**Europe in Transition, 1300-1750**

**Chapter Two Renaissance and Discovery**

Guided Reading

Key Terms

Renaissance Niccolo Machiavelli city-states Leonardo da Vinci

secularism humanism individualism condottieri

studia humanitatis Platonism the Borgias Erasmus

Columbus conquistadores mercantilism Johann Gutenberg

Review Questions

**The Renaissance in Italy (1375-1527)**

1. How did Jacob Burckhardt describe the Renaissance? What criticisms have been leveled against his interpretation?
2. What was the primary goal of the city state despot? How did they attempt to achieve this?
3. How would you define Renaissance humanism?
4. Briefly compare and contrast medieval civilization with the Renaissance humanism (think political, social, economic, and religious).

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| Medieval | Renaissance |
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1. What ‘spirit of the Renaissance’ qualities did the writing of Petrarch and Boccaccio have in common?
2. Compare and contrast Pico, Durer and Luther’s depiction of the ‘Renaissance man’ below:
3. Define the modern definition of ‘Renaissance Man’. Defend the position that Leonardo, Raphael and Michelangelo were Renaissance men:

**Italy’s Political Decline: The French Invasions (14-94-1527)**

1. Why did France invade Italy in 1494? How did this lead to Italy’s political decline?

From the Prince by Niccolo Machiavelli (http://www.constitution.org/mac/prince09.htm)

Hence it is to be remarked that, in seizing a state, the usurper ought to examine closely into all those injuries which it is necessary for him to inflict, and to do them all at one stroke so as not to have to repeat them daily; and thus by not unsettling men he will be able to reassure them, and win them to himself by benefits. He who does otherwise, either from timidity or evil advice, is always compelled to keep the knife in his hand; neither can he rely on his subjects, nor can they attach themselves to him, owing to their continued and repeated wrongs. For injuries ought to be done all at one time, so that, being tasted less, they offend less; benefits ought to be given little by little, so that the flavour of them may last longer.

And above all things, a prince ought to live amongst his people in such a way that no unexpected circumstances, whether of good or evil, shall make him change; because if the necessity for this comes in troubled times, you are too late for harsh measures; and mild ones will not help you, for they will be considered as forced from you, and no one will be under any obligation to you for them.

**CHAPTER IX**

**Concerning A Civil Principality**

BUT coming to the other point — where a leading citizen becomes the prince of his country, not by wickedness or any intolerable violence, but by the favour of his fellow citizens — this may be called a civil principality: nor is genius or fortune altogether necessary to attain to it, but rather a happy shrewdness. I say then that such a principality is obtained either by the favour of the people or by the favour of the nobles. Because in all cities these two distinct parties are found, and from this it arises that the people do not wish to be ruled nor oppressed by the nobles, and the nobles wish to rule and oppress the people; and from these two opposite desires there arises in cities one of three results, either a principality, self-government, or anarchy.

1. How did the actions of Pope Julius II mark the end of the Medieval era of Italian civilization and the writing of Machiavelli signal a new era?
2. Is it better to be loved or feared? (The Most Important Trait for a Ruler - p. 78) Argue (point form is fine) using historical and contemporary examples:
3. What were the main characteristics of the revival of monarchy in Northern Europe?
4. How did the Northern Renaissance differ from the Italian Renaissance?
5. The invention of the printing press has been called one of the greatest inventions in human history for its effect on religious, political, economic and social life. Defend this position (point form is fine):
6. In what ways was Erasmus the embodiment of the Northern Renaissance?
7. What motivated the Portuguese to ‘chart the course’ for exploration?
8. Why did Columbus sail across the Atlantic? What were the intended and unintended consequences of his journey?

We will do this one together after watching the video lecture: The Columbian Exchange

1. Describe how the components of the Latin American colonial economy contributed to it being described as an ‘economy of exploitation”. What impact did this economic activity have on Europe?