Chapter 2  
The Renaissance — Origins of the Modern Age in Europe

People
Francesco Petrarch: an Italian humanist poet who valued classical languages and culture more than the recent past.
Nicolò Machiavelli: a Florentine civil servant who wrote a number of works, including The Prince, as a manual for rulers of the new states.
Michelangelo Buonarroti: the most famous artist of the Renaissance, a sculptor and painter.
Sofonisba Anguissola: the first female artist known throughout Europe, she was highly educated, becoming a painter in Philip II’s court.
Baldassare Castiglione: He wrote an influential book, the Courtier, to teach men how to be civilized, educated gentlemen of the Renaissance.
Christine de Pisan: famous as the first feminist, she wrote a survival manual for Renaissance women called The Book of Three Virtues.
Girolamo Savonarola: a Dominican monk who led Florence and preached against the corruption of the Medici and the Pope, so he was executed.
Desiderius Erasmus: a Dutch humanist who used satire in Praise of Folly to poke fun at empty philosophy.
Johann Gutenberg: German printer whose development of moveable type allowed books to be printed more cheaply and quickly.

Terms
medieval: refers to the Middle Ages, from the Fall of Rome to the Renaissance (500–1500 C.E.).
secular: relates to life apart from religious or spiritual considerations, especially in public affairs.
republic: a constitutional form of government that has no monarch to rule over the people.
oligarchies: governments of the few, usually by a small group of powerful, wealthy people.
humanism: a philosophy in which humans are at the centre, and focus is on making daily life better.
Renaissance princes: leaders of Italian city-states who came to power in fourteenth and fifteenth centuries based on their merit and abilities, not inheritance.
classicism: the admiration of ancient Greece and Rome, especially its culture and notions of beauty and art.
nuclear family: parents and children of one family.
serf: a person of low socio-economic status working the land, in service to a landowner.
**dogma:** a set of doctrines claimed to be the truth by representatives of a religious faith.

1. • Had trade advantages, such as navigation and bookkeeping.
• Were Banking centres, based on the new trade economy.
• The new merchant class dominated the countryside.
• Republican governments evolved into power regimes controlled by the few.
• They fought wars and established embassies with each other to keep a balance of power.

2. • Wealthy merchants (popolo grasso) had dominated.
• A written constitution (Ordinances of Justice) used.
• Workers’ guilds played a major role in the city life.
• A council was elected, as were judges.
• Workers and small shopkeepers (popolo minuto) began to demand a voice in city decisions.
• Power wads concentrated as the republic became an oligarchy.
• The Medici family were rich bankers who took power, led by Cosimo, then grandson Lorenzo.

3. • No. The Renaissance affected women adversely:
  – They lost some authority because of new constraints.
  – Ideas about love and manners kept women subordinated.
  – Power and independence were declared “unladylike.”
  – Women were objects of beauty, but dependent upon their husbands.

4. • Humanists felt the Middle Ages had been time of cultural decline, so referred to it as a “dark age.” Petrarch is credited with this term.
• Humanists admired the glory of Greece and Rome. They:
  – Read ancient authors.
  – Adopted classical philosophy.

5. • According to Pico della Mirandola:
  – Freedom of choice – able to do good or bad.
  – Power to be as the animals or the angels.
• According to Desiderius Erasmus:
  – Reasoning — being able to reflect and make conscious decisions.
  – Open to be taught morals and civic values.
6.  
- Were patrons of the culture, secular and religious.  
- Sponsored artist and writers.  
- Began construction of St. Peter’s Basilica as under Pope Julius II.  
- Had a major impact on art and architecture of the times.  
- Governed the Papal States as the political authority.

7.  
- Education held as very important, beginning even at the early ages.  
- Civilized values to be taught to both sexes.  
- Studies were intended to prepare a person to be a responsible citizen.  
- Education was thought to lead to reforming society.  
- Education is linked to morality:  
  - Study the classics and the Bible in order to live a good life.  
  - Goal is to be useful to society and others.  
- Education should develop civic virtues.

8.  The new ideal no longer the romantic medieval knight.  
- A civilized, educated gentleman: a courtier.  
  - A broad education.  
  - Refined in manners.  
  - Familiar with the arts.  
  - Practice virtues of moderation, wisdom, liberality, and justice.  
  - Involved in civic life.  
  - Followed a code of behaviour.

9.  
- It is not a place, but rather a book, his most important.  
- A protest of politics and society of his time.  
- An attack on kings who desired power and were less concerned with being good rulers.  
- A criticism of bad laws, harsh punishment, and disregard for the common people.

10.  
- 1– secularism.  
- 2 – emphasis on civic life.  
- 3 – importance of the middle class.  
- 4 – pursuit of knowledge in all areas.  
- 5 – centralization of state power.