Learning Objectives

In this chapter, students will focus on:

- The economic, social, and political crises faced by Europe in the first half of the 17th century
- The theory of absolutism, and its actual practice in France
- The emergence of Brandenburg-Prussia, Austria, and Russia as major powers
- The main issues in the struggle between King and Parliament in England, and how they were resolved
- How the artistic and literary achievements reflected the political and economic developments of the period
- The theories of government proposed by Jacques Bossuet, Thomas Hobbs, and John Locke, and how they reflected concerns and problems of the times

Lecture Outline

I. Social Crises, War, and Rebellions
   A. Economic Contraction
   B. Population Changes
   C. The Witchcraft Craze
      1. Witchcraft before the sixteenth and seventeenth century
      2. Increased prosecutions and executions
      3. Accusations against witches
      4. Reasons for witchcraft prosecutions
         a. Religious uncertainty
         b. Social conditions
      5. Women as primary victims
      6. Begins to subside by mid-seventeenth century

II. The Thirty Years War (1618 – 1648)
   A. Background
      1. Religious conflict
      2. Dynastic-nationalist considerations
      3. Tensions in the Holy Roman Empire
   B. The Bohemian Phase (1618 – 1625)
C. The Danish Phase (1625 – 1629)
D. The Swedish Phase (1630 – 1635)
E. The Franco-Swedish Phase (1635 – 1648)
F. Outcomes
   1. Peace of Westphalia (1648)
   2. Social and economic effects
III. A Military Revolution?
   A. War and Politics in Seventeenth-Century Europe
   B. Evolving and/or New Tactics and Technologies
   C. The Cost of a Modern Military
IV. Rebellions
   A. Peasant Revolts (1590 – 1640)
      1. France, Austria, Hungary, Portugal and Catalonia
      2. Russia (1641, 1645 and 1648)
      3. Switzerland (1656)
   B. Noble Revolts in France (1648 – 1652)
IV. Absolute Monarchy in France
   A. Foundations of French Absolutism
      1. Cardinal Richelieu (1624 – 1642)
         a. Policies and goals
         b. Administrative reforms
      2. Cardinal Mazarin (1642 – 1661)
         a. The Fronde – Noble Revolt
V. The Reign of Louis XIV (1643 – 1715)
   A. Administration of the Government
      1. Domination and bribery
   B. Religious Policy
      1. Edict of Fontainebleau (1685)
   C. Financial Issues
      1. Jean Baptist Colbert (1619 – 1683)
   D. Daily Life at Versailles
      1. Purposes of Versailles
      2. Court life and etiquette
   E. The Wars of Louis XIV
      1. Professional army: 100,000 men in peacetime; 400,000 in wartime
         a. Invasion of Spanish Netherlands (1667)
         b. Annexation of Alsace and Lorraine, occupation of Strasbourg (1679)
         c. War of the League of Augsburg (1689 – 1697)
         d. War of the Spanish Succession (1702 – 1713)
VI. The Decline of Spain
   A. Bankruptcies in 1596 and in 1607
   B. Philip III (1598 – 1621)
C. Philip IV (1621 – 1665)
   1. Gaspar de Guzman and attempts at reform

D. The Thirty Years’ War
   1. Expensive military campaigns
   2. Civil War
   3. The Netherlands lost

VII. Absolutism in Central and Eastern Europe
   A. The German States
      1. The Rise of Brandenburg-Prussia
         a. The Hohenzollern Dynasty
         b. Frederick William the Great Elector (1640 – 1688)
            (1) Army
            (2) General War Commissariat to levy taxes
         c. Frederick III (1688 – 1713)
            (1) King of Prussia (1701)

VIII. The Emergence of Austria
   A. Habsburgs
   B. Leopold I (1658 – 1705)
      1. Expands eastward
      2. Conflicts with the Turks
         a. Siege of Vienna (1683)
   A. Multinational Empire

VIII. Italy: From Spanish to Austrian Rule
   A. Defeat of the French in Italy by Charles V (1530)
   B. Spanish Presence (1559 – 1713)
   C. Consequences of the War of the Spanish Succession

IX. Russia: From Fledgling Principality to Major Power
   A. Ivan IV the Terrible (1533 – 1584)
      1. First Tsar
   B. Romanov Dynasty (1613 – 1917)
   C. Stratified Society
      1. Tsar
      2. Landed aristocrats
      3. Peasants and townspeople

X. The Reign of Peter the Great (1689 – 1725)
   A. Visits the West (1697 – 1698)
   B. Reorganizes armed forces
   C. Reorganizes central government
      1. Divides Russia into provinces
   D. Seeks control of the Russian Church
   E. Introduces Western Customs
      1. Book of Etiquettes
   F. Positive Impact of Reforms on Women
   G. “Open a window to the West’’
H. Attacks Sweden
   1. Battle of Narva (1700)
   2. Great Northern War (1701 – 1721)
   3. Battle of Poltava (1709)
   4. Peace of Nystadt (1721)
   5. Russia gains control of Estonia, Livonia and Karelia

I. St. Petersburg

XI. The Great Northern States
   A. Denmark
      1. Military losses
      2. Bloodless revolution of 1660
   B. Sweden
      1. Gustavus Adolphus (1611 – 1632)
      2. Christina (1633 – 1654)
      3. Charles XI (1697 – 1718)

XII. The Ottoman Empire and the Limits of Absolutism
   A. The Ottoman Empire
      1. Suleiman the Magnificent (1520 – 1566)
      2. Attacks against Europe
      3. Advances in the Mediterranean
      4. Ottomans viewed as a European Power
      5. New Offensives in the second half of the 17th century
   B. The Limits of Absolutism
      1. Power of rulers not absolute
      2. Local institutions still had power
      3. Power of the aristocracy
         a. The Polish Monarchy

XIII. The Golden Age of the Dutch Republic
   A. The United Provinces
   B. Internal Dissension
      1. The House of Orange and the Stadholders
      2. The States General opposes the House of Orange
      3. William III (1672 – 1702)
      4. Trade damaged by wars
   C. Life in Seventeenth-Century Amsterdam
      1. Reasons for prosperity

XIV. England and the Emergence of Constitutional Monarchy
   A. James I (1603 – 1625) and the House of Stuart
      1. Divine Right of Kings
      2. Parliament and the power of the purse
      3. Religious policies
         a. The Puritans
   B. Charles I (1625 – 1649)
      1. Petition of Right
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3. Religious policy angers Puritans

XV. Civil War (1642 – 1648)
A. Oliver Cromwell
B. New Model Army
C. Charles I executed (January 30, 1649)
D. Parliament abolishes the monarchy
E. Cromwell dissolves Parliament (April 1653)
F. Cromwell divides country into 11 regions
G. Cromwell dies (1658)

XVI. Restoration & a Glorious Revolution
A. Charles II (1660 – 1685)
B. Declaration of Indulgence (1672)
C. Test Act (1673) – Only Anglicans could hold military and civil offices
D. James II (1685 – 1688)
   1. Devout Catholic
   2. Declaration of Indulgence (1687)
   3. Protestant daughters: Mary and Anne
   4. Catholic son born in 1688
   5. Parliament invites Mary and her husband, William of Orange, to invade England
   6. James II, wife and son flee to France
E. Mary and William of Orange offered throne (1689)
F. Bill of Rights
G. The Toleration Act of 1689

XVII. Responses to the Revolution
A. Thomas Hobbes (1588 – 1679)
   1. Leviathan (1651)
   2. People form a commonwealth
   3. People have no right to rebel
B. John Locke (1632 – 1704)
   1. Two Treatises of Government
   2. Inalienable Rights: Life, Liberty and Property
   3. People and sovereign form a government
   4. If government does not fulfill its duties, people have the right to revolt

XVIII. The Flourishing of European Culture
A. The Changing Faces of Art
   1. Mannerism and Baroque
      a. Gian Lorenzo Bernini (1598 – 1680)
         (1) Throne of Saint Peter
      b. Artemisia Gentileschi (1593 – 1653)
         (1) Judith Beheading Holofernes
   2. French Classicism and Dutch Realism
a. French classicism emphasized clarity, simplicity, balance and harmony of design
b. Dutch Realism: realistic portrayals of secular, everyday life
   (1) Rembrandt van Rijn (1606 – 1699)

XIX. A Wondrous Age of Theater
   A. Golden Age of Elizabethan Literature (1580 – 1640)
      1. William Shakespeare (1564 – 1614)
         a. The Globe Theater
         b. Lord Chamberlain’s Company
   B. Spanish Theater
      1. Lope de Vega (1562 – 1635)
         a. Wrote 1500 plays – about 1/3 survive
   C. French Theater (1630s to 1680s)
      1. Jean Baptiste Molière (1622 – 1673)
         a. The Misanthrope
         b. Tartuffe

Lesson Plan

AP Standards

1. Intellectual and Cultural History
   - Changes in religious thought and institutions
   - Secularization of learning and culture
   - Major trends in literature and the arts
   - Relationship to social values and political events
   - Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, and nationalism
   - The diffusion of new intellectual concepts among different groups
   - Developments in elite and popular culture: religion, family, work, and ritual

2. Political and Diplomatic History
   - Political elites, and the development and ideologies of political parties
   - The extension and limitation of rights and liberties
   - Relationship between domestic and foreign policies
   - Efforts to restrain conflict: treaties, diplomacy, international organizations
   - War and conflict: origins, developments, technology, and consequences

3. Social and Economic History
   - The shift in social structures, and changing distribution of wealth and poverty
• Changing definitions and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
• Gender roles and their influence on work, social, and family structure

Suggested Time
4 traditional classes or 2 blocks — The entire chapter covers AP material.

Assessment
See Tutorial Quiz for Chapter 15 at www.academic.cengage.com/history/spielvogel.

Glossary

Absolutism: a form of government where the sovereign power or ultimate authority rested in the hands of a monarch who claimed to rule by divine right and was therefore responsible only to God.

Boyars: members of the Russian nobility; crushed by Ivan the Terrible as he expanded the authority of the tsar in the sixteenth century.

Divine-right monarchy: a monarchy based on the belief that monarchs receive their power directly from God and are responsible to no one except God.

Gentry: well-to-do English landowners below the level of nobility; many converted to Puritanism.

Intendants: royal officials in seventeenth-century France who were sent into the provinces to execute the orders of the central government.

Mercantilism: an economic theory that held that a nation’s prosperity depended on its supply of gold and silver and that the total volume of trade is unchangeable; therefore, advocated that the government play an active role in the economy by encouraging exports and discouraging imports, especially through the use of tariffs.

Procurator: lay official of the Russian church; represented the interests of the tsar and extended control of the tsar over the church.

Puritans: English Protestants inspired by Calvinist theology who wished to remove all traces of Catholicism from the Church of England.

See interactive Flashcards for Chapter 15 at www.academic.cengage.com/history/spielvogel.
Lecture and Discussion Topics

1. Europe, 1550-1650: Why Was It an Age of Crisis?

2. How Absolute was Absolutism?

3. Life at the Court of the Sun King: Louis XIV and The Environment of Noble Etiquette.

4. Life in the Urban and Rural Communities of France in the Seventeenth Century.

5. Absolutism in Western and Eastern Europe.

6. The Baroque Style [a slide lecture].

Group Work Suggestions and Possible Projects

1. Have students do an essay on witchcraft during the 15th and 16th century; have them choose a particular aspect of such phenomena as demonology, Catharism, the Inquisition, or Antinomianism.

2. Have students explore the causes and consequences of the Thirty Years’ War, and discuss or debate that war as a possible turning point in the “modernization” of European civilization.

3. Versailles is/was a remarkable palace; have students do an essay on an aspect of this royal residence. For example, what was life at the palace like when the King was there? Or perhaps on the long history of the famous Hall of Mirrors.

4. Have students study and compare the reign of Louis XIV and the English Civil War and the Glorious Revolution to discover how two societies, so close geographically, could be so different in policy and circumstance.

5. Suggest students debate the question of whether the seventeenth century should justly be called “the Age of Louis XIV.”

6. Peter the Great is one of the most colorful figures in Russian history; have students prepare a report on a part of Peter's "westernization" program.

7. Have students determine the specific reasons for the New Model Army's superiority over the Royalist army during the English Civil Wars.
8. Have students compare and contrast the characteristics of French Classicism and Dutch Realism with Renaissance and Baroque art.

See online simulations and At the Movies activities in the Western Civilization Resource Center at www.wadsworth.com/history.

**Media Menu**

See Resource Integration Guide for Chapter 15.

**Handout Masters & Black Line Transparency Masters**

See Multimedia Manager and Instructor’s Resource CD-ROM with ExamView® Computerized Testing.

**Test Bank**

For an online Test Bank, see Chapter 15 in Instructor Resources at www.academic.cengage.com/history/spielvogel.

**Suggested Readings**

See comprehensive list of suggested readings at the end of Chapter 15.

**Web Exercises**

See Internet Exercises for Chapter 15 at www.academic.cengage.com/history/spielvogel.

**Document Based Questions**

**Directions:** The following question is based on the listed documents, available on the corresponding pages in your textbook. Some of the documents have been edited or excerpted. You will be graded based upon the Advanced Placement European History standards for Document Based Questions (DBQs). According to the College Board, DBQs are designed to test your ability to:
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...understand some of the principal themes in modern European history, analyze historical evidence and historical interpretation, and express historical understanding in writing.

**Part A:** Answer the questions that pertain to each document. The questions are designed to help build your understanding of the documents and develop your ability to analyze documents during the beginning of the course. Some of the questions ask you to utilize knowledge outside of the documents. Although you are not required to use outside knowledge on the exam, outside historical context may earn you a higher score. The Advanced Placement examination and DBQs in later chapters will not contain these questions.

**Part B:** The Advanced Placement examination will require you to write an essay based on a series of documents. You will see the following instructions on the examination:

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses a majority of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible.
- **Does not simply summarize the documents individually.**
- Takes into account both the sources of the documents and the authors’ points of view.

You may refer to relevant historical information not mentioned in the documents.

**Question:** Using the documents and illustrations, analyze the manifestations of absolutism during the seventeenth century. To what extent were absolute rulers firmly in control of their empires?

**Background:** During the 17th century, absolute rulers created secular states. After the religious wars of the previous century, the people sought political stability. Louis XIV, the “Sun King,” was the archetypical 17th century absolute monarch.

**Part A Questions**

A. Document: A Witchcraft Trial in France

- Of what is Suzanne Gaudry accused?
- What is the verdict?
- In what regions were witchcraft trials most common?
- How did political, economic and social conditions in Europe generate the conditions for witchcraft hysteria?
B. Map 15.1 The Thirty Years’ War
   • Where was the center of the Thirty Years’ War?
   • How did the Thirty Years’ War become a continent-wide conflict?
   • To what extent were the causes of the Thirty Years’ War religious and to what extent were they political?

C. Document: The Face of War in the Seventeenth Century and Illustration: Soldiers Pillaging a Farm
   • What horrors of war are depicted?
   • Who were the main victims of these horrors?
   • How might events like these contribute to the desire for a strong monarch?

D. Document: Louis XIV: Kingly Advice
   • According to Louis XIV, what is difficult about being a king?
   • What is the greatest danger to a king’s rule?
   • What should a king always keep in mind?
   • To what extent does this selection reflect the philosophy of absolutism?
   • Why did Louis XIV write this selection?

E. Illustrations: A Palace of Versailles As Seen in an Eighteenth-Century Engraving and Interior of Versailles: The Hall of Mirrors
   • Describe the Palace of Versailles.
   • What symbolic and practical political purposes did Versailles serve?

F. Document: Travels with the King
   • What were the discomforts of traveling with the King?
   • How does this document contrast with the image Louis XIV presents of himself in “Kingly Advice?”
   • To what extent does this selection reflect the philosophy of absolutism?

G. Map 15.2: The Wars of Louis XIV
   • Why did Louis XIV pursue war?
   • How much territory did Louis XIV gain?
   • What were the results of these wars?

H. Document: Peter the Great Deals with a Rebellion
   • Where was Peter when the rebellion broke out?
   • What course of action did Peter take when he heard of the rebellion?
   • How did Peter deal with the revels?
   • To what extent does this selection reflect the philosophy of absolutism?

I. Map 15.5: Russia: From Principality to Nation State
   • What territories did Peter win?
• How did this expansion benefit the Russian Empire?
• What other benefits did Peter bring to the Russian Empire?

J. Map 15.6: The Ottoman Empire
• In what region did the Ottomans make the greatest territorial gains?
• How were the Ottomans able to conquer so much territory

K. Document: The Bill of Rights
• What limitations did Parliament place on the monarchy in the Bill of Rights?
• To what extent is the Bill of Rights a response to absolutist practices of past British monarchs?

L. Illustration: Gian Lorenzo Bernini, Ecstasy of Saint Theresa
• What style of art is this?
• To what extent does this artistic style reflect the political climate of the 17th century?

• How does Shakespeare describe England?
• To what extent does this reflect a growing sense of nationalism?