

UNIT 1 STUDY GUIDE: *The Renaissance*

Works of Literature:

Petrarch, *Il Canzoniere*

Thomas More, *Utopia*

Machiavelli, *The Prince*

Erasmus, *The Praise of Folly*

Characteristics of the Italian Renaissance:	Characteristics of Classical Art:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	

Humanism

Cicero

Humanists have a fascination with _____, _____, and _____ literature.

The Italian Renaissance

People to Know:

Petrarch

Lorenzo de Medici
(City)

The Northern Renaissance

Comparison to the Italian Renaissance:

People to Know:

Thomas More (English)

Johannes Gutenberg (German)

Erasmus (Dutch)

Humanists and the Bible

The "New Monarchs"

	SPAIN	ENGLAND
New Monarchs		
Major Wars		
Consolidation of Power		

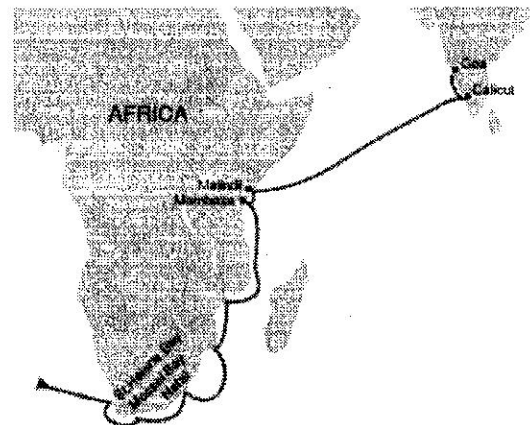
The New Monarchs, in general, increased the power of the monarchy as the power of the _____ and the _____ declined.

The Age of Exploration

Three G's: G _____, G _____, and G _____

Motives:

1. **Economic** – All water route
2. **Religious** – P _____ J _____



PORTUGAL

Prince Henry the Navigator

Vasco da Gama

RESULT:

SPAIN

Columbus

Magellan

UNIT 2 STUDY GUIDE: *The Reformation(s)*

Problems in the Catholic Church (Sixteenth Century):

- **Simony**
- **Nepotism**
- **Pluralism of Offices**
- **Absenteeism**
- **Uneducated Priests**
- **Corruption**
- **Sale of Indulgences**

Johann Tetzel

Martin Luther

95 Theses

Frederick of Saxony

Charles V

Diet of Worms (1521)

German Peasants' Revolt (1524-1525)

Peace of Augsburg (1555)

cujus regio, eius religio (_____)

Choices: _____ or _____

Counter-Reformation

Ignatius Loyola

Society of Jesus (a.k.a., _____)

Teresa of Avila

Catholic Nun and Mystic

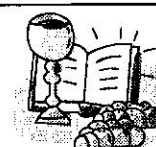
Council of Trent (1545-1563)

WHAT IT DID

WHAT IT DIDN'T DO

THE EUCHARIST


TRANSUBSTANTIATION
(Roman Catholic)



CONSUBSTANTIATION
(Luther/Calvin)

MEMORIAL
(Zwingli/Anabaptists)

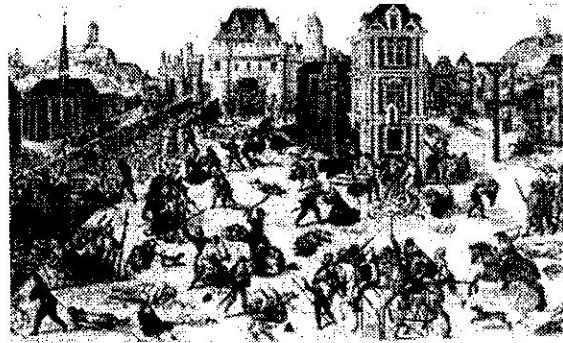
REFORMATION GRAPHIC ORGANIZER

CATHOLICISM (The Status Quo)	ENGLAND (Conservative Reform)	LUTHER (Moderate Reform)	CALVINISM (Radical Reform)
<p>Free _____</p> <p>Sources of Doctrine:</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ <p><i>The Church's Teaching Authority</i></p> <p>_____ (7)</p> <p>Baptism</p> <p>Eucharist (Communion)</p> <p>Confirmation</p> <p>Penance (Confession)</p> <p>Anointing of the Sick</p> <p>Holy Orders</p> <p>Matrimony</p>	<p>Henry _____</p> <p><i>Defense of the Sacraments</i></p> <p>Act of _____</p> <p>Abolished _____</p> <p>Pilgrimage of Grace</p> <p>Thomas Cranmer</p> <p>Archbishop of _____</p> <p>Book of _____</p> <p>Edward VI (r. 1547-1553)</p> <p>Mary I (r. 1553-1558)</p> <p>Elizabeth I (r. 1558-1603)</p>	<p><i>Sola</i> _____ alone as a source of doctrine</p> <p><i>Sola</i> _____</p> <p>Justification by _____ alone</p> <p>Book of James:</p> <p>An "Epistle of _____"</p> <p>Priesthood of _____ believers</p> <p>Support for Secular Authority</p>	<p>_____ of God</p> <p>Pre-_____</p> <p>T _____</p> <p>U _____</p> <p>L _____</p> <p>I _____</p> <p>P _____</p>  <p>_____ of the Christian Religion</p> <p>Calvinists in</p> <p>England _____</p> <p>Scotland _____</p> <p>John _____</p> <p>France _____</p>

Religious Wars

French Wars of Religion

Catholics vs. _____
(French Calvinists)



Thousands of Huguenots Killed



Henry IV

_____ of Navarre (Huguenot)
 _____ Dynasty
 "Paris _____" (Converted)
 Henry was a _____, a pragmatist who considered concerns of state to be more important than fighting over religion.
 The Edict of _____, Henry proclaimed limited toleration for French Calvinists (later rescinded by his grandson, Louis XIV).

The Thirty Years' War (1618-_____)	PRIMARY BATTLEGROUND: _____	MASSIVE DESTRUCTION <i>Over 50% dead in some areas</i>
_____ Phase		
_____ Phase		
_____ Phase		
_____ Phase		
The Peace of _____ (1648)		

UNIT 3 STUDY GUIDE: *Absolutism and Constitutionalism*

Absolutism	Constitutionalism

Challenges to Absolutism

- | | |
|-------------------|-------------------|
| 1. N _____ | 4. T _____ |
| 2. C _____ | 5. U _____ |
| 3. R _____ | |

Louis XIV <i>of France</i>	Peter the Great <i>of Russia</i>	“The Fredericks” <i>of Prussia</i>
<p>The “_____ King”</p> <p>“L'État, c'est moi”</p> <p>“Un roi, une loi, une foi.”</p> <p>Fronde</p> <p>Versailles</p> <p>Edict of Nantes</p> <p>Gallicanism</p> <p>J.B. Colbert and Mercantilism</p> <p>War of Spanish Succession</p>	<p>Boyars</p> <p><i>Ivan the Terrible had already reduced the power of the boyars a century before, but Peter furthered this trend toward absolutism.</i></p> <p>Table of Ranks</p> <p>Russian Orthodox Church Reform</p> <p><u>Westernization</u></p> <p>Wars</p> <p>Azov Campaigns</p> <p>Great Northern War</p> <p>Purpose: _____ Ports</p>	<p>Prussia-Brandenburg</p> <p>“The _____ of the Holy Roman Empire</p> <p>Devastated by the Thirty Years’ War</p> <p><u>House of Hohenzollern</u></p> <p>Frederick William I “The Great Elector”</p> <p>Power to tax by decree</p> <p><u>Kings of Prussia</u></p> <p>Frederick I</p> <p>Frederick William I</p> <p>Frederick II “the Great”</p> <p>Prussian Militarism <i>Prussia made up for its small size by maintaining a large, well-trained army.</i></p>

All absolute monarchs maintained large standing armies. Constitutional societies, such as England, were highly suspicious about peacetime standing armies for this reason.

The Development of English Constitutionalism During the Stuart Dynasty

1603 – Death of Elizabeth I, the “Virgin Queen,” ending the Tudor dynasty. James VI of Scotland, of the Stuart dynasty, was invited to reign in England, in addition, becoming James I of England.

James I (r. 1603-1625)		
Charles I (r. 1625-1649)	English Civil War (1641-1651)	Cavaliers vs. _____ (Puritans)
INTERREGNUM <i>a.k.a., Protectorate</i> (1649-1660)	Oliver Cromwell - _____	
Charles II (r. 1660-1685)	“Restless he rolls from whore to whore A _____ monarch, scandalous and poor.” -- From a poem by the Earl of Rochester, Charles II’s friend	
James II (r. 1685-1688)	Abdicated	
GLORIOUS REVOLUTION (1688)	ENGLISH BILL OF RIGHTS	
William III (of Orange) and Mary II (Stuart) (r. 1689-1702)	John Locke publishes <i>Two Treatises on Government</i>	
Anne (r. 1702-1714)	Queen during the War of Spanish Succession Childless END OF STUART DYNASTY	<div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><u>STUARTS GRAPHIC ORGANIZER</u></p> <p style="text-align: center;">-----INTERREGNUM-----</p> <p style="text-align: center;">-----GLORIOUS REVOLUTION-----</p> </div>


FACT:

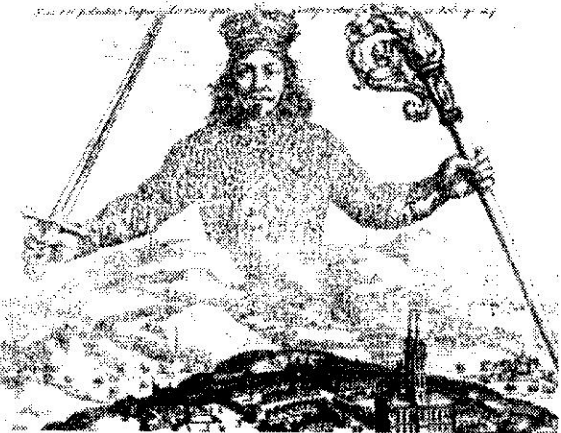
The Stuarts were succeeded by the **House of Hanover**, a German noble house with blood ties to the House of Stuart:

Hanoverian Dynasty (1714-1901):

George I, II, III, and IV, William IV, Victoria

Philosophers of Absolutism and Constitutionalism

Jean Bodin and Jacques Bossuet (Divine Right Absolutism)	
	<p>Bodin and Bossuet both argued that <i>sovereignty</i> resides in a monarch and Charles I receiving a crown from a hand above. James I and Charles I tried to put Divine Right theory into practice in England. Charles I paid for this with his life.</p> <p>Louis XIV, on the other hand, ruled by this philosophy and lived to a ripe old age.</p>

Thomas Hobbes (Philosophical Absolutism)	John Locke (Constitutionalism)
<i>Leviathan</i> Job 24 (Description of the Leviathan)	<i>Two Treatises on Government</i>
BACKDROP: English Civil War (Bloody)	BACKDROP: Glorious Revolution (Peaceful)
	<p>NATURAL RIGHTS:</p> <p style="margin-left: 40px;">L _____</p> <p style="margin-left: 40px;">L _____</p> <p style="margin-left: 40px;">P _____</p> <p style="margin-left: 40px;">Consent of the Governed / Right of Revolution</p>

WHERE HOBBS AND LOCKE AGREE:	
Hobbes and Locke both rejected “divine right” theory. Both wrote that the first people are born into a <i>state of nature</i> , in which there was no government. In this state of nature, people have no way of protecting themselves or their property. For this reason, people form governments.	
The only way to keep people from destroying each other is to have an absolute ruler that is so powerful that no one could ever think of challenging him. People choose a sovereign maintain order by governing absolutely. People do not have a right to overthrow the sovereign, as that brings things back to the <i>state of war</i> .	People establish governments to protect their <i>natural rights</i> of LIFE, LIBERTY, and PROPERTY . Governments are agents of the people in this regard, and can only act with the CONSENT OF THE GOVERNED . The people maintain their sovereignty and may overthrow any government that fails to protect natural rights.

The Dutch Republic

MERCHANT OLIGARCHY

The Dutch Republic was governed by a council of wealthy merchants.

COMMERCIAL GIANT IN SEVENTEENTH CENTURY

Amsterdam, as can be seen on the map to the right, is a natural port city.

The Dutch provided the cheapest shipping rates in Europe at the time and dominated European (and, thus, international) commerce during the seventeenth century.



They also established one of the first modern **stock markets**, which helped to raise capital for commercial ventures.

LIMITED RELIGIOUS TOLERATION (*any toleration was rare at this time in Europe*)

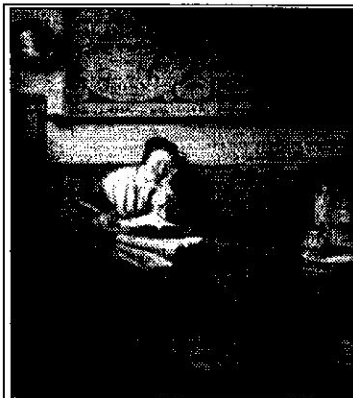
The Dutch Republic was dominated by Calvinist merchants. While the Dutch did not allow public expression of competing religion, they allowed Jews and Catholics to practice their religions in private. This policy attracted Jews from other parts of Europe (where they were still being persecuted), who became active in the vibrant business community. The Dutch were some of the first people to figure out that **religious intolerance is not good for business**.

Here is an interesting article about religious toleration in the Dutch Republic:

<http://www.umassd.edu/euro/2007papers/bikk.pdf>

DUTCH GOLDEN AGE ART

Dutch art tended to picture people in everyday situations, such as the paintings below. Note the Calvinist simplicity with which the subjects are dressed.



The Account Keeper

Nicolaes Maes,
1656

*A Woman Holding
a Balance*

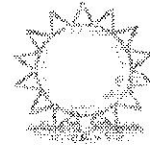
Jan Vermeer,
1662



For more information on Dutch Golden Age Art: http://en.wikipedia.org/wiki/Dutch_Golden_Age_painting



UNIT 4 STUDY GUIDE: *The Scientific Revolution*



Ptolemy (Ancient Roman)	Copernicus (Polish)	Kepler (German)	Galileo (Italian)
Geocentric Theory	Heliocentric Theory		
<u>TRADITION</u>	<u>HYPOTHESIS</u>	<u>MATHEMATICAL PROOFS</u>	<u>EMPIRICISM</u>
Astrology (Superstition)	Astronomy (Science)		

E _____

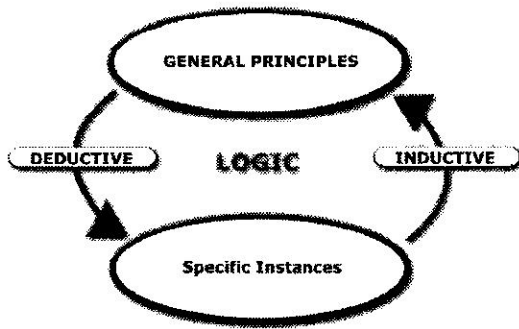
The “natural philosophers” of the early modern period believed that true knowledge comes from experience. The *scientific method* was designed as a system for collecting empirical evidence.



**Experience
Experimentation
Evidence**

“Natural Philosophers” of the Scientific Revolution		
Philosopher	Country of Origin	Contribution(s)
Descartes		
Bacon		
Newton		
Vesalius		
Pascal		

The Scientific Method and Inductive Reasoning



Deductive Reasoning (Aristotle)	Inductive Reasoning (Bacon and Descartes)

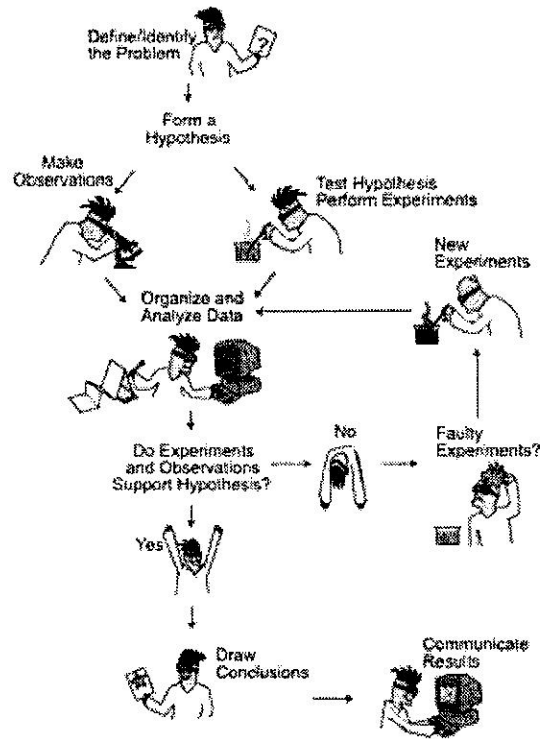
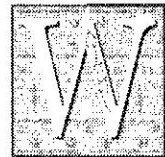
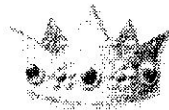


Image Credit: <http://scifiles.larc.nasa.gov>

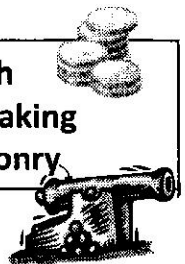
Sir Francis _____ and Rene _____ were instrumental in formulating the *scientific method*, which created a fixed system of scientific inquiry that was accepted by natural philosophers throughout Europe.

_____ Academies

Absolute monarchs established Royal _____ in order to promote scientific inquiry. These monarchs were not interested in scientific advancement for its own sake, but in the possibilities scientific inquiry had to produce wealth (alchemy) and new military technologies.



Wealth
Warmaking
Weaponry



The [British] Agricultural Revolution



The application of _____ principles and _____ capitalism to agriculture

E _____	I _____	S _____ Breeding
Replaced the _____, where the whole community would plant crops and graze their livestock.	Jethro _____ The _____, which mechanized sowing, was Tull's most famous invention.	The process of breeding animals with desirable characteristics together to produce genetically superior livestock

The Enlightenment

VALUES OF THE ENLIGHTENMENT				
REASON	SCIENCE	PROGRESS	LIBERTY	TOLERATION

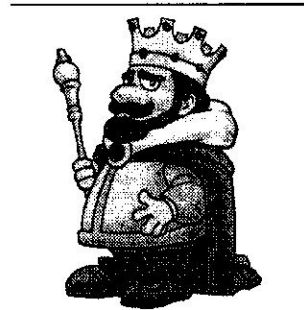
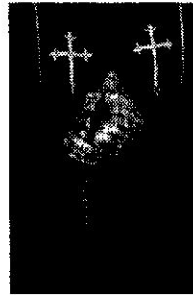
What is Enlightenment? Immanuel Kant, a German *philosophe*, defined “enlightenment” as an individual’s escape from _____ - a sort of self-imposed intellectual childhood. Enlightened individuals are capable of thinking for themselves.

According to Kant, the only thing necessary to escape from *nonage* is _____. Two institutions dominant in France at the time limited freedom of inquiry:

Freedom-limiting Institutions *in the eyes of the philosophes:*



Most *philosophes* were **anticlerical** (against the influence of a hierarchical, institutional Church organization – not necessarily against the general concept of religion) in their thinking.

“And his hand would plait the priest’s entrails, For want of a rope, to strangle kings.” -- Diderot



Natural Religion (e.g., _____)	Revealed Religion (e.g., _____)
Knowledge of God comes from:	Knowledge of God comes from:

The religion of *Deism*, which boasted such illustrious adherents as Voltaire, Thomas Paine, and Thomas Jefferson, was a natural religion. The metaphysics of Deism are fairly easily explained:

 <p>God exists. He created an orderly universe and made it possible for human beings to understand him through the use of observation and reason.</p>	<ul style="list-style-type: none"> • Sacred texts claiming to contain the revealed word of God • Religious dogmas derived from said texts • Miracles, prophecies and religious “mysteries” 
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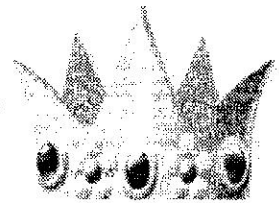


Although enlightened ideals spread throughout Europe, _____ was the epicenter of the Enlightenment.

The French " <i>Philosophes</i> "		
<i>Philosophe</i>	Notable Published Work(s)	Contribution(s) to Enlightened Thinking
Voltaire		
Diderot		
Montesquieu		
Rousseau		

Enlightened Absolutism

Absolute monarchs in Central and Eastern Europe took an interest in the ideals of the Enlightenment, seeing in them an opportunity to modernize and consolidate their states.



The Enlightened Despots

(Prussia)	(Austria)	(Russia)
A ruler is the _____ of the state.	The _____ ambitious, but the _____ successful of the enlightened despots. Lifted restrictions on _____s. (Religious Group)	Raised to the throne after participating in a conspiracy to assassinate her husband Purchased _____'s library and paid him to be the librarian _____ 's Rebellion

"Only one ruler in the world says: 'Argue as much as you please, but obey!'" – Kant

Although the enlightened absolutists promoted religious toleration, education, and other benevolent reforms, they tended to promote these ideals only to the point to which the ideals furthered their goals. Ultimately, the enlightenment ideal of freedom would prove incompatible with absolute rule.

The Program of the Enlightened Absolutists:

- Religious Toleration
- Free Speech and Press
- Private Property Rights
- Patronage of the Arts and Sciences
- ~~Rebellion~~

The Third Estate delegates, along with some representatives of the clergy and nobility, formed the _____ . When they were locked out of their meeting room, they swore the _____ Oath, pledging not to adjourn until they provided France with a constitution.



The **National Assembly's** goal was to create a _____ along the model of the _____ government.

Also in 1789:

The **Declaration of the _____ of _____ and the Citizen** stated basic human rights (free speech, press, etc.) that belonged to all men.

The **Decrees of August 4th** abolished " _____ " and aristocratic privileges.

The _____ **March on Versailles:** An angry mob of women stormed Versailles and escorted the royal family to Paris, where they would remain.

17__ C _____ C _____ of the C _____
Subordinated the Roman Catholic Church to the State, requiring a loyalty oath from priests and bishops, who were to be elected by the people and paid with state funds.

WARS of the French Revolution (1792-1802)



The French faced military opposition from the monarchies of Austria and Prussia. Large French armies eventually triumphed over the smaller, more disciplined armies of the monarchies.

The Radical Phase (1793-1794)

Dominant Class: _____

THE REIGN OF _____

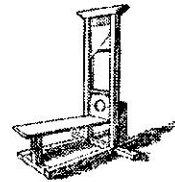
(1793-94)

Governing Bodies:

National _____

C _____ On

P _____ S _____



Dominant Figures: _____

The National Convention abolished the monarchy (Louis XVI and Marie Antoinette were both executed) and attempted to *de-Christianize* France. It instituted a new calendar (which was abolished by Napoleon) with a ten day week and new names for months based on natural occurrences (e.g., Germinal was a month in early spring when crops were planted).



The _____ Reaction (17__)

During the month of Thermidor (the hottest month), Robespierre was arrested and sent to the guillotine, **ENDING THE REIGN OF TERROR.**

The Directory

(1795-1799)

Dominant Class: _____

The Directory was a five man executive committee that governed France in the years between the Reign of Terror and Napoleon. The Directory, which was never popular, was overthrown in a *coup d'état* staged by Napoleon Bonaparte and his supporters.

NAPOLEON

***The Consulate* (1799-1804)**

Concordat (1801)

Napoleonic Code (1804)

Expanded French Education System (Meritocracy)

***The Empire* (1804-1814)**



1805 Battle of Austerlitz

The Continental System



1812 Napoleon invades _____

1814 Napoleon's First Exile

1815 Battle of _____

After his defeat at Waterloo, Napoleon spent the rest of his life in exile on the island of St. _____, in the middle of the Atlantic.

The _____ of _____ restored France to its pre-revolutionary borders.

The Paris Commune (March-May, 1871)

When **Louis Napoleon III** was captured by the Prussians, his government collapsed and Parisians and a Republic was proclaimed. The movement within Paris became increasingly radicalized and the local government was taken over by a **communist**-dominated alliance.



During **Bloody Week**, the French Army (having regrouped from the war) attacked Paris and put down the Commune. Between 6,000 and 20,000 Parisians were killed in the fighting.

The Dreyfus Affair (1894-1906)

Alfred Dreyfus, a Jewish officer in the French military, was charged with spying for the Germans. He was court martialed and found guilty based on questionable evidence. Dreyfus was publicly humiliated and sentenced to life imprisonment on Devil's Island, a penal colony in the Caribbean.



The Humiliation of Dreyfus

When military leaders discovered evidence of Dreyfus' innocence, they covered it up in order to avoid embarrassment. **Émile Zola**, a well-known French writer, published an open letter to the President of France in a newspaper, accusing the government and the military of anti-Semitism. Zola wrote,

"These, Sir, are the facts that explain how this miscarriage of justice came about... [Dreyfus] is the victim of the lurid imagination of Major du Paty de Clam, the religious circles surrounding him, and the 'dirty Jew' obsession that is the scourge of our time."

The French population was sharply divided between the liberal and progressive "Dreyfusards," who believed in Dreyfus' innocence, and the more conservative, religious anti-Dreyfusards, who believed he was guilty. Public rallies and protests were staged throughout France, highlighting the polarization of French society (which still continues to be polarized today).

Dreyfus was given a re-trial in 1899. He was found guilty again, but pardoned. In 1906, Dreyfus was formally cleared of all charges and his military commission was re-instated. Dreyfus went on to serve in World War I and retired honorably from the military.

The Zionist Movement & Jewish Nationalism (1895-1948)

The Dreyfus Affair is often cited as a major influence on the **Zionist Movement**, which started with **Theodor Herzl's** publication of *Der Judenstaat* (*The Jewish State*). Herzl and the Jews who joined his movement gave up on the idea of integrating into European society, believing that anti-Semitism was bound to arise anywhere in Europe where Jews went to escape anti-Semitism elsewhere. Herzl wrote in *Der Judenstaat*,

"The Jewish question persists wherever Jews live in appreciable numbers... This is the case, and will inevitably be so, everywhere, even in highly civilised countries... so long as the Jewish question is not solved on the political level."



The Zionists' advocacy for a Jewish State was in accord the spirit of **nationalism** that spread through Europe in the nineteenth century, resulting in the unifications of Germany and Italy. Initially, Zionists did not receive a warm reception from Europe's political class. It would take the Holocaust for European elites to finally support the establishment of a Jewish State.

The New Imperialism

TECHNOLOGY GAP

Never before or never again would European technology be so superior in comparison to the rest of the world.

When?

Where?

Periods of European Imperialism	
"Old Imperialism"	"New Imperialism"
1450-1750	

The Scramble for Africa (1870-1913)

In 1870, European powers governed 10% of Africa.
By 1914, they governed 90% of Africa.

TWO COUNTRIES REMAINED INDEPENDENT:

_____ & _____

Important Individuals:



Sir Cecil Rhodes
(Britain)



Leopold II
(Belgium)

It is very important that students be able to visually identify each European power's empire's colonial holdings in Africa.

LINK TO MAP

Map Credit: Eric Gaba (Wikipedia)

Motivations for European Imperialism

1. Expansion of _____ for Goods
2. Natural _____
3. Military (esp. _____) Bases
4. National Rivalries
5. Scientific Racism (Social _____)
6. _____ Mission
(See Kipling, "The White Man's Burden")

Wars of Imperialism

Anglo-Zulu War	_____ Wars	_____ Wars	Russo-Japanese War
_____ vs. Zulu Tribe	Britain vs. Afrikaners	Britain and France vs. China	_____ vs. _____
British Supremacy in South Africa		Control of Trade Spheres of Influence in China (British get Hong Kong)	Competing Imperial Claims (Manchuria and Korea) <i>First victory of a non-Western nation over a Western nation</i>
Britain vs. a local African tribe	Britain vs. original Dutch-descended European settlers		

Anti-Imperialist Movement

J.A. _____ and **Vladimir** _____ both criticized imperialist policies in the early 20th century. Both writers shared a distaste for unregulated _____ (economic system).



Decolonization

_____ & _____ both resulted in the decolonization of Africa and Asia.