CHAPTER TIMELINE

1420

AP EUROPEAN HISTORY – University High School
MCKAY – CHAPTER 13 STUDY GUIDE
“European Society in the Age of the Renaissance” (ce 1420 – 1545)

CHAPTER SUMMARY

The Renaissance was an era of intellectual and artistic brilliance unsurpassed in European history. It is clear that some thinking people in this era, largely a mercantile elite, saw themselves living in an age more akin to that of the bright and creative ancient world than that of the recent dark and gloomy Middle Ages. Although many of the supposedly “new” Renaissance ideas are actually found in the Middle Ages, scholars generally agree that the Renaissance was characterized by a number of distinctive ideas about life and humanity—individualism, secularism, humanism, materialism, and hedonism.

The Renaissance began in Florence, Italy, in the late thirteenth century. It subsequently spread to the rest of Italy—particularly Rome—and then to northern Europe, where it developed somewhat differently. The best-known expressions of the bold new Renaissance spirit can be seen in the painting, sculpture, and architecture of the period. New attitudes were also found in education, politics, and philosophy; in Northern Europe new ideas of social reform developed. Although the Renaissance brought some benefits to the masses of people, such as the printing press, it was basically an elitist movement. A negative development of the age was deterioration in the power and position of women in society.

In politics, the Renaissance produced an approach to power and the state that historians often call “new monarchies.” The best known and most popular theoretician of this school was the Florentine Niccolo Machiavelli. Its most able practitioners were the fifteenth- and sixteenth-century monarchs of France, England, and Spain. In Italy, the city-state system led to wealthy and independent cities that were marvelously creative but also vulnerable to invasion and control from the outside by powerful Spanish and French kings.
SECTION 1 – ECONOMIC AND POLITICAL DEVELOPMENTS
1- What were the commercial developments that allowed the Italian city-states to become affluent and prosper at the end of the Middle Ages?

2- What five powers dominated the Italian peninsula in the fifteenth century? How did the Italian city-states contribute to modern diplomacy?

Important terms
Renaissance
Oligarchy
Signori
Communes
Popolo
Savonarola

SECTION 2 – INTELLECTUAL CHANGE
1- How does the concept of individualism help explain the Renaissance? Did women and common people play a role in the Renaissance?

2- What is humanism? What do humanists emphasize?

3- How does Machiavelli’s The Prince compare with Thomas More’s Utopia? Is one piece of work more indicative of Renaissance values than the other? How so?

4- How did the invention of movable type revolutionize European life?
5- How did the Renaissance in northern Europe differ from that of Italy?

6- Discuss Christian humanism by describing the works and ideas of Thomas More and Desiderius Erasmus.

Important terms

Humanism

Secularism

Individualism

Materialism

Baldassare Castiglione

Machiavellian

Lorenzo Valla

Johan Gutenberg

SECTION 3 – ART AND THE ARTIST

1- How was Renaissance art different from medieval art?

2- How was art a manifestation of power and wealth?

3- What role did women play in Renaissance art?
INDIVIDUALS IN SOCIETY – LEONARDO DA VINCI

1- How would you explain Leonardo’s genius?

2- Consider sublimation as a source of artistic and scientific creativity.

SECTION 4 – SOCIAL HIERARCHIES

1- Why were blacks valued in Renaissance society? What roles did they play in the economic and social life of the times?

2- In what ways did life for upper-class women change during the Renaissance?

SECTION 6 – POLITICS AND THE STATE IN THE RENAISSANCE

1- What were the obstacles to royal authority faced by the kings of France in the fifteenth century? How did Charles VII and his successors strengthen the French monarchy?
2- What devices did Henry VII of England use to check the power of the aristocracy and strengthen the monarchy?

3- What were the achievements of Ferdinand and Isabella in the areas of national power and national expansion?

4- Who were the New Christians (converses) in Spain and why were they ultimately killed or expelled?

Important terms
Pragmatic Sanction of Bourges
War of the Roses
Reconquista
Spanish converses
Hermandades

English Royal Council and Court of Star Chamber
Conquest of Granada
Habsburg-Valois wars

NEW MONARCHS
Explain why each of the following is considered a “new monarch.”

Louis XI of France

Henry VII of England
LISTENING TO THE PAST – AN AGE OF GOLD

1. What does Erasmus mean by a “golden age”?

2. Does education and learning ensure improvement in the human condition?

3. What would you say are the essential differences between Erasmus’s educational goals and those of modern society?

GEOGRAPHY

1. Using Outline Map 13.1 provided, and using Map 13.1 in the textbook as a reference, mark the following: the names of the Italian city-states and their principal cities, underlining the five major powers of Venice, Milan, Florence, the Papal States, and the kingdom of Naples. (see page 8)

INTERPRETATION OF VISUAL SOURCES
Study the reproduction of the painting Saint Mark Preaching in Alexandria (pg 426). How does this painting reflect corporate patronage of the arts? Is it a religious or a secular painting?

Multiple Choice

1- The Renaissance began in
   a. The Low Countries
   b. England
   c. Rome
   d. France
   e. Florence

2- A major difference between northern and Italian humanism is that northern humanism stressed
   a. economic gain and materialism
   b. social reform based on Christian ideals
   c. pagan virtues
   d. art for art’s sake
e. scholastic dogma over reason

3- The court of Star Chamber in England was
   a. established to resolve astronomical issues
   b. a common-law court
   c. under the control of the barons in the House of Lords
   d. done away with by the powerful Tudors
   e. used to check aristocratic power.

4- The superiority of the French monarch over the church was the object of the
   a. Pragmatic Sanction of Bourges
   b. Habsburg-Valois wars
   c. Declaration of Calais
   d. Hundred Years' War
   e. Edict of Nantes

5- The dome of St. Peter's in Rome is considered to be the greatest work of
   a. Brunelleschi
   b. Leonardo da Vinci
   c. Donatello
   d. Michelangelo
   e. Ghiberti

6- Erasmus advocated
   a. paganism
   b. the abolition of the papacy
   c. Christian education for moral and intellectual improvement
   d. a monastic life of contemplation and divorce from the material world
   e. obedience to church doctrine and ritual

7- The Renaissance artist of talent and ability often lived a life
   a. of economic desperation
   b. of economic security through patronage
   c. of luxury, but without social status
   d. like that of the masses
   e. of political power

8- The Wars of the Roses were
   a. civil wars between the English ducal houses of York and Lancaster
   b. a boon to the English economy
   c. between England and France
   d. civil wars between the English king, Henry VI, and the aristocracy
   e. minor disputes among English gentry

9- Thomas More's ideas, as best expressed in his book *Utopia*, centered on the belief that
   a. evil exists because men and women are basically corrupt
   b. political leaders must learn how to manipulate their subjects
   c. social order is only an unattainable ideal
   d. all religions should be tolerated
   e. corruption and war are due to acquisitiveness and private property

10- Renaissance men's view of educated women was that they should
    a. be encouraged and given an equal place in society
    b. have a voice in the affairs of the city
    c. not be encouraged in any manner
    d. be allowed to add a social touch to the household, but otherwise remain subservient to men
    e. not exist
OUTLINE MAP 13.1