**Week 13: Chapter 16: Part 1: Terms**

**Italian Renaissance** - The move away from the earlier patterns began with the Renaissance, which first developed in Italy during the 14th and 16th century. The Renaissance challenged medieval intellectual values and styles. It suggested a certain amount of political innovation and built on a more commercialized economy. The Renaissance also sketched a new, brasher spirit that may have encouraged a new Western interest in exploring strange waters or urging that old truths be re-examined.

**Niccolo Machiavelli** - During the Renaissance period, he emphasized realistic discussions of how to seize and maintain power. Like the artists, Machiavelli bolstered his realism with Greek and Roman examples.

**humanism** - Humanism is a focus on humankind as the center of intellectual and artistic endeavor.

**Northern Renaissance** - The Northern Renaissance focused in France, the Low countries, Germany, and England- began after 1450. Renaissance styles also affected Hungary and Poland in east central Europe. Classical styles in art and architecture became the rage. Knowledge of Greek and Latin literature gained ground, although many northern humanists wrote in their own languages. Northern humanists were more religious than their Italian counterparts, trying to blend secular interests with continued Christian devotion. The Northern Renaissance produced some political change, providing another move toward greater state powers. Outside of Italy, Renaissance had little effect on peasant class, only affecting the upper class and government.

**Francis I** - Francis I, one of the Renaissance kings of France, patronized the arts, even importing Italian sculptors and architects to create their classical-style palaces. He was even willing to ally with the Ottoman sultan, the key Muslim leader. During this period, interest in military conquest was greater than in the Middle Ages. His goal was to distract his main enemy, the Habsburg ruler of Austria and Spain.

**Johannes Gutenburg** - He was a German who introduced a movable type printing press to Europe, building on Chinese technology. Thanks to him, soon books were distributed in greater quantities in the West, which helped expand the audience for Renaissance writers and disseminated religious ideas.

**European-style family** - This family structure came into being by the 15th century. This pattern involved a late marriage age and a primary emphasis on nuclear families of parents and children rather than the extended families characteristic of most agricultural civilizations.

**Martin Luther** - He was a German monk who, in 1517, nailed a document containing 95 theses, or propositions, to the door of the castle church in Wittenberg. He was protesting claims made by a papal representative in selling indulgences, or grants of salvation, for money, but in fact his protest went deeper. Luther’s reading of the Bible convinced him that only faith could gain salvation. He started the Protestantism reformation.
**Protestantism** - This was a reformation of Christian faith in Germany that urged state control of the church as an alternative to papal authority, and this had obvious political appeal. Lutheran Protestantism made the peasant class go against their landlords by letting them see Luther go against the authority. Merchants could now whole-heartedly go make money because they could now gain salvation by faith and not feel guilty about pursuing after earthly wealth.

**Anglican Church** - A church set up in England by Henry VIII to initially to challenge papal attempts to enforce his first marriage, which had failed to produce a male heir.

**Jean Calvin** - A Frenchman who established his base in the Swiss city of Geneva. Calvinism insisted on God’s predestination, or prior determination, of those who would be saved. Calvinist ministers became moral guardians and preachers of God’s word.

**Catholic Reformation** - Under a Catholic Reformation, major church council revived Catholic doctrine and refuted key Protestant tenets such as the idea that priests had not special sacramental power and could marry. They also attacked popular superstitions and remnants of magical belief, which meant that Catholics and Protestants alike were trying to find new ways to shape the outlook of ordinary folk.

**Jesuits** - Under the Catholic Reformation, the Jesuits became active in politics, education, and missionary work, regaining some parts of Europe for the church. Jesuit fervor also sponsored Catholic missionary activity in Asia and the Americas.

**Edict of Nantes** - The Edict of Nantes ended the disputes between Calvinist and Catholic forces. This edict granted tolerance to Protestants, although in the next century French kings progressively cut back on Protestant rights.

**Thirty Years War** - War that broke out in 1618 in Germany in which German Protestants and allies such as Lutheran Sweden fought against the holy Roman emperor, backed by Spain. The war was so devastating that it reduced German power and prosperity for a full century, cutting population by as much as 60 percent in some regions.

**Treaty of Westphalia** - By the 1648, the Treaty of Westphalia ended the war. It agreed to the territorial tolerance concept that some princely states and cities chose one religion, some another. This treaty also finally settled a rebellion of the Protestant Netherlands against Spain, giving the former its full independence.

**English Civil War** - The English Civil War broke out in 1640s. Religious issues combined with other problems, particularly in a battle between the claims of parliament to rights of control over royal actions and some rather tactless assertions of authority by a new line of English kings. The civil war ended in 1660, but full resolution came only in 1688-1689 when limited religious tolerance was granted to most Protestant faiths.

**proletariat** - Proletariats were the people without access to wealth-producing property. Population growth and rising wealth during the commercial revolution hit the proletariat hard,
and many of them had to sell their small plots of land. Some of them became manufacturing workers, depending on orders from merchant capitalists to keep their tools busy in their cottages. Others became paid laborers on agricultural estates, where landlords were eager for work force that is easy to handle to take advantage of business opportunities in the cities. Others pressed into the cities, and a growing problem of beggars and wandering poor began to affect Western society.

**“Levelers”** - Levelers were an English group who rose against the authority in 1648 demanding for a popular political voice. They gained 100,000 signatures on a petition for political rights.

**witchcraft hysteria** - This movement of so called witch hunting started long before the 1600s with violent social and cultural upheaval in various parts of western Europe and also in New England. Between 60,000 and 100,000 suspected witches were accused and killed. This witchcraft persecution reflected new resentments against the poor, who were often accused of witchcraft by communities unwilling to accept responsibility for their poverty. The hysteria also revealed new tensions about family life and the role of women, who were the most common targets of persecution. A few of the accused witches actually believed they had magical powers, but far more were accused by fearful or self-serving neighbors. The whole witchcraft experience revealed a society faced with forces of unusual complexity.

**scientific revolution** - The revolution in science, so called scientific revolution, culminating in the 17th century, set the seal on the cultural reorientation of the West. Although the scientific revolution most obviously affected formal intellectual life, it also promoted changes in popular culture.

**Copernicus** - A Polish clergyman who used astronomical observation and mathematical calculation to disprove the Hellenistic belief that the earth was the center of the universe. Rather, the earth moved around the sun.

**Johannes Kepler** - Johannes Kepler(1571-1630) was one of the important early figures in the study of planetary motion. Unusual for a major researcher, Kepler was from a poor family; his father abandoned the family outright, and his mother, once tried for witchcraft, was unpleasant. Kepler made his way to university on scholarship, aiming for the Lutheran ministry but drawn to astronomy and mathematics. Using the work of Copernicus and his own observations, he resolved basic issues of planetary motion. He also worked on optics and, with mixed interests so common in real intellectual life, also practiced astrology, casting horoscopes for wealthy patrons.

**Galileo** - Galileo was an Italian scientist who publicized Copernicus’s discoveries while adding his own basic findings about the laws of gravity and planetary motion. Condemned by the Catholic Church for his innovations, Galileo proved the inadequacy of traditional ideas about the universe. He also showed the new pride in scientific achievement, writing modestly how he, “by marvelous discoveries and clear demonstrations, had enlarged a thousand times” the knowledge produced by “the wise men of bygone ages.”

**John Harvey** - An English physician who demonstrated the circular movement of the blood in animals, with the heart as the “central pumping station.”
**René Descartes** - Rene Descartes established the importance of a skeptical review of all received wisdom, arguing that human reason could develop laws that would explain the fundamental workings of nature.

**Isaac Newton/Principia Mathematica** - Isaac Newton published his *Principia mathematica* in 1687, and this became the capstone to the 17th century scientific revolution. This work drew the various astronomical and physical observations and wider theories together in a neat framework of natural laws. Newton set forth the basic principles of all motion (for example, that a body in motion maintains uniform momentum unless affected by outside forces such as friction). Newton defined the forces of gravity in great mathematical detail and showed that the whole universe responded to these forces, which among other things explained the planetary orbits described by Kepler. Finally, Newton stated the basic scientific method in terms of a mixture of rational hypothesis and generalization and careful empirical observation and experiment.

**Deism** - A new conception of God held by some intellects inspired by scientific revolution. It argued that although there might be a divinity, its role was simply to set natural laws in motion.

**John Locke** - In England, he argued that people could learn everything they needed to know through their senses and reason; faith was irrelevant.

**absolute monarchy** - The great monarchy system first utilized in France. In this system, the French king sent out direct representatives to local governments, professionalized army, gave more formal training to the officials, and strengthened the power of monarch in many other ways.

**parliamentary monarchy** - In parliamentary monarchy, the king existed, but his strength was controlled by the parliament and the people of the country. His rule could be overthrown if it was seen to be wrong by the parliament or the citizens.

**Louis XIV** - A French King who was the most glorious royal proponent of the absolute monarchy. He summed up its principles succinctly: “I am the state.” Louis became a major patron of the arts, giving government a cultural role beyond any previous level in the West. His academics not only encouraged science but also worked to standardize the French language. A sumptuous palace at Versailles was used to keep nobles busy with social functions so that they could not interfere with affairs of state. With the help of his ministers, he developed new state-run manufacturing system. From 1680s onward, he used his strong state as the basis for a series of wars.

**mercantilism** - The reigning economic theory of Louis XIV and his ministers’ manufacturing system. It held that governments should promote the internal economy to improve tax revenues and to limit imports from other nations, lest money be lost to enemy states.

**Glorious Revolution** - An English civil war between 1688 and 1689 that produced a final political settlement. In this power struggle, parliament won basic sovereignty over the king.
**Nation-State** - Nation-state refers to the countries with rulers who ruled peoples who shared a common culture and language, some important minorities apart. It included most of the European countries such as England and France. In these nation-states, people believed that the government had the duty to take care of its people, and when they things went bad, for example a harvest was not good, people would rise against the government and complain. In sum, nation-states developed a growing list of functions, particularly under the banner of mercantilism, whose principles were shared by monarchies and parliamentary leaders alike. They also promoted new political values and loyalties that were very different from the political traditions of other civilizations.

**Frederick the Great** - In Prussia, Frederick the Great, building on the military and bureaucratic organization of his predecessors, introduced greater freedom of religion while expanding the economic functions of the state. His government actively encouraged better agricultural methods; for example, it promoted use of the American potato as a staple crop. He also enacted laws promoting greater commercial coordination and greater equity; harsh traditional punishments were cut back. Rulers of this sort claimed to be enlightened despots, wielding great authority but for the good of society at large.

**Seven Years War** - Seven Years’ War was between France and Britain between 1756-1763. Their conflicts focused on battles for colonial empire.

**Enlightenment** - Being centered particularly in Europe, it was a new movement after the scientific revolution. Enlightenment thinkers continued to support scientific advances and espouse new political ideologies.

**Adam Smith/Wealth of Nations** - Adam Smith, a Scottish philosopher, wrote the book *Wealth of Nations*. In his book, he set forth a number of principles of economic behavior. He argued that people act according to their self-interest but, through competition, promote general economic advance. Government should avoid regulation in favor of the operation of individual initiative and market forces. This was an important statement of economic policy and an illustration of the growing belief that general models of human behavior could be derived from rational thought.

**Denis Diderot** - He was a multifaceted leader of French Enlightenment, best known for his editorial work on the *Encyclopedia* that compiled scientific and social scientific knowledge. Trained initially by the Jesuits, Diderot also wrote widely on philosophy, mathematics, and the psychology of deaf-mutes and also tried his hand at literature. An active friend of other philosophers, Diderot also traveled to foreign courts as advisor and visiting intellectual.

**Mary Wollstonecraft** - An English feminist who argued that the general male-centered views of most Enlightenment thinkers were wrong. She believed that new political rights and freedoms should extend to women.

**potato** - A New World crop, long shunned because it was not mentioned in the Bible and was held to be the cause of plagues. Enlightened government leaders, and the peasants’ desire to win
greater economic security and better nutrition, led to widespread use of this crop from the late 17th century onward.

**capitalism** – Capitalism is the investment of funds in hopes of larger profits free from government interference.

**Week 13: Chapter 16: Part 2: Questions**

1. Describe the impact of the Renaissance on European society. (see also Chapter 15)

The Renaissance challenged medieval intellectual values. It altered the political landscape and encouraged a more commercialized economy. The stress on renaissance humanism paved the way for new developments in philosophy and greater challenges to the status quo. In the end, the Renaissance encouraged innovation, which becomes the hallmark of European history from this point on.

2. Describe the two Reformations and the effects they had on Europe. Make an evaluation as to positive or negative and give examples.

Protestant Reformation – Martin Luther grew weary of the church’s methods of raising money (indulgences) and later criticized many of the tenets of the Catholic religion. Luther’s original purpose in posting the 95 Theses was to invite discussion not to separate from the church; the church’s response however propelled Luther to give voice to many other concerns such as arguments against monasticism, questioning the authority of the pope and demands for the translation of the bible into the vernacular. Luther gained widespread support as his movement was seen as a way for German Princes to rebel against the Holy Roman Emperor without openly rebelling. Once Lutheranism was firmly established, it led to other religious breakthroughs (Anglican, Calvinism, Anabaptists, etc)

The catholic response is known as the Catholic Reformation. Leading Catholics assembled at the Council of Trent (which met 4 times over a period of 20 years.) Catholic dogma was reaffirmed and protestant ideas were refuted. A new religious order, the Jesuits, were established and became a major force in the missionary push in later years.

3. What was the “Commercial Revolution”? Describe the new economic and commercial “structures” that developed in Europe at this time. (Give reasons for their appearance at this time and why.)

The Commercial Revolution is the term that refers to the changes in European economic structure at this time – new goods, wider markets, availability of new money, greater commercialization.

Import of gold and silver – leading to inflation: Spanish colonies in America introduce large amounts of precious metals

New Wealth- generated by wider markets, colonies help increase demand for goods
Inflation – increase in prices due to abundance of silver & gold, and increased demand that outweighed production abilities

Regional Monopolies are formed – a means of managing the new colonial holdings with little risk, but great gain for the mother countries.

4. Describe the “Scientific Revolution that took place in Europe. What was it, major “players”, effects on the European society in general, etc. Be sure to give specific examples.

Scientific Revolution was a shifting of thought. With religion already called into question, great thinkers took to the skies to challenge long-held beliefs and redefine the natural order.

Copernicus – theorized the sun was in the center of the Universe (Heliocentric), On Revolutions of Heavenly Spheres, afraid of heresy, refused to publish work until shortly before death

Tycho Brahe – astronomer, patron of the King of Bohemia, collected 20 years worth of observations that would later be used to prove Copernicus’ theory.

Johannes Kepler – Brahe’s assistant, mathematical genius who used the observations of Brahe to prove Copernicus’ heliocentric theory. Established 3 laws of motion, determined that the universe revolves on ellipses (ovals) rather than perfect circles.

Andreas Vesalius – disproved Galen (ancient Greek whose ideas were still the leading medical ideas centuries after his death), On the Fabric of the Human Body, used dissection to create anatomy drawings and studies, discovered true location of the heart and stomach

Galileo Galilei – improved the telescope, advocated experimentation, pushed the heliocentric cause (Starry Messenger and Dialogue of Two Chief Systems), observed the uneven surface of the moon, was condemned for heresy, his trial and subsequent recantation marks the break between religion and science

John Harvey – blood circulation, verifies that the heart pumps the blood

Francis Bacon – outspoken advocate for scientific method, empiricism

Rene Descartes – question everything, I think therefore I am, skeptical review

Isaac Newton – Principia, calculus, gravity, 3 laws of motion

Science was popular culture for the upper classes during this time. Books and lectures were common, Scientific instruments were for sale (marketed towards women who were “easier to convince”) Scientific institutes were established.

5. How did European governments, attitudes toward government in general and state structures change during this period? Again, be specific.
Many took the new way of thinking and began challenging the political order paving the way for the enlightenment. Monarchs used science to solidify their holdings, expand armies, etc. Mercantilism became the reigning economic theory. Better agricultural methods were encouraged leading in one case in Prussia to be able to establish the potato as a staple crop. Absolutist governments made an appearance at this time but soon gave way to enlightened absolutism or in some cases, parliamentary governments.

6. Describe changes that were occurring in European social structures, families and gender relations during the period. How were they connected to developments described in questions 3, 4 & 5? Be specific.

Beliefs changed during this time, upper classes moved away from superstition (causing a decline in the witchcraft hysteria that occurred throughout the reformation period) Lower classes also altered their belief patterns, becoming more open to scientific thinking. Women found some greater freedoms, being included in the scientific revolution as mass marketing was directed towards them with the thought that they were easier to convince. The Byproduct, of course, being the making of more books and discussions open to them, allowing for the greater role they would play in the Enlightenment. Family structure changed, with family sizes decreasing, most marrying later. A greater interest was taken in children. The focus on learning also impacted children with educational toys and books for children being produced during this time. More often than before, marriages were based on love and choosing ones on partner rather than by arrangement.

7. Describe the Enlightenment? How was it connected to the Scientific Revolution and what effect did it have on European society?

The Enlightenment applied scientific methods to study of human society establishing that rational laws describe social as well as physical behavior. Enlightenment thought produced a basic set of principles concerning human affairs – that humans are naturally good, reason was the key to truth, intolerant or blind religion was wrong. If people were free, progress was likely. A few Enlightenment thinkers argued for more specific goals such as economic equality as well as women’s rights.

Locke – natural rights of man (life liberty property) if government does not protect these rights it can be overthrown.
Montesquieu – separation of powers, checks and balances
Rousseau – general will, social contract in which the people of a society will band together to create a government
Voltaire – freedom of speech, freedom of religion
Beccaria – trial by jury, no cruel and unusual punishment
Adam Smith – Invisible hand, capitalism

Enlightenment encouraged everyone in society to begin open dialogues. Helped propel the revolutionary spirit that would characterize Europe for the next 2 centuries.
8. By 1750, Europe was poised to take-off into the Industrial Revolution. Why? Give specific examples.

Scientific thought paved the way for new technologies, many directed at agriculture. Interaction with the New World, brought new crops as well as new markets in which to sell goods. The increases in the food supply freed many to pursue other work. Agricultural changes and the commercial revolution spurred manufacturing and early technological advances helped make production more efficient.