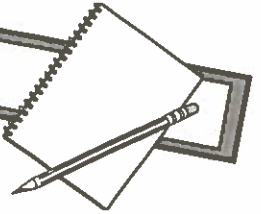


Daily Lecture and Discussion Notes

Chapter 14, Section 1

Did You Know?

During the reign of her half sister Mary, Elizabeth I was arrested and sent to the Tower of London on suspicion of contributing to a plot to overthrow the government and restore Protestantism. Two months of interrogation and spying revealed no conclusive evidence of treason, therefore, Elizabeth was released from the tower and placed in close custody for a year.



- I. **The French Wars of Religion** (pages 429–430)
- A. Calvinism and Catholicism had become **militant** (combative) religions by 1560. Their struggle for converts and against each other was the main cause of Europe's sixteenth-century religious wars.
 - B. The French civil wars known as the French Wars of Religion (1562–1598) were shattering. The **Huguenots** were French Protestants influenced by John Calvin. Only 7 percent of the population, Huguenots made up almost 50 percent of the nobility, including the house of Bourbon, which ruled Navarre and was next in line for the Valois dynasty.
 - C. The Valois monarchy was strongly Catholic. A group in France called the **ultra-Catholics** also strongly opposed the Huguenots.
 - D. Many townspeople were willing to help nobles weaken the monarchy, so they became a base of opposition against the Catholic king. Civil war raged for 30 years until in 1589, **Henry of Navarre**, leader of the Huguenots, succeeded to the throne as Henry IV.
 - E. He converted to Catholicism because he realized that a Protestant would not have the support of French Catholics. He issued the **Edict of Nantes** in 1598. It recognized Catholicism as France's official religion, but gave the Huguenots the right to worship and to have all political privileges, such as holding office.

Discussion Question

You are now almost halfway through your history text. Is studying history useful, interesting, or important? Why or why not? (Answers will vary. Accept relevant, thoughtful answers. Use the occasion to review by making sure students use examples from the course in their answers.)

Daily Lecture and Discussion Notes

Chapter 14, Section 1



II. Philip II and Militant Catholicism (pages 430–431)

- A. King Philip II of Spain was the greatest supporter of militant Catholicism. He ruled from 1556 to 1598, and his reign began a period of cultural and political greatness in Spain.
- B. Philip II wanted to consolidate control over his lands—Spain, the Netherlands, and possessions in Italy and the Americas. He strengthened his control of his domain by insisting on strict adherence to Catholicism and support for the monarchy. Spain saw itself as the nation God chose to save Catholic Christianity from the Protestant heretics.
- C. Philip II became a champion of Catholicism. Under Spain's leadership he formed a Holy League against the Turks. He roundly defeated their fleet in the famous Battle of Lepanto in 1571.
- D. The Spanish Netherlands—modern Netherlands and Belgium—was very rich. Nobles there resented Philip II trying to consolidate his control of their lands. He also tried to crush Calvinism there. When Calvinists began to destroy church statues, Philip sent ten thousand troops to stop the rebellion.
- E. In the north, the Dutch prince William the Silent offered growing resistance to Philip. In 1609, a 12-year truce stopped the wars. The north became the United Provinces of the Netherlands, which was one of Europe's great powers and the core of the modern Dutch state.
- F. Spain was the world's most populous empire when Philip's reign ended in 1598. It seemed a great power, but in reality Philip had bankrupted the country by spending too much on war. His successor continued to overspend, now on court life. Further, Spain's armed forces were out-of-date and the government was inefficient. Real power shifted to England.

Discussion Question

Given its small size, how did the United Provinces of Netherlands become so powerful? (It ran a highly successful trading empire.)

III. The England of Elizabeth (pages 431–432)

- A. Elizabeth Tudor ascended to the throne of England in 1558. During her reign, this small island became the leader of the Protestant nations and laid the foundation for becoming a world empire.



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- B.** Elizabeth quickly tried to resolve the religious conflicts. She repealed laws favoring Catholics. A new Act of Supremacy named her as “the only supreme governor” of church and state. The Church of England practiced a moderate Protestantism.
- C.** Elizabeth was moderate in foreign affairs as well. She tried to keep France and Spain from becoming too powerful by supporting first one and then the other, balancing their power. Even so, she could not escape a conflict with Spain. Philip II had long toyed with the idea of invading England to return it to Catholicism.
- D.** In 1588, Spain sent an **armada**—a fleet of warships—to invade England. Yet the fleet that sailed had neither the manpower nor the ships to be victorious. The Spanish fleet was battered in numerous encounters and finally sailed home by a northward route around **Scotland** and **Ireland**, where storms sank many ships.

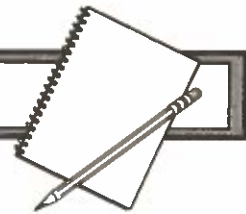
Discussion Question

Page 433 has an excerpt from a famous speech Queen Elizabeth gave toward the end of her reign. What is her main point? (*She says that the relation she has had with her subjects and with England is one of mutual love, not of self-interest, gain, and the like. Accept other answers that are supported with examples from the excerpt.*)

end

Daily Lecture and Discussion Notes

Chapter 14, Section 2



Did You Know? After the restoration of King Charles II, Oliver Cromwell's embalmed remains were dug out of his Westminster Abbey tomb and hung up at Tyburn, where criminals were executed. His body was then buried beneath the gallows. Cromwell's head, however, was stuck on a pole on top of Westminster Hall for the duration of Charles II's reign.

I. Economic and Social Crises (pages 434–435)

- A. From 1560 to 1650, Europe experienced economic and social crises. One economic problem was **inflation**—rising prices—due to the influx of gold from the Americas and increased demand for land and food as the population grew.
- B. By 1600, an economic slowdown had hit Europe. For example, Spain's economy seriously fell by the 1640s because New World mines were producing less silver, pirates grabbed much of what was bound for Spain, and the loss of Muslim and Jewish merchants and artisans.
- C. By 1620, population began to decline, especially in central and southern Europe. Warfare, plague, and famine all contributed to the population decline and general social tension.

Discussion Question

Why might an influx of currency raise prices? (*The more money people have to spend the more competition there is among buyers for products, so sellers are able to raise prices and still sell successfully.*)

II. The Witchcraft Trials (page 435)

- A. A belief in **witchcraft**, or magic, had been part of traditional village life for centuries. The zeal behind the Inquisition was soon focused on witchcraft, and many people in Europe were seized by a hysteria about the matter.
- B. Perhaps more than one hundred thousand people were charged with witchcraft. Most often common people were accused. More than 75 percent of the accused were women, mostly single, widowed, or over 50.
- C. Accused witches were tortured and usually confessed to such things as swearing allegiance to the devil, casting spells, and attending revels at night called sabbats.



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- D.** By 1650, the witchcraft hysteria had lessened. As governments strengthened after the period of crises, they were not tolerant of having witch trials disrupt society. Also, attitudes were changing: many people found it unreasonable to believe in a world haunted by evil spirits.

Discussion Question

What role, if any, did gender play in the witch trials of Europe of this time period? *(Answers will vary. Accept relevant, thoughtful answers. Use the chapter's statistics in B above to start the discussion, noting that the preponderance of women is probably not accidental.)*

III. The Thirty Years' War (pages 435–436)

- A.** Religious disputes continued in Germany after the Peace of Augsburg in 1555 principally because the peace settlement did not recognize Calvinism, which spread throughout Europe.
- B.** Religion, politics, and territory all played a role in the Thirty Years' War, called the "last of the religious wars." The war began in the **Holy Roman Empire** in 1618 as a fight between the Hapsburg Holy Roman emperors and Protestant nobles in **Bohemia** who rebelled against the Hapsburgs. All major European countries but England became involved.
- C.** Most important was the struggle between France, on the one hand, and Spain and the Holy Roman Empire, on the other hand, for European leadership.
- D.** The battles took place on German soil, and Germany was plundered and destroyed for 30 years. The Peace of Westphalia ended the war in 1648. Some countries gained new territories, and France emerged as the dominant nation in Europe.
- E.** The Peace of Westphalia said all German states could determine their own religion. The states that made up the Holy Roman Empire became independent. The Holy Roman Empire died and Germany would not reunite for two hundred years.
- F.** The Thirty Years' War was Europe's most destructive ever. The flintlock musket, soon fitted with a bayonet, was a new, accurate weapon that could be reloaded faster than earlier firearms. Increased use of firearms and greater mobility on the battlefield meant armies had to be better disciplined and trained. Governments began to support standing armies. By 1700, France had a standing army of four hundred thousand.



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Discussion Question

Where in the contemporary world is there still intense conflict between Protestants and Catholics? (*Northern Ireland*)

IV. Revolutions in England (pages 437–439)

- A. The seventeenth century saw England's civil war, the English Revolution. In essence, it was a struggle between Parliament and the king to determine the power of each in governing England.
- B. The Tudor dynasty ended with Elizabeth's death in 1603. The Stuart king of Scotland, **James I**, ascended to the throne. He believed in the **divine right of kings**—that kings receive their power from God and are responsible only to God. Parliament wanted an equal role in ruling, however.
- C. Religion was an issue as well. **Puritans** (one group of English Calvinists) disagreed with the king's defense of the Church of England, wanting it to be more Protestant. Many Puritans served in the House of Commons, the lower house of Parliament, which gave them power.
- D. Conflict came to a head under the reign of James I's son, **Charles I**, who also believed in the divine right of kings. In 1628, Parliament passed a petition prohibiting passing taxes without Parliament's consent. At first the king agreed, but later he changed his mind. Charles I also tried to add ritual to the Protestant service, which to the Puritans seemed a return to Catholicism. Thousands of Puritans went to America rather than adhere to Charles I's religious policies.
- E. Civil war broke out in 1642 between supporters of the king (**Cavaliers** or **Royalists**) and those of Parliament (**Roundheads**). Parliament won, principally because of the New Model Army of its leader and military genius, **Oliver Cromwell**. His army was made up chiefly of extreme Puritans known as the Independents. They believed they were doing battle for God.
- F. Cromwell purged Parliament of anyone who had not supported him and executed Charles I in 1649. The execution of the king horrified much of Europe. Parliament abolished the monarchy and the House of Lords, and declared a republic, or **commonwealth**.
- G. Cromwell soon dismissed Parliament and set up a military dictatorship. He ruled until his death in 1658. Parliament then restored the monarchy, and Charles II took the throne. Under the restored Stuart monarchy, Parliament kept much of the power it had gained. It restored the Church of England as the state religion and restricted some rights of Catholics and Puritans.



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Chapter 14, Section 2

- H.** In 1685, **James II** became king. He was a devout Catholic. James named Catholics to high positions in the government, armed forces, and universities. Conflict over religion again brewed.
- I.** Parliament did not want James II's Catholic son to assume the throne. A group of English nobleman invited the Dutch leader, William of Orange, husband of James's daughter Mary, to invade England. William and Mary raised an army and marched to England. James and his family fled, so with almost no violence, England underwent its "Glorious Revolution." The issue was who would be monarch.
- J.** William and Mary accepted the throne in 1689 along with a Bill of Rights, which set forth Parliament's right to make laws and levy taxes. As well, standing armies could be raised only with Parliament's consent. The rights of citizens to bear arms and to a jury trial were also part of the document. The Bill of Rights helped create a government based on the rule of law and a freely elected Parliament. It laid the ground for a limited, or constitutional, monarchy.
- K.** The Toleration Act of 1689 gave Puritans, not Catholics, the right of free public worship. Few English citizens were persecuted for religion ever again, however. By deposing one king and establishing another, Parliament had destroyed the divine right theory of kingship.

Discussion Question

Why would the execution of a king be so horrifying in 1649? (*Answers will vary. Accept relevant, thoughtful answers. Many people believed that there was a connection between the king and God, so the execution must have seemed blasphemous. It may well have seemed an invitation to anarchy, as well.*)

end

Daily Lecture and Discussion Notes

Chapter 14, Section 3



Did You Know? At the time of his father's death, the four-year-old Louis XIV was, according to the laws of his kingdom, the owner of the bodies and property of 19 million subjects. Nonetheless, he once narrowly escaped drowning in a pond because no one was watching him.

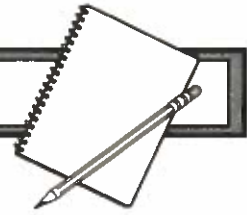
I. France under Louis XIV (pages 441–444)

- A. One response to the crises of the seventeenth century was to seek stability by increasing the monarchy's power. This response historians call **absolutism**, a system in which the ruler has total power. It also includes the idea of the divine right of kings.
- B. Absolute monarchs could make laws, levy taxes, administer justice, control the state's officials, and determine foreign policy.
- C. The best example of seventeenth-century absolutism is the reign of **Louis XIV** of France. French power and culture spread throughout Europe. Other courts imitated the court of Louis XIV.
- D. Louis XIII and Louis XIV were only boys when they came to power. A royal minister held power for each up to a certain age, **Cardinal Richelieu** for Louis XIII and **Cardinal Marazin** for Louis XIV. These ministers helped preserve the monarchy.
- E. Richelieu took political and military rights from the Huguenots, a perceived threat to the throne, and thwarted a number of plots by nobles through a system of spies, executing the conspirators.
- F. Louis XIV came to the throne in 1643 at age four. During Marazin's rule, nobles rebelled against the throne, but their efforts were crushed. Many French people concluded that the best chance for stability was with a monarch.
- G. Louis XIV took power in 1661 at age 23. He wanted to be and was to be sole ruler of France. All were to report to him for orders or approval of orders. He fostered the myth of himself as the Sun King—the source of light for his people.
- H. The royal court Louis established at **Versailles** served three purposes. It was the king's household, the location of the chief offices of the state, and a place where the powerful could find favors and offices for themselves. From Versailles, Louis controlled the central policy-making machinery of government.
- I. Louis deposed nobles and princes from the royal council and invited them to Versailles where he hoped court life would distract them from politics. This tactic often worked. Louis' government ministers were to obey his every wish. He ruled with absolute authority in the three traditional areas of royal authority: foreign policy, the Church, and taxes.



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- J. Louis had an anti-Huguenot policy, wanting the Huguenots to convert to Catholicism. He destroyed Huguenot churches and closed Huguenot schools. As many as two hundred thousand Protestants fled France.
- K. The mercantilist policies of the brilliant Jean-Baptiste Colbert helped Louis with the money he needed for maintaining his court and pursuing his wars.
- L. Louis developed a standing army of four hundred thousand. He wanted the Bourbon dynasty to dominate Europe. To achieve this goal, he waged four wars between 1667 and 1713, causing many other nations to form alliances against him. He did add some lands to France and set up a member of his dynasty on Spain's throne.
- M. The Sun King died in 1715. France was debt-ridden and surrounded by enemies. On his deathbed he seemed remorseful for not caring for the people more.

Discussion Question

What are the basic principles of mercantilism? (*Mercantilism stresses the need to have a favorable balance of trade for a country to be wealthy and grow economically. Mercantilism stresses government policies that support a favorable balance of trade, having high reserves of gold and silver, and using colonies as sources of bullion and raw goods, and as markets for the parent country.*)

II. Absolutism in Central and Eastern Europe (pages 444–445)

- A. After the Thirty Years' War, two German states—Prussia and Austria—emerged in the seventeenth and eighteenth centuries as great powers.
- B. Frederick William the Great Elector laid the basis for the Prussian state. He built an efficient standing army of forty thousand men, the fourth largest army in Europe.
- C. Frederick William set up the General War Commissariat to oversee the army. It soon became a bureaucratic machine for civil government as well. Frederick William used it to govern the state. Many members were landed aristocracy known as Junkers, who served in the army as well.
- D. Frederick William's son became King Frederick I in 1701.
- E. The Austrian Hapsburgs had long been Holy Roman emperors. After the Thirty Years' War, they created a new empire in eastern and southeastern Europe. Its core was in present-day Austria, the Czech Republic, and Hungary. After the defeat of the Turks in 1687 (see Chapter 15), Austria took control of Transylvania, Croatia, and Slovenia as well.



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- F. The Austrian monarchy never was a centralized, absolutist state, however. It was made up of many national groups. The empire was a set of territories held together by the Hapsburg emperor, who was archduke of Austria, king of Bohemia, and king of Hungary. Each area had its own laws and political life, however.

Discussion Question

Why did Frederick William build up Prussia's armed forces? (*Prussia was relatively small, and vulnerable to attack and conquest.*)

III. Russia under Peter the Great (pages 445–447)

- A. In the sixteenth century, Ivan IV became the first Russian ruler to take the title of **czar**, Russian for caesar. Called Ivan the Terrible for his ruthlessness, he expanded Russia eastward and crushed the power of the Russian **boyars** (the nobility).
- B. The end of Ivan's rule in 1584 was followed by a period of anarchy called the Time of Troubles. It ended when the national assembly chose Michael Romanov as czar in 1613. The Romanov dynasty lasted until 1917.
- C. Its most prominent member was Peter the Great, an absolutist who believed in the divine right of kings. He became czar in 1689. Peter soon made a trip to the West, and he returned determined to Europeanize Russia. He wanted European technology to create a great army to support Russia as a great power. By Peter's death in 1725, Russia was an important European state.
- D. To create his army, Peter drafted peasants for 25-year stints. He also formed the first Russian navy. He divided Russia into provinces to rule more effectively. He wanted to create a "police state," by which he meant a well-ordered community governed by law.
- E. Peter introduced Western customs and etiquette. At court, Russian beards had to be shaved and coats shortened, for example, as were the customs in Europe. Upper-class women gained much from Peter's reforms. He insisted they remove their veils, and he held gatherings for conversation and dancing where the sexes mixed, as in Europe.
- F. Peter's goal was to make Russia a great power. An important part of this was finding a port with access to Europe through the Baltic Sea. At the time Sweden controlled the Baltic. Peter warred with Sweden, and he acquired the lands he needed. In 1703 on the Baltic, he began construction of a new city, **St. Petersburg**. It was the Russian capital until 1917.



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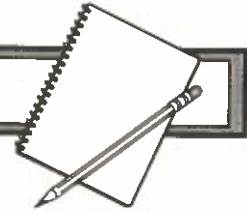
Discussion Question

Why would a port with access to Europe be important for being a world power? *(At the time, much long-distance travel and trade was by ship. Europe was the important cultural and political area closest to Russia. Peter wanted to Europeanize his country and needed ready access to the ideas and commodities available in Europe.)*

end

Daily Lecture and Discussion Notes

Chapter 14, Section 4



Did You Know? The word *quixotic*, meaning “foolishly impractical” and “marked by rash, lofty, romantic ideas,” is derived from the title character of Miguel de Cervantes’s novel *Don Quixote*.

I. Mannerism (pages 448–449)

- A. The artistic Renaissance ended when the movement called **Mannerism** emerged in Italy in the 1520s and 1530s. The movement fit Europe’s climate of the time, as people grew uncertain about worldly experience and wished for spiritual experience.
- B. Mannerism broke down the High Renaissance values of balance, harmony, moderation, and proportion. Elongated figures showed suffering, heightened emotions, and religious ecstasy.
- C. Mannerism perhaps reached its height with the painter **El Greco** (“the Greek”). Born in Crete, he eventually moved to Spain. He elongates and contorts his figures, portraying them in unusual yellows and greens against a black background. The mood he depicts reflects well the tensions created by the religious upheavals of the Reformation.

Discussion Question

What artists do you like, and why? (Answers will vary. Accept relevant, thoughtful answers.)

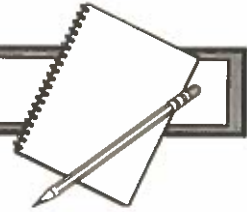
II. The Baroque Period (page 449)

- A. The **baroque** movement replaced Mannerism. It began in Italy at the end of the sixteenth century and was adopted by the Catholic reform movement. Hapsburg court buildings in **Madrid, Prague, Vienna, and Brussels** show this style.
- B. Baroque artists tried to join Renaissance ideals with the newly revived spiritual feelings. Thus, the baroque was known for dramatic effects to arouse emotions.
- C. Baroque art and architecture also reflected the seventeenth-century search for power. Churches and palaces were magnificent and richly detailed, giving off a sense of power.
- D. The Italian architect and sculptor **Gian Lorenzo Bernini** is perhaps the greatest figure of the baroque period. He completed Saint Peter’s Basilica in Rome where drama and exuberance mark his work. His wooden *Throne of Saint Peter* seems to hover in midair as rays of heavenly light drive a mass of clouds toward the spectator.



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- E. The best-known female artist of the seventeenth century was Artemisia Gentileschi. At the age of 23, she became the first woman elected to the Florentine Academy of Design. She is best known for a series of pictures of Old Testament heroines, especially *Judith Beheading Holofernes*.

Discussion Question

What is the story of Judith and Holofernes? What is it meant to teach? (*Holofernes was an Assyrian leader who was warring on the Israelites. Judith was an attractive Israelite widow. She made herself beautiful and went to the Assyrian camp, pretending to be fleeing the Israelites. Attracted by her beauty, Holofernes took her to his tent for food, wine, and seduction. The food and drink made him sleepy, and when he fell asleep she beheaded him. The Israelites displayed his head from the wall of their city, causing the Assyrians to flee. The story is meant to teach the virtue of courage.*)

III. A Golden Age of Literature (pages 449–450)

- A. In both England and Spain, writing for the theater reached new heights between 1580 and 1640. Other kind of literature also flourished.
- B. England had a cultural flourishing during the Elizabethan Era. Most notable was the drama of the time, especially that of **William Shakespeare**. Elizabethan theater was very popular and a successful business before Shakespeare.
- C. Shakespeare's works were performed principally at the Globe Theater. The low admission charge allowed the lower classes to attend, and Shakespeare had to write plays pleasing to all classes and types. Shakespeare was an actor and shareholder in the acting company the Lord Chamberlain's Men.
- D. Shakespeare is viewed as a universal genius who combined masterful language skills with deep insight into human psychology and the human condition.
- E. Drama flourished in Spain as well during the sixteenth century. Touring companies brought the latest Spanish plays to all parts of the Spanish Empire.
- F. In the 1580s, **Lope de Vega** set the standards for Spanish playwriting. He wrote almost 1,500 plays. They are characterized as witty, charming, action-packed, and realistic.
- G. Another great achievement of Spain's golden age of literature was the novel *Don Quixote* by **Miguel de Cervantes**. Cervantes presents the dual nature of the Spanish character in the novel's two main characters. Don Quixote, the knight, is a visionary with lofty ideals; his fat, earthy squire, Sancho Panza, is a realist. Each comes to see the value of the other's perspective. Both vision and hard work are necessary to the human condition.



Daily Lecture and Discussion Notes

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Discussion Question

Shakespeare wrote many famous lines. One of the more famous is from *Hamlet*. Polonius advises his son, who is about to go off to make his way in the world, as follows: "This above all: To thine own self be true/And it must follow, as the night the day/Thou canst not then be false to any man." Is this good advice? Is it correct? (Answers will vary. Accept relevant, thoughtful answers.)

IV. Political Thought (page 451)

- A. The seventeenth century was concerned with order and power. These concerns are reflected in the political philosophies of two different Englishmen.
- B. England's revolutionary upheavals alarmed **Thomas Hobbes**. He wrote a work on political thought, *Leviathan* (1651) to deal with the issue of disorder. He claimed that before society and politics, in what he called a "state of nature," life is brutal and violent because human nature is self-interested. Life is not about morals, but self-preservation. To save people from destroying each other, people must form a state by agreeing to be governed by an absolute ruler with complete power. Only in this way could social order be preserved.
- C. **John Locke** wrote a political work called *Two Treatises of Government* (1690). He argued against the absolute rule of one person. Locke believed that before the development of society and politics people lived in a state of freedom and equality, not violence and war. In this state people had **natural rights**—rights with which people are born.
- D. Locke believed, however, that in the state of nature people had trouble protecting their natural rights. They agree to establish a government to secure and protect these rights. The contract between people and government establishes mutual obligations. People should be reasonable towards government, and government should protect the people's rights. If the contract is broken, people have a right to overthrow the government.
- E. Locke's ideas were important to the American and French Revolutions. They were used to support demands for constitutional government, the rule of law, and the protection of rights. Locke's ideas are found in the American Declaration of Independence and the United States Constitution.

Discussion Question

Is Hobbes correct that human nature is thoroughly self-interested, or do people sometimes act for the good of others? (Answers will vary. Accept relevant, thoughtful answers. Students should use specific cases to back up their positions.)

end