

## CHAPTER OUTLINE

### Meaning and Characteristics of the Italian Renaissance

#### I. Introduction

##### A. Renaissance = Rebirth

1. specifically refers to rebirth of antiquity or the classical past
2. not a distinct break with the past; some continuity existed from the Middle Ages

##### B. Characteristics

1. largely urban society
2. new secular spirit
3. age of recovery
4. rebirth of Greco-Roman culture
5. emphasis on individual ability and human dignity
6. elite, not mass, movement

### The Making of Renaissance Society

#### I. Economic Recovery

- A. Italian cities, especially Venetian Flanders Fleet, lose economic supremacy, but continue to generate wealth
- B. Hanseatic League of north German coastal towns prospers
- C. Printing and mining begin to rival the textile industry in areas of Europe
- D. Banking thrives in Florence under the Medici family

#### II. Social Changes in the Renaissance

##### A. The Nobility (2-3 percent of the population)

1. forced to find new ways to survive as real income declined
2. continued to serve as military officers and political posts
3. new expectations: Baldassare Castiglione (1478 – 1529), *The Book of the Courtier* (1528) aim of a noble is to serve his prince

##### B. Peasants and Townspeople

1. peasants (85 – 90 percent of population) experience decline of manorial system and serfdom
2. urban Society = diverse
  - a. patricians
  - b. petty burghers, shopkeepers, artisans, guildmasters, and guildsmen
  - c. the poor and unemployed

##### C. Renaissance Slavery

#### III. The Family in Renaissance Italy

##### A. Importance

1. confers status (Strozzi, Rucellai, Medici)
2. source of security

##### B. Marriage

1. arranged to strengthen family or business ties
2. dowry size indicates upward or downward social movement
3. husband is only legally active partner

##### C. Children

1. primary purpose of marriage

2. wealthy women employ wet nurses
  3. childbirth often fatal; high infant mortality
- D. Sexuality
1. sexual license accepted for men, taboo for women
  2. many young, unmarried men used prostitutes as an outlet

#### The Italian States in the Renaissance

- I. The Five Major States: Duchy of Milan, Republic of Venice, Republic of Florence, Papal States, Kingdom of Naples
- II. Independent City-States
  - A. Included Mantua, Ferrara, and Urbino
  - B. Often recognized noble women as able rulers (i.e. Isabelle d'Este 1474-1539)
- III. Warfare in Italy
  - A. Warfare between states gives way to balance of power after 1454 Peace of Lodi
  - B. Struggle between France and Spain spills over into Italy, aided by lack of national consciousness among states
- IV. The Birth of Modern Diplomacy
  - A. Modern political diplomacy a product of Renaissance Italy
  - B. Changing concept of the ambassador
    1. resident ambassadors
    2. agents of the territorial state
- V. Machiavelli and the New Statecraft
  - A. Niccolo Machiavelli: Florentine diplomat and political philosopher (1469 – 1527)
  - B. The Prince
    1. practical, realistic treatise on the acquisition, maintenance and expansion of political power
    2. morality is second to effectiveness
    3. Cesare Borgia: Machiavelli's ideal ruler

#### The Intellectual Renaissance in Italy

- I. Italian Renaissance Humanism
  - A. Classical revival, focused on individualism and secularism
  - B. The Emergence of Humanism: Petrarch (1304 – 1374)
  - C. Humanism in Fifteenth-Century Italy
    1. civic humanism in Florence applies humanism to civil service (Leonardo Bruni 1370 – 1444, The New Cicero)
    2. interest in Classical Greek civilization
    3. consciousness of being humanists (Lorenzo Valla 1407 – 1457)
  - D. Humanism and Philosophy: the reemergence of Plato
    1. Marsilio Ficino (1433 – 1499) translates Plato's dialogues
    2. Neoplatonism: synthesis of Christianity and Platonism
  - E. Renaissance Hermeticism
    1. Ficino, Corpus Hermeticum
    2. Giovanni Pico della Mirandola (1463 – 1494), Oration on the Dignity of Man

- II. Education in the Renaissance
  - A. Liberal Studies: history, moral philosophy, eloquence (rhetoric), letters (grammar and logic), poetry, mathematics, astronomy and music
  - B. Sound mind and body
  - C. Education of women limited
  - D. Aim of education was to create a complete citizen, at least for the elites

### III. Humanism and History

### IV. The Impact of Printing

- A. Johannes Gutenberg
  - 1. movable type (1445 – 1450)
  - 2. Gutenberg's Bible (1455 or 1456)
- B. The spread of printing enhances learning
  - 1. facilitated cooperation among scholars
  - 2. stimulated development of lay reading public

### The Artistic Renaissance

#### I. Art in the Early Renaissance

- A. Masaccio (1401 – 1428): first early Renaissance master
- B. Two trends
  - 1. perspective and organization by geometry and perspective
  - 2. movement and Anatomical Structure, esp. realistic human nude
- C. Fifteenth-century Florentine artists
  - 1. Sandro Botticelli (1445 – 1510), Primavera
  - 2. Donato di Donatello (1386 – 1466), David
  - 3. Filippo Brunelleschi (1377 – 1446): The Cathedral of Florence and the Church of San Lorenzo
- D. New emphasis in portraiture

#### II. The Artistic High Renaissance (1480-1520)

- A. Leonardo da Vinci (1452 – 1519), Last Supper
- B. Raphael (1483 – 1520), School of Athens
- C. Michelangelo (1475 – 1564), The Sistine Chapel, David
- D. Donato Bramante (1444-1514), the Tempietto

#### III. The Artist and Social Status

- A. Early Renaissance: viewed as craftsmen and artisans
- B. High Renaissance
  - 1. more modern view: artists as heroes or geniuses (elite status)
  - 2. Michelangelo = "Il Divino"

#### IV. The Northern Artistic Renaissance, centered in Flanders

- A. Jan van Eyck (c. 1380 – 1441)
  - 1. Giovanni Arnolfini and His Bride
  - 2. one of the first users of oil paints
  - 3. more emphasis on detail than perspective
  - 4. more focus on devotional art
- B. Albrecht Dürer (1471 – 1528), Adoration of the Magi is more influenced by Italian works

- V. Music in the Renaissance
- The European State in the Renaissance
  - I. The Growth of the French monarchy
    - A. Hundred Years War strengthens national consciousness
    - B. Louis XI the Spider King (1461 – 1483)
  - II. England: Civil War and a New Monarchy
    - A. War of the Roses, Lancaster vs. York
    - B. Henry VII Tudor (1485 – 1509) defeats Richard III of York, establishing Tudor dynasty
      - 1. controls nobility
      - 2. strengthens financial system
      - 3. uses diplomacy to avoid war
  - III. The Unification of Spain
    - A. Unification of Castile and Aragón by Ferdinand and Isabella
    - B. New monarchs, new policies
      - 1. establishment of professional royal army
      - 2. religious uniformity
      - 3. the Inquisition
      - 4. conquest of Granada
      - 5. expulsion of the Jews
  - IV. The Holy Roman Empire: The Success of the Habsburgs
    - A. Collected territories (collectively known as Austria) through military success and dynastic marriages
    - B. Maximilian I (1493 – 1519) failed at administrative centralization but succeeded in uniting Habsburg, Burgundian, and Spanish royal lines
  - V. The Struggle for Strong Monarchy in Eastern Europe
    - A. Issues of ethnic and religious differences are divisive
    - B. Polish kings fail to control aristocracy
    - C. Hungary briefly centralized under King Matthias Corvinus (1458-1490)
    - D. Ivan III of Russia defeats Mongols in 1480
  - VI. The Ottoman Turks and the End of the Byzantine Empire
    - A. Seljuk Turks spread into Byzantine territory
    - B. Constantinople falls to the Turks (1453)
  - VII. The Problems of Heresy and Reform
    - A. Wycliff (c. 1328 – 1384) and Lollardy: attack on papal authority and medieval Christianity
    - B. Hus (1374 – 1415) and the Hussites
      - 1. urged the elimination of worldliness and corruption of the clergy
      - 2. burned at the stake (1415)
    - C. Reform of the Church
      - 1. Council of Constance passes reform decrees: Sacrosancta and Frequens
      - 2. 1460: Pope Pius II issues Execrabilis
      - 3. papacy regains spiritual authority but loses temporal
  - VIII. The Renaissance Papacy

4. “Las Casas and the Spanish Treatment of the American Natives”: In what ways did this account help to create the image of the Spaniards as “cruel and murderous fanatics”? What motives may have prompted Las Casas to make this critique, and how might his opinions affect the broader standing of Spain in global politics of the era? Did his criticisms of early Spanish rule have any impact? If so, what? (p. 411)
5. “The Atlantic Slave Trade”: Why were European governments and public opinion so slow to respond to the inhuman practices of the slave trade? What role did religion, economics, and race play in ignoring the plight of the African slaves? How does this form of slavery differ from slavery in Ancient Egypt, Greece, or Rome? (p. 414)
6. “Global Perspectives: West Meets East: An Exchange of Royal Letters”: What are Louis XIV’s motives in writing to the King of Tonkin? Why does he not seem interested in the economic advantages of trade between France and Tonkin? What does Louis’s letter reveal about himself? What is the justification by the King of Tonkin for refusing to receive Christian missionaries? Might he have unstated reasons? If so, what? (p. 417)
7. “An Imperial Edict to the King of England”: What reasons does Qianlong give for denying Britain’s request to open diplomatic and trading relations with China? What does Qianlong’s edict say about the emperor and about China at the end of the eighteenth century? Do his comments imply an ignorance about the West c. 1800? If he knew more, would his response have been different? Why and or why not? (p. 420)
8. “The Mission”: From the comments written by Félix de Azara, could the Jesuit missions in Paraguay be described as socialist societies? Why or why not? What might have been the motives of the Jesuits in establishing such missions? Why did the Jesuits so distance themselves from the natives? Were the Jesuits in charge of the missions arrogant? If so, how could the Jesuits justify such a system? (p. 424)

## CHAPTER OUTLINE

### On the Brink of a New World

- I. Motives for Expansion: “God, Glory, and Gold”
  - A. Fantastic lands
    1. fantasy literature sparks European interest
    2. The Travels of John Mandeville (14th century)
  - B. Economic motives
    1. access to the East, inspired by the Polos
    2. new areas of trade and access to spices
  - C. Religious zeal: convert the heathen to Christianity

Using the excerpts above, answer A, B, and C

- A) Briefly explain ONE major similarity between the two excerpts.
- B) Briefly explain ONE major difference between the two excerpts.
- C) Briefly explain how someone supporting Pohl's interpretation could use ONE piece of evidence from not directly mentioned in the excerpt.

**Historical Thinking Skills:** Comparison, Argumentation, Interpretation

**Key Concepts:** 1.4.I.A, 1.4.II

**Learning Objectives:** INT-1, INT-3, IS-3

## MAP EXERCISES

1. Discoveries and Possessions in the Fifteenth and Sixteenth Centuries. MAP 14.1. What were the major geopolitical reasons why the Spanish succeeded mainly in the Western Hemisphere and the Portuguese in Southeast Asia in establishing colonial possessions? By analyzing the map, why were the western European kingdoms in a prime location to begin empire building? (p. 404)
2. Triangular Trade Route in the Atlantic Economy. MAP 14.2. What products were bought and sold in the Atlantic triangular trade? Which nations participated? In Africa, where were the most important regions for slaves, and why? Where were most of the slaves taken, and why? What products would be shipped back to Europe? (p. 413)

## DISCUSSION QUESTIONS FOR THE PRIMARY SOURCES (BOXED DOCUMENTS)

1. "Marco Polo's *Travels*": How does Polo characterize Kinsay, and what does his description reveal about European priorities and values in the late thirteenth century? Why would European merchants find Polo's account of Asia appealing? (p. 401)
2. "Columbus Lands in the New World": What evidence in Columbus's comments suggest that his remarks were made mainly for public consumption and not just for the Spanish court? What elements in society might have responded to his statements, and why? How do Columbus's comments about gold and the sovereigns reflect his dedication to the European monarchs? (p. 407)
3. "The Spanish Conquistador: Cortés and the Conquest of Mexico": What does Cortés focus on in his description of an Aztec city? Does he have a self-interested motive in his description of Tenochtitlán and the Aztecs? If so, what might it be? Why do you think he felt justified in overthrowing the Aztec Empire? What were his several possible motives, and which might have been the most important? Why? (p. 409)

## II. The Means For Expansion

- A. Centralization of political authority
- B. Maps
  1. portolani more detailed than medieval maps
  2. Ptolemy's Geography (printed editions available from 1477 on) shows world as spherical
- C. Ships and Sailing
  1. Naval technology – better ships and navigational tools
  2. Knowledge of wind patterns

### New Horizons: The Portuguese and Spanish Empires

#### I. The Development of a Portuguese Maritime Empire

- A. Prince Henry the Navigator founds school for navigators in 1419
- B. Explorations down the coast of Africa
- C. The Portuguese in India
  1. Bartholomeu Dias (c. 1450 – 1500) rounds Cape of Good Hope
  2. Vasco da Gama (c. 1460 – 1524) reaches India
  3. Alfonso d'Albuquerque (1462 – 1515) establishes base in Goa and harasses Arab traders
- D. In Search of Spices
  1. Portuguese expansion – Albuquerque captures Malacca and expands east
  2. reasons for Portuguese success: guns and seamanship

#### II. Voyages to the New World

- A. Christopher Columbus (1451 – 1506)
  1. underestimates earth's circumference
  2. convinces Queen Isabella of Spain to fund his westward voyage
  3. reached the Bahamas (Oct. 12, 1492)
  4. additional voyages (1493, 1498, and 1502) – landed on most of the major Caribbean islands and Central America
- B. New Voyages
  1. John Cabot explores New England for King Henry VII of England
  2. Pedro Cabral discovers South America by accident
  3. Amerigo Vespucci describes geography of New World; hence, "America"
  4. Vasco Nuñez de Balboa reaches the Pacific Ocean
  5. Ferdinand Magellan's expedition circumnavigates the Earth, though he is killed in the Philippines
- C. "The New World": Treaty of Tordesillas (1494) divides world between Spain and Portugal

#### III. The Spanish Empire in the New World

- A. Conquistadores
- B. Early Civilizations in Mesoamerica: the Maya and the Aztecs
- C. The Spanish Conquest of the Aztec Empire: Hernan Cortés (1485 – 1547) defeats Moctezuma (Montezuma) and overthrows the Aztec Empire with the help of smallpox
- D. The Inca: a native empire in Peru, conquered by Francisco Pizarro (c. 1475-1541)

- E. Administration of the Spanish Empire
  1. Encomienda – a system of tribute, abused by Spanish settlers
  2. forced labor, starvation, and disease decimate native populations
  3. 1542: Encomienda abolished and viceroy system established
  4. The Church – mass conversion of Natives

#### New Rivals on the World Stage

##### I. Africa: The Slave Trade

###### A. Origins of the Slave Trade

1. practiced since ancient times
2. African slaves used in Portuguese households
3. sugar cane plantations demand more labor

###### B. Growth of the Slave Trade

1. became part of the triangular trade
2. up to 10,000,000 African slaves taken to the Americas between the sixteenth and nineteenth Centuries
3. The Middle Passage: high death rate during transit
4. African middlemen active in slave trade, and often dictate prices

###### C. Effects of the Slave Trade

1. cheap manufactured goods undermine cottage industry
2. in Africa: depopulation and increased warfare
3. humanitarian: criticism of slavery

##### II. The West in Southeast Asia

###### A. Portugal threatened by Dutch and English – Dutch eventually gain supremacy

###### B. Less impact on local kingdoms (Burma, Siam, and Vietnam)

##### III. The French and the British in India

###### A. The Mughal Empire: Mongol rulers in India

###### B. The Impact of the Western Powers

1. Portugal – first to arrive
2. English and Dutch arrive late sixteenth century
3. English success attracts the French
4. Sir Robert Clive builds British empire in India
5. gradual transfer of Indian subcontinent to the East India Company

##### IV. China

###### A. Ming Dynasty (1369 – 1644) extends rule into Mongolia and Central Asia

###### B. Peasant revolt overthrows Ming; Manchus begin Qing Dynasty

###### C. Western inroads: pressure from foreigners increases as Qing power decreases

##### V. Japan

###### A. Shogun Tokugawa Ieyasu (1543 – 1616) restores central authority

###### B. Opening to the West

1. Portuguese initially welcomed; later expelled
2. Christians persecuted
3. small Dutch community remains in Nagasaki

##### VI. The Americas

###### A. Spain and Portugal challenged by Dutch, English, and French

###### B. The West Indies: British and French “Sugar Factories”



- C. British North America
  1. Jamestown (1607) – initially not profitable
  2. Massachusetts – colonization for religious reasons
  3. thirteen colonies assigned roles in keeping with mercantilism
- D. French North America
  1. Canada run as trading area
  2. thinly populated – inadequate men/money from French crown

### The Impact of European Expansion

- I. The Conquered
  - A. Native populations devastated
  - B. New civilization: Latin America
  - C. Exchange of plants and animals
  - D. Catholicism and missionaries controlled lives of the Indians
- II. The Conquerors
  - A. New opportunities for women
  - B. Economic effects: gold and silver set off price revolution
  - C. Columbian Exchange of plants and animals
  - D. Impact on European lifestyle: chocolate, coffee and tea become commonplace
  - E. European rivalries exacerbated
  - F. New views of the world: Gerardus Mercator (1512 – 1594) and his map
  - G. Psychological impact: Euro-centric perspective

### Toward a World Economy

- I. Economic Conditions in the Sixteenth Century: price revolution
- II. The Growth of Commercial Capitalism
  - A. Important trading locations shift to Atlantic seaboard
  - B. Joint stock trading companies raise large amounts of capital
  - C. New economic institutions
    1. The Bank of Amsterdam
    2. Amsterdam Bourse (Exchange)
  - D. Agriculture still dominates economy
- III. Mercantilism
  - A. Total volume of trade unchangeable
  - B. Economic activity = war through peaceful means
  - C. Importance of bullion and favorable balance of trade
  - D. State Intervention in economic affairs
- IV. Overseas Trade and Colonies: Movement Toward Globalization
  - A. Local, regional, and intra-European trade still predominates
  - B. Transoceanic trade is important because of value of goods, not volume
  - C. Local trade increases slightly; overseas trade increases dramatically
  - D. Emergence of global economy

## GLOSSARY

**Columbian Exchange:** the reciprocal importation and exportation of plants and animals between Europe and the Americas.

**Conquistadors:** “conquerors.” Leaders in the Spanish conquests in the Americas, especially Mexico and Peru, in the sixteenth century.

**Encomienda:** a system that allowed Spanish settlers to collect tribute and use the labor of Native Americans.

**Joint-stock company:** a company or association that raises capital by selling shares to individuals who receive dividends on their investment while a board of directors runs the company.

**Mercantilism:** an economic theory that held that a nation’s prosperity depended on its supply of gold and silver and that the total volume of trade is unchangeable; therefore, advocated that the government play an active role in the economy by encouraging exports and discouraging imports, especially through the use of tariffs.

**Middle passage:** journey of slaves from Africa to America; the middle portion of the triangular trade.

**Portolani:** detailed navigational charts used by sailors for voyages in European waters; they were of little use for overseas voyages.

**Price revolution:** the dramatic rise in prices (inflation) that occurred throughout Europe in the sixteenth and early seventeenth centuries.

**Triangular trade:** economic exchange between Europe, Africa and America.

**Viceroy:** chief civil and military official over Spanish possessions in the New World.

## SUGGESTED INTERNET RESOURCES

### Crash Course in World History (YouTube)

- The Columbian Exchange:  
<http://www.youtube.com/watch?v=HOPA5oNpfM4&list=PLBDA2E52FB1EF80C9&index=23>
- The Atlantic Slave Trade:  
[http://www.youtube.com/watch?v=dnV\\_MTFEGIY&list=PLBDA2E52FB1EF80C9&index=24](http://www.youtube.com/watch?v=dnV_MTFEGIY&list=PLBDA2E52FB1EF80C9&index=24)
- The Spanish Empire:  
<http://www.youtube.com/watch?v=rjhlzemLdos&list=PLBDA2E52FB1EF80C9&index=25>
  - This clever, irreverent series is geared more towards world history, but the above segments will be interesting for your students (and they will ask you for more!).

### Hanover History Texts Project (at Hanover College):

<http://history.hanover.edu/project.html>

This site contains good original source documents arranged by era. Some of these documents are useful in exploring this unit.