Unit Two: The Seventeenth Century
World of State Builders, 1600-1715
This unit will focus on changes in thought and politics. The years between 1559 and 1715 provide a galaxy of artists and thinkers who still command our attention. This was the age of Shakespeare, Cervantes, Montaigne, Descartes, Galileo, Rubens, Milton, Molière, Rembrandt, Hobbes, Spinoza and Locke. The creative genius of these artists and thinkers have had a lasting impact on the modern world. It is not easy to characterize in a few words this period of culture in Modern Europe. The difficulty is increased by the various intellectual and artistic trends. Something encouraged these people to question rather than synthesize and it inspired artists to wrestle with the newest, biggest and most varied subjects they could find. European culture was passing through an aggressive and experimental phase. For want of a better label, the seventeenth century is sometimes referred to as the Age of Genius.

In the seventeenth century, European monarchs were running roughshod over noble prerogatives and town privileges. Through this time period, England and Dutch Republics maintained forms of representative government. These countries were the anomalies in Europe. The Stuart flirtation with absolutism in England brought discord, resistance and civil war. This led to a constitutional crisis which brought down the monarchy and established a republic, only to return with a constitutional settlement in 1688. After winning independence from Spain in 1648, the merchant class of the Netherlands was able to brush aside the absolutist challenge from the House of Orange. The other continental rulers of Europe relentlessly extended their power. The sovereigns of France, Russia, Austria and Brandenberg became absolute rulers. In Poland, the gentry class dominated politics and controlled the elected Polish king. Sweden and the Netherlands provide a different social structure.
Life in the 17th Century

Class 1: The World of the 17th Century, A Vermeer Painting Come to Life
Purpose: What are the characteristics of a successful civilization?
Reading:
Century of Genius, Reader V, p. 204
Century of Genius Project, Syllabus, p. 16
Task:
1. What were the main areas of development in the 17th century?
2. Review the Century of Genius Project directions. Be prepared to list your top three choices for research: Science, Drama and Literature, Philosophy, Art, or Music and Architecture.

Class 2: Society: 1600-1715, or You’re not permitted at the table.
Purpose: Does tradition create a strong society or hold back society?
Reading:
Property and Privilege, Reader V, pp. 179-182
Women, Reader V, pp. 183-186
Tasks:
1. Gregory King uses the terms “increasing” and “decreasing” in describing people. What values do these terms assume about people?
2. Summarize the level of social stratification in this period. Is it only money that is the measure of social class?
3. Are Jean Bodin’s views on women a radical change from previous time periods? Explain.

Class 3: Work and Money or No ‘bubbly” for you
Purpose: Should money or ability determine opportunity?
Readings:
The Psychology of Limited Wealth, Reader V, p. 187
Agriculture and Industry, Reader V, pp. 188-194
Tasks:
1. Was economic opportunity open to all Europeans between 1559 and 1715?
2. In what ways did agriculture change between 1559 and 1715?
3. What is Dom Pierre Perignon credited with inventing?
4. Briefly summarize the various elements of the 17th century economy.

Extended Assignment
Reading
Capitalism and Calvinism, Reader V, pp. 199-203
Task:
1. Militant Protestantism sparked capitalistic expansion while reformed Catholicism discouraged it. Support or defend.

France achieved a dominant position in world affairs and fashions during the reign of King Louis XIV, from 1643 to 1715. All of Europe followed French fashions except Spain. In France and elsewhere the women’s farthingale (hooped petticoat) went out of style and was replaced by a stately gown worn with a bustle (padded frame at the back) and a train that trailed behind. The gown’s bodice typically ended in a V-shape over the abdomen, and bright colors gained favor. In Spain the farthingale remained fashionable and spread to the sides even farther than it had before. (See Las Meninas p 16) (1)

However the 17th Century is further complicated by a considerable fragmentation of fashion in the West. Mainstream fashion reflected sharpened divisions among Europeans in religion, nationality and class that had been broadened by the wars of the Reformation. So, for example members of various conservative sects of Protestantism in this period develop “plain dress” as a form of anti-fashion, and conservative clergy preach sermons on the sinfulness of fine dress. Conservative Catholics at the Spanish court, on the other hand keep wearing fashions from the previous century well into the 17th Century. (2)

In place of doublets and trunk hose, men in France adopted a three-piece suit, consisting of knee-length breeches, a knee-length coat, and a waistcoat or vest. The suit was worn with a shirt and cravat (necktie). A softly falling collar replaced the ruff. Thus the modern business suit existed in an early stage by the 17th century. But unlike men’s suits today, the pieces of an 18th-century suit were typically of different fabrics. (1)

Clothing in England during the 17th century came to symbolize the difference in beliefs between Cavaliers, who supported the king and wore luxurious, colorful aristocratic garb, and their political opponents, the austerely dressed Puritans, who wore dark, drab colors. When Puritans settled New England in the 1600s, they brought with them the Puritan styles then current in England. (1)

(1) http://encarta.msn.com/encyclopedia_761585452/fashion.html
(2) http://www.costumes.org/classes/fashiondress/17thCent.htm
Was it a Century of Genius? The years between 1559 and 1715 have given us Hobbes, Donne, Velazquez, Newton and Bernini. These gentlemen are only a representation of the philosophical, literary, artistic, scientific and architectural achievement of these years. Though the years of the Renaissance created a foundation for modern European society, the accomplishments of these representative thinkers created a world sharply divided from medieval thought.

In a group, you will summarize the accomplishments of this time period in philosophy, science, literature and drama as well Baroque culture in the visual and aural arts. The visual and aural arts include art, architecture and music. Using the reader, readings in the textbook and any outside research, your group will teach an one-day class on your topic area. Baroque culture will be given two days to complete the subject matter (i.e., art, architecture, music).

For class, please prepare any necessary handouts, powerpoints or overheads. Materials to be duplicated must be given to the teacher the day before class is taught. Each group member must write a one page summary of the topic area. This will be a graded writing.

Science:
Suggested persons:
- Copernicus
- Kepler
- Galileo
- Descartes
- Newton
- Bacon
- Harvey

Architecture and Music
Suggested persons:
- Architecture
  - Wren
  - Bernini
- Music
  - Vivaldi
  - Bach
  - Handel

Art
Suggested persons:
- Rembrandt
- Vermeer
- Rubens
- VanDyck
- Velazquez
- Poussin
- Lorrain

Philosophy:
Suggested persons:
- Hobbes
- Spinoza
- Locke
- Pascal
- Montaigne

Drama and Literature:
Suggested persons:
- Milton
- Spenser
- Donne
- Cervantes
- Shakespeare
- Moliere
- Racine
- Lope de Vega

Las Meninas
Velasquez
Class 4: Classroom Research on Age of Genius

Purpose: What word best summarizes the developments in your topic area?

Readings:
- The Scientific Revolution, Reader VI, 207-224
- Religious Art in the Baroque Age, Reader VI, 224-243
- Five Philosophical Writers, Reader VI, 244-254
- The Golden Age of English, Spanish and French Drama, Reader VI, 254-266
- Music in the Baroque Age, Reader VI, 267-284; Architecture, Reader VI, 236-240

Tasks:
1. Bring to class the BRIEF notes on the topic area you were assigned
2. In class, list the main ideas that students should know following your presentation.
3. You will decide what homework students will complete for class.
4. The presentation will be organized in class and areas of responsibility assigned.

Class 5: Classroom Research on Age of Genius

Purpose: What information should students complete before the presentation?

Readings:
- The Scientific Revolution, Reader VI, 207-224
- Religious Art in the Baroque Age, Reader VI, 224-243
- Five Philosophical Writers, Reader VI, 244-254
- The Golden Age of English, Spanish and French Drama, Reader VI, 254-266
- Music in the Baroque Age, Reader VI, 267-284; Architecture, Reader VI, 236-240

Tasks:
1. You will decide what homework students will complete for class.
2. The presentation will be organized in class and areas of responsibility assigned.
The English Civil War: A Constitutional Struggle

Class 6: Tudors, Stuarts and Puritans or Why Can’t We All Just Get Along?
Purpose: Was the presence of Puritans in Parliament doubly dangerous? Is a minority group able to threaten the majority?
Readings:
- Puritanism in England, Reader IV, pp. 152-154
- Unfolding Drama: The Spiral to Civil War, Reader IV, pp. 157-162
Tasks:
1. Was the presence of Puritanism in Parliament doubly dangerous? (24)
2. How did the Tudor-Parliament and the Stuart-Parliament relationship differ?
3. Characterize the suspicions between Charles and the House of Commons
Terms, phrases and concepts:
- Gloriana
- privy council,
- Tunnage and Poundage

Class 7 & 8: C1 or Charles, Cromwell and Civil War
Purpose: Was it easier to win the war than the peace?
Readings:
- Unfolding Drama: The Spiral to Civil War, Reader IV, pp. 157-162
- Cromwell, Civil War and Commonwealth, Reader IV, pp. 162-168

Class 9: So You Killed Your King, Now What?
Purpose: Do actions always reflect intentions? Was the resultant government of Oliver Cromwell what he envisioned?
Readings:
- Cromwell, Civil War and Commonwealth, Reader IV, pp. 162-168
- The Restoration: What Was Restored, Reader IV, p. 175
- The Restoration of the English Monarchy, McKay, (6) 553-553, (7) 553, (8) 532-533
Tasks:
1. Who was Oliver Cromwell and was he ‘all but king’?
2. What was life like under the Commonwealth?
3. Did the Civil War solve anything?

Class 10: The Glorious Revolution & the Bill or Rights or the Return of Merry Old England
Purpose: Can narrow self interest transcend its origins?
Readings:
- The Bill of Rights, Handout
Tasks:
1. What significant Rights were established in the English Bill of Rights?
2. What problem in English government did the English Bill of Rights solve?
The Banqueting House at Whitehall is a famous London building, formerly part of the Palace of Whitehall, designed by architect Inigo Jones in 1619, and completed in 1622. It is located close to the Houses of Parliament. It was on a scaffold in front of the building that King Charles I of England was executed in 1649.

It contains a single two-story double-cube room, with paintings by Sir Peter Paul Rubens, that were commissioned by Charles I in 1635, to fill the panelling of the ceiling. The Banqueting House introduced a refined Italianate Renaissance style that was unparalleled in England, where Renaissance motives were still filtered through the engravings of Flemish Mannerist designers.

By the 13th century, the Palace of Westminster had become the centre of government in England, and had been the main London residence of the king since 1049. The surrounding area became a very popular — and expensive — location. Walter de Grey, the Archbishop of York bought a property in the area soon after 1240, calling it York Place. York Place was rebuilt during the 15th century and expanded so much by Cardinal Wolsey [that it was the second] greatest house in London., Consequently when King Henry VIII removed the cardinal from power in 1530, he acquired York Place to replace Westminster as his main London residence. Henry VIII subsequently redesigned York Place, and further extended and rebuilt the palace during his lifetime. Inspired by Richmond Palace, he also included a recreation centre with a bowling green, tennis courts, and a tiltyard for jousting. James I made a few significant changes to the buildings, notably the construction in 1622 of a new Banqueting House built to a design by Inigo Jones to replace a series of previous banqueting houses dating from the time of Elizabeth I. (3)

The Banqueting House was planned as part of a grand new Palace of Whitehall, but the tensions that eventually led to the Civil War intervened. (1) After the death of Charles I, Whitehall Palace remained practically deserted for several years. A commission had already been appointed by Parliament to dispose of the King’s property and the splendid Stuart art collection was gradually broken up. This was interrupted when Oliver Cromwell formally became the new Head of State as Lord Protector and took up residence at Whitehall in 1654. (2)

Later, in the fires (1691, 1698) that destroyed the old Whitehall Palace, the isolated position of the Banqueting Hall preserved it from the flames. (1) Banqueting House is the only building now remaining, although it has been somewhat modified. (3)

(1) http://www.nationmaster.com/encyclopedia/Banqueting-House
(2) http://www.hrp.org.uk/learninganddiscovery/Discoverthehistoricroyalpalaces
(3) http://www.nationmaster.com/encyclopedia/Palace-of-Whitehall

The Century of Genius
Class 11: Century of Genius Group Work
Task:
1. In groups, you will put the final touches on your presentation.

Class 12: Eye Candy and Hyperactivity: Baroque Culture in the Visual Arts
Student presentation. See supplemental syllabus for homework.

Class 13: Touch and Hearing: Baroque Architecture and Music
Student presentation. See supplemental syllabus for homework.

Class 14: Rock Their Universe: Scientific Changes in the 17th Century
Student presentation. See supplemental syllabus for homework.

Class 15: The Good, the Bad and the Philosopher: Philosophy in the 17th Century
Student presentation. See supplemental syllabus for homework.

Class 16: Down in Front: Drama and Literature in the 17th Century
Student presentation. See supplemental syllabus for homework.

Class 17: Essay and Multiple Choice Test: Constitutionalism and Century of Genius
The Palace of Versailles was the official residence of the Kings of France from 1682 until 1790. It was originally a hunting lodge, built in 1624, by Louis XIII. It was expanded by Louis XIV beginning in 1669. He used it as a little lodge as a secret refuge for his amorous trysts with the lovely Louise de la Valliere and built a fairy tale park around it. Jules Hardouin Mansart, the king’s principal architect, drew the plans to enlarge what was turning more and more into a palace. The terrace that overlooked the gardens was removed to make way for the magnificent Hall of Mirrors, the Galerie de Glaces. It is here from which the king radiated his power and where the destiny of Europe was decided over a century. The French classical architecture was complemented by extensive gardens.

In 1682, Louis XIV chose Versailles as the fixed residence of the sovereigns. (1) By moving his court and government to Versailles, Louis XIV hoped to extract more control of the government from the nobility, and to distance himself from the population of Paris. All the power of France emanated from this centre: there were government offices here, as well as the homes of thousands of courtiers, their retinues, and all the attendant functionaries of court. By requiring that nobles of a certain rank and position spend time each year at Versailles, Louis prevented them from developing their own regional power at the expense of his own and kept them from countering his efforts to centralize the French government in an absolute monarchy. (2)

On 6 October 1789, the royal family left Versailles and returned to the Tuileries Palace in Paris. (1) The palace was stripped of most of its furnishings during the French Revolution, and the Tuileries in Paris became the royal residence. During the early years of the French Revolution, preservation of the palace was largely in the hands of the citizens of Versailles. (2)

Versailles, (which) became the superb Baroque palace known to the world as a symbol of civilization and pleasure, is now a national museum. (1) With the past and ongoing restoration and conservation projects at Versailles, the Fifth Republic has enthusiastically promoted the museum as one of France’s foremost tourist attractions. The palace, however, still serves political functions. Heads of state are regaled in the Hall of Mirrors; the Sénat and the Assemblée nationale meet in congress in Versailles to revise or otherwise amend the French Constitution, a tradition that came into effect with the promulgation of the 1875 Constitution. (2)

(1) http://www.castles.org/castles/Europe/Western_Europe/France/france6.htm
(2) http://en.wikipedia.org/wiki/Palace_of_Versailles

Tasks:
1. Did Henry IV, Richelieu or Mazarin help France become a more vital society? Did they have a common goal? Choose one and show how his goals were or were not accomplished.

Terms, phrases and concepts:
- fronde and frondeurs
- raison d'état
- le roi de la poule au pot
- la paulette

Extended Readings:
State Building in the Age of Absolutism,
Reader IV, 127-133
Absolutism versus Constitutionalism,
Reader IV, 134-135

Tasks
1. What obstacles did rulers face as they tried to consolidate sovereignty?
2. What confirms the binding authority of a constitution?
Class 19: The Philosophy of Absolutism or The Sun Never Shone So Bright
Purpose: Is absolute power possible?
Readings:
   Absolutism,
      McKay, (6) 531-532, (7) 532-533, (8) 532-534
   Politics Drawn from the Very Words of Holy Scripture, Jacques-Benigne Bossuet,
      Reader IV, 146-151

Tasks:
1. After reading this primary source, choose two of the following sections:
   • Fourth Book, On the Characteristics of Royalty
   • Fifth Book. Final Characteristics of Royal Authority
   • Third Book, Nature and the Properties of Royal Authority
   • Article III, Royal Authority is Paternal
For the two sections you chose, highlight two phrases that summarize the main idea of the section.
2. In a paragraph, use these phrases -- from task one -- to justify the concept of absolutism.

Class 20: It’s Good to be the King or Life in Louis XIV’s France
Purpose: What happens when it is time to pay the piper?
Readings:
   The Absolute Monarchy of Louis XIV,
      McKay, (6) 536-545, (7) 537-546, (8) 537-544
   The Court of Louis VI as Described by Duc De Saint Simon From the Memoirs of the Duke de-Saint-Simon, Handout

Tasks:
1. Was the nobility “domesticated”? Would Saint Simon support this idea?
2. How successful was Colbert in solving the financial problems of France?
3. List the four majors wars in which Louis XIV was involved. Were the expenditures of time and money worth the territorial gain?

Russia
Class 21: The Land of the Tsars
Purpose: Does the fear of chaos by a people justify acquiecence to autocracy?
Readings:
   Lords and Peasants in Eastern Europe,
      McKay, (6) 566-568, (7) 566-569, (8) 566-569
   Russia, Reader VII, 294-299

Tasks:
1. How did Eastern Lords respond to the decline in labor in the fourteenth through the eighteenth century? Did the Russian or Western European peasant have more freedom?
2. What is the Muscovite formula?
3. Was there a relationship between the Decree of 1664 and the Razin rebellion?
4. Was Ivan successful in advancing his cause of sovereignty?

Terms, phrases and concepts:
   autocracy      Old Believers
   Boyar class    Orthodox Church
   Cossack       Time of Troubles
   Michael Romanov     zemsky sobor

Class 22: The Westernization of Russia or Go West Young Cossack
Purpose: Is it correct for a single person to determine the direction of a society?
Readings:
   Tsar and People to 1689,
      McKay, (6) 579-582, (7) 576-582, (8) 579-581
   Reforms of Peter the Great,
      McKay (6) 582-585, (7) 582-585, (8) 581-585

Tasks:
1. Describe the relationship between Tsar and people.
2. What was the purpose of the reforms of Peter the Great? Cite examples in your answer.
Peter the Great's favourite residence, Peterhof, is a vast complex of palaces and parkland designed to rival the splendour of Versailles. Vast tracts of landscaped gardens are interspersed with statues, water features, pavilions and sumptuous mansion. Of course Peterhof is best known for its 120 fountains (switched on from May to mid-October), some of which are deliberately designed to soak the unsuspecting visitor! (1)

St. Petersburg did not exist until Peter the Great created it. Three years after his defeat by the King of Sweden in the Battle of Narva in 1700, the city was founded as a permanent post on the Baltic Sea. What better way to create a great and modern city than by starting one from scratch? Construction on St. Petersburg began when local stonemasons were forbidden to build anything else from 1703 onward as workers were to concentrate all their efforts on St. Petersburg. To fund construction, the tax code was also changed so that taxes were collected from all of Peter the Great's subjects and not just the landed nobility.

The site for Peterhof was chosen as early as 1705. The Peterhof site was chosen for its view of the sea and proximity to the new Kronshtadt fortifications on the island of Kotlin. It allows viewing of both the port and city, including all the in and outbound ocean-going traffic. Situated atop a cliff, 26 Km (~16 mi.) southwest of Peter the Great's namesake city. The palaces were meant to be a seasonal vacation spot for the whole court. (2) Peterhof is an outstanding monument of Russian art and culture of the 18th and 19th centuries. The palace and park complex occupies an area of about 1,000 hectares (2,471 acres). It includes seven parks and more than twenty palaces and pavilions. Peter the Great conceived the idea of this majestic complex under the impression of Versailles. The focal point of the ensemble is the Great Peterhof Palace situated on the high hill. In front of the palace, on the abrupt slope, is the Great Cascade. It consists of 64 fountains, which simultaneously spurt jets of water creating a sense of fairy-tale irreality and lightness of the Grand Palace seen through the splashes of water. (3)

Fond of things Germanic, the name Peterhof is in fact a German name that was changed for many years under the Soviets to the more Russian-sounding Petrodvoréts (or "Peter's Palace") until reverting back in 1997. Peterhof was added to over the next 200 years, eventually becoming the site of the largest network of gravity-fed water fountains in the world. Damaged extensively in World War II by an occupying Nazi force, the magnificent buildings and grounds have since been restored and are visited by thousands of tourists every year. After the Nazi destruction and reconstruction of Peterhof, the palace was designated a World Heritage Site along with the entire city of St. Petersburg.

(1) http://www.st-petersburg-life.com/culture/culture_details/37-Peterhof
(2) http://www.garden-fountains.com/peterhof/peterhof-palace.htm
(3) http://www.peterjordanphoto.com/calendar/image7.html

Northern and Central Europe

Class 23: Northern Europe: Poland, Sweden and the Dutch or Get out of the way, it’s mine.
Purpose: Can self interest move or destroy a society?
Readings:
- Poland, Reader VII, 291-293
- Sweden, Reader VII, 299-301
- The Dutch Republic in the Seventeenth Century, McKay, (6) 554-559, (7) 554-558, (8) 555-559
Tasks:
1. Is a royal republic possible?
2. How was the liberum veto used to paralyze Poland?
3. Where there major differences between Sweden’s noblemen and laborers?
4. Was Sweden culturally backward?
5. Did the “nature” of the Dutch affect their government structure?
6. How did the policy of tolerance effect the Dutch economy?

Terms, phrases and concepts:
gentry democracy szlachta
liberum veto Union of Lublin
seym unitarian, trinitarian
Dutch East/West Indies Company
regents and States General
specie
stadholder
United Provinces
Choose Class 24a or 24b

Class 24a: Hapsburg Lands, or Lot’s of Differences

Purpose: How do the Austrian Hapsburgs contain differences?

Readings:
- *Austria and the Ottoman Turks*, McKay, (6) 568-572, (7) 568-572, (8) 569-573

Tasks:
1. How did the Battle of White Mountain affect the development of Czech government?
2. Would the political organization of Austria be workable today?
3. What was the ideal behind the Pragmatic Sanction?
4. Though a failure in his revolt against the Habsburgs, was Rakoczy eventually successful?

Terms, phrases and concepts:
- “hereditary provinces”
- Pragmatic Sanction
- Lepanto
- robot

Class 24b: Brandenberg and Prussia, or What’s My Title?

Purpose: Why would people give up power for security?

Readings:
- *Prussia in the Seventeenth Century*, McKay, (6) 572-574, (7) 573-575, (8) 573-575

Tasks:
1. Did the Thirty Years’ War benefit Bandenburg and Prussia?
2. Frederick William’s, the Great Elector, establishment of a strengthened electorate? Was this due to permanent taxation, standing army, or unwillingness of the nobles to join urban representatives?
3. How does Frederick William establish Prussia as the “Sparta of the North?”

Terms, phrases and concepts:
- cult of military power
- Hohenzollern
- Elector of Brandenburg
- Junkers

Class 25: Essay and Multiple Choice Test: Politics in the 17th Century

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The Eighteenth Century, Enlightenment and Revolution: 1715-1815

The Eighteenth century culminated the movement toward modernity that started in the Renaissance era. Advances in agriculture and the resulting demographic shifts caused varying social, intellectual, cultural and political changes to occur. These shifts included a religious reform period, shifts in family patterns and practices, changing views towards children and popular education, shifts in and among dynastic wealth and power, and of course the Enlightenment and it’s consequent revolutionary ideals. The century began relatively quietly and ended with two political and social revolutions in North America and in France. These Revolutions ushered in the nineteenth century that would early on witness in Napoleon the creation of an empire built on enlightenment concepts yet strangely reminiscent of earlier despotic regimes.

The historically prominent aspect of this century centered on the work of the philosophers. These philosophes attacked medieval otherworldliness, dethroned theology from its once-proud position as leader of the sciences, and based their understanding of nature and society on reason alone, unaided by revelation or priestly authority. Eighteenth century philosophies were particularly influenced by the seventeenth century social contract theories proposed by Englishmen Thomas Hobbes and John Locke. Religious toleration, individual liberty, and the place of the state became the center of political and economic debate ending eventually in the American and French Revolutions.

Overall the eighteenth century Enlightenment expressed basic principles of the west’s modern outlook: certainty in the self-sufficiency of the human mind, conviction that individuals possess natural rights that states should not violate, and the desire to reform society in harmony with rational principles. These principles would form the basis of nineteenth century conflict and debate starting with the contentious wars of revolution and the resultant Napoleonic Empire.
Europe in 1600

Europe in 1648

Europe in 1715

http://pagesperso-orange.fr/houot.alain/ Hist/xix/xix.html