Directory

b. A new constitution written

1. The executive branch now run by a council of three “Consuls”

2. While supposedly a republic, this actually was a dictatorship



J. B. C. 1800



J.L. GEROME.  
1863.

# NAPOLEONIC PERIOD: CONSULATE

- a. Napoleon became the “First Consul” (i.e. dictator) and was eventually elected “Consul for Life” by the French people in 1802
  - b. Napoleon replaced local, elected officials with his own appointees
2. Napoleon restructures the government with his vision of what the Revolution had in mind
- a. establishes a national school system (including universities and technical schools)
  - b. fixes the national financial system
    - 1. establishes a Bank of France
    - 2. requires everybody to pay taxes
    - 3. inflation and high prices brought under control

# NAPOLEONIC PERIOD: CONSULATE

- c. France's law code updated – “The Napoleonic Code”
  - 1. some laws based on ideals of the Enlightenment
    - a. legal equality of all citizens
    - b. religious toleration
    - c. advancement based on merit
  - 2. some laws based on Napoleon's own whims
    - a. censorship of speech, press, books, plays
    - b. women lost most of the rights that they got during the earlier stages of the Revolution

# GENDER IN THE REVOLUTION

A brief  
digression.

# GENDER ROLES IN THE FRENCH REVOLUTION(S)

- In early 1789, a group of women from the Third Estate petitioned Louis XVI for certain economic, educational, and social protections:

*We ask to be enlightened, to have work, not in order to usurp men's authority, but in order to be better esteemed by them, so that we might have the means of living safe from misfortune and so that poverty does not force the weakest among us, who are blinded by luxury and swept along by example, to join the crowd of unfortunate women who overpopulate the streets and whose debauched audacity disgraces our sex and the men who keep them company.*

Generally speaking, these goals were fairly conservative and did not seek to significantly overturn or alter established gender roles.

# GENDER ROLES IN THE FRENCH REVOLUTION(S)

- As the Revolution became more radical, many began to look to the Revolution as a means of altering the status of women in European society.
- One of the most influential figures during this period was **Olympe de Gouge**, the author of “**Declaration of the Rights of Woman and the Female Citizen.**”
- Unlike the earlier petition of 1789 which did not seek social or economic equality—only a measure of protection-- de Gouge’s work takes the position that women are inherently equal to men, and ought to be so represented in the laws of the newborn French Republic.

# OLYMPE DE GOUGE

We, \_\_\_\_\_ and \_\_\_\_\_,  
moved by our own will,  
unite ourselves for the  
duration of our lives, and  
for the duration of our  
mutual inclinations, under  
the following conditions: We  
intend and wish to make  
our wealth communal,  
meanwhile reserving to  
ourselves the right to divide  
it in favor of our children....



# GENDER ROLES AND THE FRENCH REVOLUTION(S)

- Following Napoleon's rise to power, many of the gains made by women during the liberal and radical stages of the Revolution were repealed— particularly with regards to political and economic rights.
- *1549. The husband alone has the management of the property in dowry, during the marriage. He has alone the right to use the debtors and detainers thereof, to enjoy the fruits and interest thereof, and to receive reimbursements of capital. Nevertheless it may be agreed, by the marriage contract, that the wife shall receive annually, on her single acquaintance, a part of her revenues for her maintenance and personal wants.*

# NAPOLEONIC PERIOD: CONSULATE

d. The Concordat of 1801 – Napoleon makes an agreement with the Pope

1. Catholicism is officially recognized as the official religion of France
2. But:
  - a. Religious toleration made official, too
  - b. Napoleon appointed all bishops (who also had to swear allegiance to him over the Pope)
  - c. All church lands still owned by the French government
  - d. All French clergymen paid by the government

# NAPOLEONIC PERIOD: CONSULATE

3. The war with the powers of Europe ends by 1802
  - a. Austria and Prussia had been defeated in 1798
  - b. Napoleon had persuaded Russia to withdraw also
  - c. Signs a treaty with Great Britain in 1802

# THE EMPIRE PERIOD

1803 - 1807

# NAPOLEONIC PERIOD: EMPIRE

## B. The French Empire and Napoleonic Wars

### 1. Napoleon formed his Empire (1803-7)

- a. Britain and France's treaty breaks down in May 1803 due to disagreements over trading rights (among other things)
- b. Austria, Russia, and Prussia join Britain in another alliance against France
- c. In the meantime, Napoleon had crowned himself Emperor of France in 1804

\*. His ultimate aim was to take firm control of France and form a great European empire

- d. Napoleon plans to invade Great Britain, but his plans are foiled by the naval defeat at the Battle of Trafalgar in October 1805



# NAPOLEONIC PERIOD: EMPIRE

e. Napoleon turns his attention on taking-over his neighbors through warfare and diplomacy

1. Between 1805 and 1807, Napoleon defeats the armies of Austria, Prussia and Russia

2. As a result, by 1807 Napoleon controlled most of western and Central Europe

- a. Napoleon incorporated parts of northern Germany, Liechtenstein, parts of Austria, Luxemburg, Belgium, the Netherlands within his “French Empire”

- b. He had also had created puppet governments in Spain, Italy, The Grand Duchy of Warsaw (now known as Poland), several states in central Germany, and Switzerland (some of these with his brothers as the leaders)

# NAPOLEON PERIOD: EMPIRE

c. He had also forced Austria, Russia, Prussia, Denmark, and Sweden to be his allies

f. Napoleon spreads many of his reforms (based on the French Revolution) to those places which he controlled (directly or indirectly).

# NAPOLEONIC PERIOD: EMPIRE

## 2. Established the Continental System

- a. Purpose – to establish and promote French economic/trade superiority and to cripple the economy of his biggest enemy, Great Britain
- b. How it was supposed to work
  1. Napoleon ordered all his “allies” to stop trading with Great Britain
  2. Outlawed the importation of all British-made goods into the rest of Europe (under his control)
  3. Ordered French, Prussian, and Russian ships to seize ships carrying British goods

# NAPOLEONIC PERIOD: EMPIRE

c. Britain responded by demanding that all ships from all nations heading for European ports stop in Britain first of those ships would be fired upon.

\*. This was a factor that led Great Britain and the USA to the War of 1812.

d. Why it failed:

1. British naval superiority
2. It hurt the economies of many of Napoleon's allies (some began to trade with Britain secretly)
3. It actually hurt the French economy, too!



# NAPOLEONIC PERIOD: EMPIRE

3. The Beginning of the End for Napoleon (1809 – 1814)
  - a. The Peninsular War – England, Portugal and Spain united to remove the French from Spain by 1812
  - b. Problems with Russia
    1. Czar Alexander I pulled Russia out of the Continental System in 1811
    2. Napoleon retaliates by invading Russia in May 1812 with 600,000 troops
    3. Russian forces practice “Scorched Earth” tactics – retreat into the interior of Russia while destroying their own supplies (the French Army pursued)

# NAPOLEONIC PERIOD: EMPIRE

4. After taking Moscow in September, 1812, it is burned by the Russian people

5. Winter sets in and the French, without supplies, have to retreat (the Russian Army pursued – picking off the French the whole way back)

6. Napoleon and about 10,000 of his troops make it back

c. The “War of Liberation” – Russia allies with Prussia and Austria to remove French control over Europe

d. By March 1814, the forces of Europe converge on Paris, forcing Napoleon to surrender, abdicate his throne, and live in exile on Elba (an island off the coast of Italy)

\*. Louis XVI’s brother becomes Louis XVIII, King of France

# NAPOLEONIC PERIOD: EMPIRE

## 4. “The Hundred Days” (March – June 1815)

- a. Napoleon escapes his exile and returns to France
- b. With the help of the French Army, still very loyal to him, he regains the French throne
- c. The armies of Western Europe mobilized to remove Napoleon from his throne
- d. Napoleon was defeated for a final time at the Battle of Waterloo (in what is now Belgium) in June, 1815

\*. Victorious forces led by Britain’s Duke of Wellington and Prussia’s Field Marshal Gerhard von Blucher

5. Napoleon was exiled to the remote island of St. Helena, where he died in 1821

# AFTER THE REVOLUTION

1815 - 1900

# AFTERMATH

## VI. Aftermath and Results of the Revolution (1815)

### A. The Congress of Vienna (September 1814 – June 1815)

1. Delegates from most European nations meet at the Capital of Austria

\*. Most important/influential delegates:

1. Klemens von Metternich – Austria's chief minister
2. Czar Alexander I of Russia
3. Lord Robert Castlereagh of Great Britain
4. Maurice de Talleyrand of France

2. Overall guiding principles

- a. compensation – France pays everyone back for their troubles
- b. legitimacy – restoration of Europe's monarchies to power
- c. balance of power – no European country becomes vastly more powerful than the others



# AFTERMATH

## 3. Results of the Congress of Vienna

- a. France gave up its territories and paid money to many of Europe's powers for damages
- b. All Monarchies removed by the French Revolution/Napoleonic Empire in Europe (including France's) restored
- c. Established many new countries as "buffer states" around France (e.g. The Netherlands and Switzerland)

# AFTERMATH

## d. Alliances formed

1. Quadruple Alliance (Britain, Austria, Prussia, and Russia) –formed to enforce the decisions of the Congress of Vienna
2. Britain, Austria, and France – to stop Russian and/or Prussian expansion, if necessary
3. The Holy Alliance (Russia, Prussia, and Austria) – formed to promote peace and cooperation (against the Ottoman Turks)

# AFTERMATH

B. Things to come as a result of all of this:

1. Rise of Liberalism – movement stressing the importance of social and democratic reforms
2. **Rise of Nationalism** – movement of ethnicities and/or conquered peoples to rule themselves as a country based on their identity
  - a. Really began during Napoleon's control of Europe
  - b. becomes a VERY important theme of the 1800s and 1900s!
  - c. Leads to other revolutions
3. Napoleon's domination of Spain and Portugal → Latin American Revolutions
4. Precedent of competition and confusing alliances in Europe → among the main causes of WWI

# OTHER FRENCH REVOLUTIONS

No,  
really.

# OTHER REVOLUTIONS

## 5. Other revolutions in France (in brief)

### a. Revolution of 1830

1. Rise in liberalism causes the King Charles X to remove freedom of speech, the legislature, and voting rights
2. France's working class overthrows the king and adopts a constitutional monarchy under King Louis-Philippe

### b. Revolution of 1848

1. Louis-Philippe is overthrown by the working class
2. A "Second Republic" is formed – new constitution
  - a. an elected National Assembly is formed
  - b. a president (with a four-year) term is elected

\*. This revolution leads to other, unsuccessful, revolutions based on Nationalism in Europe

# OTHER REVOLUTIONS

c. Louis-Napoleon Bonaparte (Napoleon's nephew), who was elected the president of the Second Republic, led a coup d'état in 1851

\*. He became Emperor Napoleon III, and ruled until 1870

d. France established a new constitution and government formed "The Third Republic" in 1875

THE END.

For now.