

Lesson 3***Student Handout 3.3*****Cesare Beccaria (1738-1794)**Education:

Jesuit College at Parma, Italy.

Early Life:

Cesare Beccaria was born in Milan, Italy. He studied the writers of the eighteenth-century French Enlightenment, especially the words of Baron de Montesquieu.

Beliefs:

Beccaria believed that people who were accused of a crime should have rights. He did not like the death penalty and believed torture was wrong. He believed that education would reduce the crime rate. The right to a fair and speedy trial was one of his ideas. He also believed that the punishment should be the same for everyone who commits the same crime. His ideas led to changes in European and American criminal laws.

Lesson 3***Student Handout 3.4*****Baron de Montesquieu (1689-1755)**Education:

College of Juilly, France.

Early Life:

He was born in France. His uncle died in 1714 and left Montesquieu his riches and his title. He became a lawyer and was famous as a writer who criticized the French king and the Catholic Church. His most famous book was *The Spirit of Laws*. It explained how the government should be organized.

Beliefs:

He agreed with Locke in many ways about the role of government. Montesquieu admired the system in England that limited the power of the king. He said the government should be broken into different sections and that each should have some power to control the others. He wanted government to split into three branches. One branch would make laws, another would interpret the laws, and the third would enforce the laws. This system is called separation of powers, and was the model for the US government.

One of the most important ideas from his system is that each branch has some control over another branch. For example, the legislature makes laws, but the head of state (president) enforces them. Montesquieu believed this system would prevent a leader from becoming a tyrant.

Lesson 3***Student Handout 3.5*****Jean-Jacques Rousseau (1712-1778)****Education:**

Self-educated; also served an apprenticeship as engraver and notary.

Early Life:

He was born in Geneva, Switzerland. His mother died when he was born, so he was raised by an aunt. When Rousseau turned thirteen, he worked as an apprentice for an engraver but ran away after three years. He became a secretary for a wealthy woman, who subsequently had much influence on his life. He moved to Paris where he became a music teacher.

Beliefs:

He believed that individuals should have certain rights. His ideas supported the French revolution. Rousseau felt that whatever the majority of the people wanted should become law. Rousseau's ideas of individual freedom spread throughout Europe and the United States. He was against the absolute power or control of the Church and government, and he believed that the government should do what the majority of the people wanted. He also argued that if the people were in control, then the rules should be strictly enforced. Rousseau felt that education needed to be changed. He believed that children should be allowed to show their emotions in order to become well-rounded and freethinking individuals. Rousseau supported the ideals of the Enlightenment by defending the importance of reason and individual rights. Individuals, according to Rousseau, should be allowed to experience and explore life.

Lesson 3***Student Handout 3.8*****Voltaire (1694-1778)****Education:**

Jesuit College Louis-le-Grand, France.

Early Life:

Voltaire was born in Paris, France. He began to make friends with wealthy aristocrats in Paris. He became a writer because of his ability to make sarcastic jokes. He was sent to prison for eleven months because he made a political cartoon of one of the French government leaders. He continued to ridicule political leaders and was thrown in prison a second time. In order to get out of prison, he had to promise to leave France, so he went to England.

Beliefs:

Voltaire is often described as generous, enthusiastic, sentimental, and often distrustful. He felt that all things must be explained logically and reasonably. He fought against intolerance, tyranny, and superstition. He believed in freedom of thought and respect for all individuals. Most importantly, he believed that religion was too powerful and defended individuals who suffered because of their beliefs. He was against any form of religion that was too strict and did not accept the view of others, even though he did believe in God. He thought literature could be used to help understand the problems of the day.

Lesson 3***Student Handout 3.9*****Mary Wollstonecraft (1759-1797)****Education:**

She was self-educated.

Early Life:

Mary was born in England. She was the second child of seven in a middle-class family. Her father was known to be abusive and harsh to the family. Mary tried to leave the family and to support herself, but she found she was limited in the types of jobs she could get because she was female. She worked as a companion and teacher. She was called back home to take care of her younger sisters and sick mother.

Beliefs:

Mary was not the first woman to recognize the inequalities between men and women during her lifetime, but she became the most popular. While she focused on fighting for the rights of women and against the inequalities in education, she also worked for the equal treatment of all human beings. She emphasized that education for men and women should be based on reason. Mary believed that people should be judged based on individual merit and moral virtue, not on gender. She wrote two books that discussed women's rights. Mary wanted men to treat their wives as equals, not as property. She also strongly urged that women be given equal opportunity when trying to get a job.