

PACHECO HIGH SCHOOL – AP EUROPEAN HISTORY
McKay Chapter 24 – Life in the Emerging Urban Society
Section 1: Taming the City

Questions:

Notes:

- A. The Walking City
 1. Since the middle ages, European cities have served as centers of government, culture, and commerce
 2. They were also very congested, dirty, and unhealthy
 3. People were packed together – the city limits were tight and people walked as it was the only available form of transportation

- B. Infectious Disease
 1. Disease would spread quickly in a city – people were more likely to die prematurely in a city than in the countryside
 2. Cities kept their populations because there were always newcomers from the rural areas

- C. Challenge of Urban Growth
 1. The Industrial Revolution brought more people into the city than ever before – the affects revealed the need for change
 2. Populations in British cities were growing at a rate of 40-70% per decade
 3. The conditions that people lived in were incredibly unsanitary and over crowded
 4. Sewage flowed freely through the streets as well as garbage – the warm days of summer would help deliver an overpowering stench and accompanying unsanitary conditions
 5. Some courtyards became dung hills that would sometimes be sold off as fertilizer
 6. Evidence shows that the decent cottage was the exception, the hovel the rule
 7. Ordinary people took dirt and filth for granted – it was simply a part of their lifestyle

- D. “Greatest good for the greatest number.”
 1. Edwin Chadwick was a commissioner in charge of helping the poor
 2. Chadwick was a firm believer in Jeremy Bentham’s philosophies
 3. Chadwick’s “sanitary idea” was that public health would improve by cleaning up the urban environment
 4. He theorized that communal outhouses could be cleaned by providing running water and sewers for far less money than the current practice of carrying away the filth
 5. His ideas were implemented and won support from other countries

Questions:

Notes:

E. Stink = disease?

1. The miasmatic theory contested that bad smells from excrement and decay cause disease
2. It was a reasonable theory to make given the data that was available
3. Bad drinking water was discovered to also cause disease which weakened the miasmatic theory

F. Germ Theory

1. Louis Pasteur, a French chemist was hired to study the fermentation process by brewers
2. He discovered that living organisms were responsible for fermentation and could be suppressed by heating the beverage – by “pasteurizing” it.
3. Robert Koch, a German country doctor developed pure cultures of harmful bacteria and described their life cycles – this allowed other researchers to identify organisms responsible for diseases
4. Joseph Lister, an English surgeon, also studying Pasteur’s insights, grasped that air born bacteria would lead to infected patients
5. He reasoned that by destroying the air born particles he could disinfect the wound – the “antiseptic principle” had an immediate impact on the medical world

G. Refitting Paris

1. Napoleon III employed Georges Haussman as city planner of Paris with an intent to redefine and update the city
2. Paris was a labyrinth of narrow, dark streets with terrible living conditions for the lower class citizens
3. Haussman and his team tore down buildings to create long, wide boulevards that led to the center of the city
4. They also built a system of aqueducts to double the amount of fresh water that was brought into the city
5. Haussman and Napoleon III tried to make Paris a more beautiful city which they did as it stand as one of the most beautiful in the world today
6. Other cities followed the example set by Paris – such as Vienna and Cologne

H. Developing Public Transportation

1. Electric streetcars which were developed in America, were adopted by the Europeans and it had an immediate affect on the citizens
2. The development of this kind of public transport was very popular and allowed for people to live in the outer areas of the city
3. This helped reduce the population pressure associated with the crowded inner city as people could live further out and then commute into the city

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Section 2: Rich and Poor and Those in Between

Questions:

Notes:

- A. Economic boom = Social Change
1. Real wages of British workers almost doubled between 1850-1906 and similar increases occurred in countries on the continent
 2. However, greater economic rewards for the average person **did not** eliminate hardship and poverty nor did they make the wealth and income of the rich and the poor significantly more equally
 3. In almost every advanced country around 1900, the richest 5 percent of all households in the population received 33 percent of all national income – also, income taxes on the wealthy were light or nonexistent
 4. The great gap between rich and poor endured in part, because industrial and urban development made society more diverse and less unified
 5. Society **did not** split into two sharply defined opposing classes as Marx had predicted – instead society created more social groups than it destroyed
- B. The Middle Classes
1. The **upper middle class** was composed mainly of successful business families from banking, industry, and large-scale commerce
 2. As they became comfortable they became irresistibly drawn toward the lavish aristocratic lifestyle
 3. The **middle class groups** were much larger and more diverse than the upper middle class – they were composed of moderately successful industrialists and merchants as well as professionals in law and medicine
 4. The **lower middle class** was composed primarily of white-collar workers who were property-less. They were engaged in jobs such as salesman, bookkeepers, store managers, and clerks
 5. The Middle Classes were united by a certain lifestyle which included eating well – indeed food was the largest item in the household budget (approximately 25% of the household income)
 6. The Middle Classes maintained traditional Christian morality – they were expected to choose right from wrong

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Section 3 – The Changing Family

Questions:	Notes:
	<ul style="list-style-type: none">A. Premarital Sex and Marriage<ul style="list-style-type: none">1. For the middle classes, economic considerations continued to be paramount in choosing marriage partners through most of the nineteenth century.2. Increasing economic well-being allowed members of the working class to select marriage partners based more on romance.B. Prostitution<ul style="list-style-type: none">1. Prostitution was common.2. Middle- and upper-class men frequently visited prostitutes.C. Kinship Ties<ul style="list-style-type: none">1. Kinship ties helped working-class people to cope with sickness, unemployment, death, and old age.D. Gender Roles and Family Life<ul style="list-style-type: none">1. The status of women changed during the nineteenth century.2. The division of labor became more defined by gender.3. Economic inferiority led some women to organize for equality and women's rights.4. As society increasingly relegated women to the domestic sphere, women gained control over household finances and the education of children.5. Married couples developed stronger emotional ties to each other.E. Child Rearing<ul style="list-style-type: none">1. Attitudes toward children also changed during this period.2. Emotional ties between mothers and infants deepened.3. There was more breast-feeding and less swaddling and abandonment of babies.4. Increased connection often meant increased control, including attempts to repress the child's sexuality.

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Section 4: Science and Thought of the 19th Century

Questions:

Notes:

- A. The triumph of science improved the lives of many people.
 - 1. Theoretical discoveries resulted in practical benefits, as in chemistry and electricity.
 - 2. Scientific achievements gave science considerable prestige.
- B. Changes in the conceptions of the universe, man, and religion
 - 1. **Charles Darwin** and the impact of the **theory of evolution** – he postulated that species change and survive because of chance, not a divinely-ordained purpose
 - 2. He believed nature is a struggle among organisms for survival – life is not intended to be harmonious a.k.a. **survival of the fittest**
 - 3. Darwin’s theory challenged Biblical account of creation
 - 4. **Social Darwinism** – applying the principles of biological evolution to human society.
 - a. Certain people are more able to adapt and compete and the poor just don’t “fit” or try hard enough
 - b. **Herbert Spencer**, another Social Darwinist, postulated that the poor were the “ill-fated weak and the prosperous were the chosen strong.”
- C. New “social sciences” used data collected by states to test theories.
 - 1. **Auguste Comte**, a French philosopher, wrote the six-volume **System of Positive Philosophy** – he postulated that all intellectual activity progresses through predictable stages:
 - a) **Theological or fictitious** – a necessary point of departure of human understanding
 - b) **Metaphysical or abstract** – a transition
 - c) **Scientific or positive** – the fixed and definitive state
 - 2. Social Darwinists such as Spencer applied Darwin’s ideas to human affairs.
- B. The Realist Movement in literature reflected the ethos of European society.
 - 1. This was an expression of writers who sought to depict life as it really was.
 - 2. Realism stressed the hereditary and environmental determinants of human behavior.