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A SYLLABUS OF
MEDIEVAL AND MODERN HISTORY, SECOND QUARTER
HISTORY 1b

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FOREWORD

This syllabus is a continuation of the one that was published at the beginning of this school year for use in my college course in Medieval & Modern History. The good results that were obtained from the plan and method of procedure that had been followed in constructing the syllabus for the first quarter's work has led me to use the same plan and method in arranging this syllabus for the second quarter's work. Later in the year I hope to be able to publish a syllabus for the third quarter's work in this course.

E. M. VIOLETTE.

Jan. 1, 1919.

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Introductory Note

In the first quarter's work in this course we covered the history of western Europe down to the close of the eleventh century. In doing that we saw how the various barbarian nations established themselves in different parts of western Europe on the ruins of the old Roman Empire; how the empire of Charles the Great was formed thru the consolidation of most of these barbarian nations, and how it was shortly afterwards broken up into what proved to be the beginnings of modern France, Germany and Italy; how Germany and Italy were drawn together to form the Holy Roman Empire; and how the Normans thru their conquest of Anglo-Saxon Britain laid the foundations of the modern kingdom of England. We also saw how the Christian church came into existence and how its hierarchical organization was evolved; how the pope and the emperor were drawn into a mighty conflict over the question of investitures and how that conflict was finally settled. We also sketched briefly the history of the Crusades from the close of the eleventh to the close of the thirteenth centuries.

We shall undertake in the second quarter's work to take up the history of western Europe where we left off at the close of the first quarter and continue down to the outbreak of the French Revolution in the latter part of the eighteenth century.

Lesson I.

THE RISE OF TOWNS AND GILDS

Introduction—City life prevailed in the Roman Empire as it does today. But in the early middle ages the cities of the western part of the Roman Empire dwindled and rural life became prevalent. During the eleventh century however a revival of urban life began in western Europe, and by 1500 cities were comparatively numerous and were growing in size. The rise of cities in western Europe during the later medieval period was due largely to a revival in industry and trade. How this industrial revival was brought about, how the various industries of the times were organized and how people lived in medieval cities are the principal themes of our study in this lesson.

Prescribed Reading—THORNDIKE, *History of Medieval Europe*, 327-340; CHEYNEY, *Social and Industrial History of England*, 57-73.

Topics for Discussion—Medieval town sites. Merchant guilds: origin and organization. Craft guilds: origin and organization. (Compare the membership and purposes of the two guilds. Distinguish carefully between master, journeyman and apprentice.) Tendency toward municipal independence. Conditions in a medieval town.

Problem—In what ways and for whom were medieval guilds beneficial?

Optional Reading—ASHLEY, *English Economic History*, bk. i, ch. ii. CUNNINGHAM, *Western Civilization in Its Economic Aspects*, bk. iv, ch. ii. CUNNINGHAM AND MCARTHUR, *Outlines of English Industrial History*, ch. iv. DAY, *History of Commerce*, ch. vi. FORREST, *Development of Western Civilization*, 200-237.

Lesson II.

THE ITALIAN CITIES

Introduction—The rise of cities was often marked by bitter contests between them and their feudal lords. During the early part of the middle ages the cities had become feudalized along with the rural communities, and when they sought to gain their freedom from feudal control they generally had to fight for it. The amount of freedom acquired by the cities in their struggles varied in different countries. In Italy the cities gained complete independence and established themselves as city states. Later this independence was challenged by the emperors of the Holy Roman Empire who sought to bring them under direct imperial control. How the cities of Italy acquired independence from their feudal lords and how later they prevented the emperors from breaking down that independence is the subject of this lesson.

Prescribed Reading—THORNDIKE, 341-55; THATCHER & SCHWILL, *Europe in the Middle Age*, 281-93.

Topics for Discussion—Venice: rise, constitutional development, guilds and commerce. Lombard Communes: rise, social classes, governmental organization in twelfth century. Guelf and Ghibelline contest in Italy: Italian policy of Frederick Barbarosa; Frederick's Italian expeditions; formation of the Lombard League; battle of Legnano; Peace of Constance. Towns in Tuscany. Foreign podestas of the thirteenth century.

Problem—What made it possible for the Italian cities to establish their complete independence and to maintain it against the emperors?

Optional Reading—WEBSTER, *History of Commerce*, ch. xi. DAY, *History of Commerce*, ch. viii. STALEY, *History of Florence*, ch. i and ii. SEDGWICK, *Short History of Italy*, ch. xi. THAYER, *Short History of Venice*, chs. i-iii. EMERTON, *Medieval Europe*, 271-312.

Lesson III.

THE FRENCH, FLEMISH, ENGLISH, AND GERMAN CITIES

Introduction—In the preceding lesson we saw that the Italian cities won their complete independence and established themselves as city states. In only one other country in western Europe were the cities able to establish themselves as city states in a similar manner, and that was in Germany. On the other hand the cities of France, Flanders and England secured charters from their feudal suzerains in which they were granted certain rights and exemptions. But they never secured complete independence. Moreover they did not all secure the same rights and exemptions. Neither were they all organized alike. It is our task in the lesson to follow out the development of the cities in France, Flanders, England, and Germany, and to note the differences in their organization.

Prescribed Reading—THORNDIKE, 357-371; ADAMS, *Civilization during the Middle Ages*, ch. xii.

Topics for Discussion—French towns: differences between the organization of those in southern, central and northern France; relation of the church and the kings to the communes; new towns. Flemish towns: internal history, foreign trade. English towns: rise and trade. German towns: rise, trade, and independence.

Problem—What explanation is there for the fact that the cities of France, Flanders, and England did not become city states as did the cities of Italy and Germany?

Optional Reading—DAY, *History of Commerce*, ch. xii. WEBSTER, *History of Commerce*, ch. ix-xii. BATESON, *Medieval England*, ch. xii. MUNRO AND SELLERY, *Medieval Civilization*, 358-65. GREEN, *English Towns in the Fifteenth Century*. DAVIS, *Medieval Europe*, ch. ix.

Lesson IV.

MEDIEVAL REVIVAL OF LEARNING

Introduction—The Middle Ages are often thought of as a period of complete intellectual stagnation and darkness. That is far from being the case. There were times when the lamp of learning burned very low, but it never went out. During the period of the barbarian migrations and conquests, there was a marked intellectual decline in western Europe, but this decline was checked temporarily during the Carolingian period when thru the influence of Charlemagne learning was revived. The Carolingian renaissance was followed by another period of intellectual decline, but by the close of the tenth century a great revival of learning was inaugurated which continued thru the next two centuries. How this revival arose and along what lines it was developed are the main themes of our present study.

Prescribed Reading—THORNDIKE, 373-395.

Topics for Discussion—Latin learning and literature of the tenth and early eleventh centuries. Medicine, Roman law and philosophy in the eleventh century. Medieval dialectics, scholasticism, mathematics and natural sciences and the new Aristotle of the twelfth century. (Give particular attention to the distinction between realism and nominalism.) Rise of the universities in the thirteenth century.

Problem—To what extent did the church dominate the revival of learning during the eleventh to the thirteenth centuries?

Optional Reading—WALSH, *The Thirteenth the Greatest of the Centuries*. LAIT, *The Medieval University*. MUNRO AND SELLERY, *Medieval Civilization*, 348-357, 458-473.

Lesson V.

MEDIEVAL LITERATURE

Introduction—The Middle Ages developed a literature of its own that faithfully reflects the spirit of the times. It was not written in the Latin to

the Roman world nor in the early German of the various barbarian tribes, but in the vernacular languages of the different nations that were being formed during the middle ages. Just how these languages arose, what forms of literature were developed and what were the themes of these various forms, constitute the subject of our present study.

Prescribed Reading—THORNDIKE, 397-414.

Topics for Discussion—Medieval languages: Celtic, Teutonic, and Romance. Anglo-Saxon literature: Beowulf and Anglo-Saxon Chronicle. French literature: chansons de gestes of northern France; lyrics of southern France; epics and romances; mysteries and miracle plays; prose. Italian literature: Dante and his works.

Problem—Show how the life of the various peoples of medieval Europe is reflected in their literature.

Optional Reading—MUNRO AND SELLERY, Medieval Civilization, 310-347.

Lesson VI.

MEDIEVAL CATHEDRALS (1)

Introduction—Each age has made its contributions to the civilization for the world. One of the greatest contributions of the middle ages was in the realm of ecclesiastical architecture. In this realm the highest type was the Gothic. But this type was the product of a rather slow development out of other forms of architecture and can therefore be understood and appreciated only in connection with these earlier forms. We shall therefore spend at least two lessons on the styles of medieval architecture that preceded the Gothic before dealing with the Gothic itself. Our chief object will be to find out what are the distinctive features of each type or style of medieval architecture and to see how in the evolutionary process one style contributed to the making of another.

In determining the style of architecture to which a building belongs, we must give attention to the openings, the supports and the ceiling. As regards the openings we should note whether they are arched, triangular, or square at the top. As regards supports we should find out whether they consist of walls, columns or piers. And as regards the ceiling, we should ascertain whether it is flat or vaulted. These are not the only parts of a building that reveal the type of architecture to which it belongs, but most generally these enable us to determine that question. If the above mentioned facts are kept in mind, we shall find that they will greatly assist us in working out the problem of architectural development during the middle ages.

Prescribed Reading—GOODYEAR, Roman and Medieval Art, 143-77; THORNDIKE, 143-148.

Topics for Discussion—Early Christian or basilican type of architecture: distinctive features; noted examples. Byzantine type: distinctive

features; St. Sophia of Constantinople. (Be able to define such terms as nave, aisle, apse, choir, pendentives.)

Problem—From what old Roman style of architecture did the early Christian or the basilican style arise?

Optional Reading—HAMLIN, *History of Architecture*, ch. viii-xi. SMITH AND SLATER, *Early Christian Architecture*, ch. viii-xii. REBER, *Medieval Art*, 1-71. WALLIS, *How to Know Architecture*, ch. iv-v. LETHABY, *Architecture*, ch. vii-ix. STURGIS, *Appreciation of Architecture*, ch. ii-iii.

Lesson VII.

MEDIEVAL CATHEDRALS (2)

Introduction—Out of the early Christian or the basilican style of architecture there was developed the Romanesque. Just how the transition from one to the other was made and what are the distinctive features of the Romanesque, constitute the scope of this lesson.

Prescribed Reading—GOODYEAR, 185-220.

Topics for Discussion—The distinctive features of the Romanesque type of architecture. The most famous examples of this type.

Problem—Wherein does the Romanesque differ from the preceding styles or types of architecture?

Optional Reading—HAMLIN, *History of Architecture*, ch. xiii-xiv. SMITH AND SLATER, *Early Christian Church*, ch. xiii-xiv. WALLIS, *How to Know Architecture*, ch. vi. REBER, *Medieval Art*, 250-396. LETHABY, *Architecture*, ch. x-xi. STURGIS, *Appreciation of Architecture*, ch. v.

Lesson VIII.

MEDIEVAL CATHEDRALS (3)

Introduction—Out of the Romanesque type of architecture there was developed the Gothic, the most majestic of all the different styles of medieval architecture. The cathedrals at Rheims, Amiens, Paris and Canterbury are among the most famous in the world not only for their historical associations but for their architectural grandeur. We shall proceed with this subject as we have been doing in the preceding lessons.

Prescribed Reading—THORNDIKE, 416-32; HAMLIN, *History of Architecture*, ch. xv.

Topics for Discussion—Meaning of the word cathedral. Characteristic features of the Gothic type of architecture. Noted examples. Differences between the Gothic types in different countries.

Problem—The Gothic cathedral is said to be a building whose ceiling is of stone and whose walls are of glass. Explain this paradox.

Optional Reading—MOORE, *Gothic Architecture*. WALLIS, *How to Know Architecture*, ch. vii and viii. STURGIS, *Appreciation of Architecture*,

ch. iv. LETHABY, Architecture, ch. xii-xiii. REBER, Medieval Art, 480-592.
LETHABY, Medieval Art, ch. vii-xii.

Lesson IX.

ORGANIZATION OF THE CHURCH UNDER INNOCENT III

Introduction—The medieval church reached the height of its power in the early thirteenth century under Pope Innocent III. It is well therefore that we should bring under review its organization at that time and see how thru its institutions it controlled the lives of men. We have not had time to trace in detail the growth of the institutions of the church from earliest times; but thru the occasional glimpses that we have had of the church we have seen enough to indicate that its power had been built up gradually and that its institutions were established from time to time as occasion demanded. It is our present task to make a hurried survey of the institutions of the church at the time when it had attained its greatest power.

Prescribed Reading—THORNDIKE, 434-441. FLICK, Rise of the Medieval Church, 366-381.

Topics for Discussion—Innocent III. The Church Universal. Ecclesiastical institutions: pope, papal curia, and papal legates; archbishops and bishops; cathedral chapters; parish priests. Seven sacraments. (Define sacrament, and describe each of the seven sacraments and show what spiritual effects are produced by each.) Indulgences. Excommunication and interdict.

Problem—Show how the medieval church controlled the life of the individual from the cradle to the grave.

Optional Reading—FLICK, Rise of the Medieval Church, ch. xxiii. KREHBIEL, Interdict. ROBINSON, Western Europe, ch. xvi. Consult the Catholic Encyclopedia under the topics for discussion as named above.

Lesson X.

MEDIEVAL HERESY AND THE FRIARS

Introduction—The church was all thru its history more or less troubled by heretics. But it was not until the twelfth century that heresy became alarming in its proportions and that the church felt the necessity of resorting to the most drastic means to stamp it out. Why the church fought heresy so vigorously and what means it employed in its contest with heretics are the main themes of this lesson.

Prescribed Reading—THORNDIKE, 442-453. FLICK, ch. xxi.

Topics for Discussion—Heresy: definition; forms of heresy in the twelfth century; attitude of the church toward heretics; Albigensian Crusade; the Inquisition. Friars: St. Francis and the Franciscans; St. Dominic and the Dominicans; differences between the Mendicant Friars and the old monastic orders; differences between the Franciscans and the Dominicans in the services rendered.

Problem—Why did the medieval church look upon a heretic as we today look upon an anarchist? What part did the Dominicans play in the suppression of heresy?

Optional Reading—LEA, *History of the Inquisition*, 3 vols. (Vol. 1, ch. ii on Heresy, and ch. vi on Mendicants, and ch. viii-xii on the Inquisition are especially valuable). ROBINSON, *Western Europe*, ch. xvii.

Lesson XI.

INNOCENT III AND THE STATES OF EUROPE

Introduction—Innocent III was not merely the head of the Roman Catholic Church, directing and controlling the spiritual destinies of the body of the faithful. He was practically a dictator over the political heads of all the Christian states of western Europe. How he acquired this control over kings and princes and what use he made of his authority we shall see in this lesson.

Prescribed Reading—THORNDIKE, ch. xxiv.

Topics for Discussion—Aragon: oaths of fealty taken by Peter II to Innocent III. England: contest between John and the pope over the archbishopric of Canterbury; submission of John. France: the divorce of Philip II. Germany: relations of Innocent III with Henry VI; relations with Frederick II; fall of the Hohenstaufen. Innocent and the Fourth Crusade.

Problems—Wherein did the temporal power of the pope over the states of the church in Italy differ from his power over the sovereigns of the states of Europe?

Optional Reading—TOUT, *Empire and Papacy*, ch. xiv. HENDERSON, *Short History of Germany*, vol. ii, ch. iv. FISHER, *Medieval Empire*. BRYCE, *Holy Roman Empire*, ch. xi.

Lesson XII.

THE GUELF AND Ghibelline CONTEST IN GERMANY

Introduction—In the preceding lesson we saw the pope winning a great victory over the emperor of Germany. Time was not sufficient for us to develop that subject as fully as it should be. We shall therefore devote this lesson to a further study of the subject. In order that we may understand how the pope was able to gain so signal a victory over Frederick II it is necessary to bring under review the history of the Guelf and Ghibelline contest in Germany. This contest began in the early twelfth century and was waged between the feudal lords of Germany (the Guelfs) and the emperors (the Ghibellines). The emperors sought to build up a strong central power in Germany: the Guelfs attempted to prevent them from doing so. In this controversy the popes became involved and played an important part in determining the final outcome. Why the popes took the part of the Guelfs and what

was the historical significance of the ultimate victory of the Guelfs are the main themes of this lesson.

Prescribed Reading—THATCHER AND SCHWILL, *Europe in the Middle Age*, 277-317, omitting the pages dealing with the struggle between Frederick I and the Italian cities if necessary.

Topics for Discussion—Beginnings of the Guelf and Ghibelline struggle: opposition of the Hohenstaufen to Lothair; election of Conrad III to the kingship of Germany; opposition of Henry the Lion to Conrad III and Frederick I. Henry VI: peace with Guelfs; bold plans. Otto IV: his election to kingship of Germany; papal opposition; battle of Bouvines, 1214. Frederick II: controversy with popes; end of Hohenstaufen rule.

Problem—Why did the pope turn against Otto IV after having supported him in the early part of his reign?

Optional Reading—EMERTON, *Medieval Europe*, ch. ix and x.

Lesson XIII.

THE GROWTH OF NATIONAL INSTITUTIONS IN ENGLAND FROM 1066 TO 1215

Introduction—We turn now to England and in the next two lessons we shall trace the development of a few of the national institutions of that country during the three centuries following the Norman Conquest. Prior to the conquest England was politically divided, first into petty independent kingdoms and later into earldoms that were practically independent. The strong hand of the foreign conqueror welded all England into one political whole, and thus was laid the foundation of modern nationalism in that country. For some time after the conquest, the kings of England were practically absolute. But in the course of time their power began to be cut down chiefly thru the development of certain institutions that had been brought into existence by the kings themselves. What those institutions were we shall see in this and the following lesson.

Prescribed Reading—THORNDIKE, 474-481; CHEYNEY, *Short History of England*, 145-184, omitting if necessary the pages dealing with Henry II's contest with Thomas a Becket and John's struggle with the Pope.

Topics for Discussion—Henry II; his dominions; restoration of order; origin of trial by jury; origin of indictment by jury; evolution of common law and common law courts. John: loss of continental possessions; granting of the Magna Carta; provisions of the charter; its political significance.

Problem—Wherein did the king expect the common law courts and the jury system to contribute to the maintenance of his power? (The struggle between Henry II and Becket and the early methods of proof used by the Anglo-Saxons in their courts need to be recalled in solving this problem.) Of what historical significance was the Magna Carta to the barons of England in 1215 as compared with its later historical significance?

Optional Reading—GREEN, Henry II. RAMSAY, Angevin Empire. NORGATE, England under the Angevin Kings. McKECHNIE, Magna Carta. BEARD, Introduction to English Historians, 110-123. ADAMS, History of England from 1066-1216. DAVIS, England under the Normans and Angevins. TAYLOR, Origin and Development of the English Constitution, vol. i, 218-394

Lesson XIV.

THE GROWTH OF NATIONAL INSTITUTIONS IN ENGLAND FROM 1215 TO 1350

Introduction—Continuing the theme taken up in the preceding lesson, we shall devote most of our time in this lesson to the formation of the English Parliament. By the middle of the fourteenth century that institution had been definitely formed with its two houses. It had grown up out of the Great Council which had been originally composed of the king's tenants-in-chief or his direct feudal vassals. How Parliament was evolved from the Great Council and given the form it has today is the theme of this lesson. (It is assumed that the students are familiar with the organization of the English Parliament as it is today.)

Prescribed Reading—THORNDIKE, 481-489; CHEYNEY, Short History of England, 204-16; BEARD, Introduction to English Historians, 124-138.

Topics for Discussion—Henry III: misrule; Provisions of Oxford; civil war. Evolution of Parliament: Simon de Montfort's Parliament of 1265; the Model Parliament of 1295; formation of House of Lords and House of Commons. Confirmation of Charters, 1297. Deposition of Edward II.

Problem—How was the Great Council composed of the king's feudal vassals transformed into Parliament composed not only of nobles but also representatives of the commons? What is meant by commons in the 13th and 14th centuries?

Additional Reading—WHITE, Making of the English Constitution 298-341. TAYLOR, Origin and Development of the English Constitution, vol. i, 394-482. MAITLAND, Constitutional History of England, 75-105.

Lesson XV.

THE GROWTH OF THE ROYAL POWER IN FRANCE

Introduction—When we were last dealing with France we saw that feudalism had broken it up into a great number of petty and practically independent feudal principalities. Thanks to persistent effort thru a period of several centuries, the kings of France broke down the power of the great feudal lords of France and incorporated their principalities into the royal domain. In this way they brought about the political unification of France. Meanwhile the kings also established certain institutions of government, both local and central, that enabled them to hold what they had acquired in the way of

territory. How they brought about the political unification of France and what new institutions of government were established by them during this process of unification, we shall now see.

Prescribed Reading—THORNDIKE, 490-502; ADAMS, *Civilization during the Middle Ages*, 305-325.

Topics for Discussion—Conditions in France at the opening of the twelfth century. Territorial acquisitions under Philip II, Louis IX and Philip IV. System of appanages. Institutions of local government; prevots, baillis, enqueteurs. Institutions of central government: Curia Regis, Parlement of Paris, Estates General.

Problems—Wherein did the circumstances of the political unification of England and of France differ?

Optional Reading—ADAMS, *Growth of the French Nation*, 73-107. MASSON, *Medieval France*, ch. iii-vii. KITCHIN, *History of France*, vol. 1, 267-373. DURUY, *History of France*, 135-183. HASSALL, *The French People*, 78-103.

Lesson XVI.

RELATIONS BETWEEN PHILIP IV OF FRANCE AND THE PAPACY

Introduction—During the reign of Philip IV of France the relations between him and the pope became very strained. Their quarrel was over the old time issue of whether the church should rule the state or vice versa. How the quarrel arose and how it terminated constitute the main themes of this lesson.

Prescribed Reading—THORNDIKE, 502-510. LOCKE, *The Great Western Schism*, ch. i and iv.

Topics for Discussion—Boniface VIII: Clericis laicos; jubilee of 1300; Unam sanctam. "Babylonian Captivity": removal of the papacy to Avignon; influence of the French kings over the papacy. Fall of Knights Templars; charges against the Templars; decree of execution.

Problem—In what way was the "Babylonian Captivity" one of the great crises in the history of the Church?

Optional Reading—CREIGHTON, *History of the Papacy*, vol. i, ch. i and ii. KITCHIN, *History of France*, vol. i, 373-397. LEA, *History of the Inquisition*, vol. iii, 238-334. BARRY, *Papal Monarchy*, ch. xxiv-xxv.

Lesson XVII.

HUNDRED YEARS WAR—FIRST AND SECOND PERIODS

Introduction—During the fourth decade of the fourteenth century a war broke out between France and England which is known in history as the Hundred Years War. This struggle was not a continuous one from year to year for a century; it was rather a series of wars, running thru a period of nearly one hundred and twenty-five years and with fairly long intervals of

peace between the different conflicts. The time at our disposal will permit us to deal only with a few phases of the war and with some of the conditions in France and England during the war. We shall devote our time in this lesson to the first and second periods of the war, giving particular attention to the topics mentioned below.

Prescribed Reading—THORNDIKE, 511-522; ADAMS, Growth of the French Nation, 103-123.

Topics for Discussion—Causes of the war: rivalries between the English and the French kings over the territory in France; the question of the succession to the French throne; the question of Flanders. Occasion of the war. Principal military engagements of the first period; Crecy, Calais, Poitiers. Terms of the Peace of Bretigny, 1360. Causes of the renewal of the war. Change in the character of warfare on the part of the French during the second period. Military reverses of the English. Activity of the French Estates General during the war.

Problem—Explain how the English were uniformly victorious in the engagements of the first period and were uniformly defeated in the second period (See OMAN, Art of War in the Middle Ages, and TRAILL, Social England, vol. ii, 38-42, 172-194.)

Optional Readings—KITCHIN, History of France, vol. i, 405-488. MASSON, Medieval France, 171-233. DURUY, History of France, 187-211. TOUT, History of England, 1216-1377, ch. xv-xviii. GREEN, Short History of England, 217-235.

Lesson XVIII.

HUNDRED YEARS WAR—REMAINING PERIODS

Introduction—The war between the French and the English at the close of the second period had settled nothing. Altho the territorial possessions of the English kings in France had been reduced to a few coast towns, the controversy was far from being ended. It was revived in the time of Henry V of England and continued for several decades. Until the appearance of Joan of Arc the prospects seemed very good for the ultimate success of the English. How the war was turned by her in favor of the French, we shall see in this lesson.

Prescribed Reading—THORNDIKE, 522-530; ADAMS, Growth of the French Nation, 123-135; OLIPHANT, Jeanne d'Arc, ch. iv.

Topics for Discussion—Peasants Revolt in England in 1381: causes and results. Renewal of the Hundred Years War: motives of Henry V; rivalry between Burgundians and Orleanists as a factor in the renewal. Battle of Agincourt (compare with Crecy and Poitiers of the first period). Terms of Treaty of Troyes, 1420. Causes of the renewal of the war. Joan of Arc early life; her "voices;" relief of Orleans; capture, trial, and execution. Close of the war.

Problem—The trial of Joan of Arc as an illustration of the method of procedure used in the Inquisition. (See LEA, *The Inquisition of the Middle Ages*, vol. iii, 340-378.)

Optional Reading—KITCHIN, *History of France*, vol. i, 488-574. MASON, *Medieval France*, 234-272. DURUY, *History of France*, 212-250. OMAN, *History of England, 1377-1485*, ch. i, ii, x, xi, xiii, xiv. OLIPHANT, *Jeanne d'Arc*. LOWELL, *Joan of Arc*. MURRAY, *Jeanne d'Arc* (This book is devoted to the trial and the rehabilitation of Joan). LANG, *Maid of Orleans*. UPTON, *Maid of Orleans*.

Lesson XIX.

GERMANY DURING THE LATER MIDDLE AGES

Introduction—In a former lesson we saw how the forces of feudalism had wrought the complete political disintegration of Germany by the middle of the thirteenth century. Only the shadow of political unity remained, and from this condition Germany was unable to recover until the latter part of the nineteenth century. Because of this dissevered condition in Germany the history of that country is very difficult to follow, especially during the two centuries between 1250 and 1450. We shall however find that, notwithstanding the political disorganization in Germany during these two hundred years, there were certain institutions and organizations taking shape in that country that were full of significance for the future. What some of these were we shall now undertake to discover and discuss.

Prescribed Reading—THORNDIKE, 532-547. HENDERSON, *Short History of Germany*, vol. i, 181-202.

Topics for Discussion—Political conditions in Germany during the later middle ages. Governmental institutions: Electors; Courts of the Vehm; Diet. Frequent changes in dynasty from 1273 to 1438. Rise of the Hapsburgs to power. Swiss Confederation: origin and medieval expansion. Hanseatic League: cities of medieval Germany; origin of the League; institutions of government; control of trade; decline. Teutonic Knights: origin and territorial expansion along the Baltic.

Problem—Why did the Electors select weak and second rate princes as kings of Germany after 1273.

Optional Reading—ZIMMERN, *Hansa Towns*. STUBBS, *Germany in the Later Middle Ages*.

Lesson XX.

BABYLONIAN CAPTIVITY AND GREAT SCHISM

Introduction—The Papacy reached the height of its power in the early thirteenth century under Innocent III. All during that century it sustained its position fairly successfully. But during the fourteenth century it began to decline, and altho it has remained to this day a very powerful institution,

it has never recovered the position that it had during the thirteenth century. In this lesson we shall undertake to develop the causes of the decline of the papacy during the fourteenth century.

Prescribed Reading—THORNDIKE, 560-566; LOCKE, Great Western Schism, 72-98.

Topics for Discussion—Babylonian Captivity: influence of French kings over popes during the fourteenth century; critics of the church (Marsiglio and Wyclif). Great Schism: return of the popes to Rome; election of Urban VI; secession of the cardinals and return of Clement VII to Avignon; division of European countries between Rome and Avignon.

Problem—Show in what way the Great Schism was one of the great crises in the history of the church.

Optional Reading—CREIGHTON, History of the Papacy, vol. i, 1-198.

Lesson XXI.

GREAT CHURCH COUNCILS OF THE FIFTEENTH CENTURY

Introduction—The Great Schism was considered by the serious minded people of the church at the time as a great scandal and it gave them an opportunity to discuss the evils of the church on a very large scale. Never before had the affairs of the church been so thoroly aired as they were during the time when there were two sets of popes, one at Rome and another at Avignon. Out of this discussion arose the demand for "the reform of the church in head and members." In the course of time the rival factions in the church agreed to refer the matter to a church council for adjustment. How the schism was finally settled and how "the reform of the church in head and members" failed of complete accomplishment, will be brought out in this lesson.

Prescribed Reading—THORNDIKE, 566-574. LOCKE, 155-206.

Topics for Discussion—Council of Pisa: call for the council; election of Alexander V; failure to heal the schism. Council of Constance: arrangements for the council; condemnation and execution of Huss; healing of the schism; failure to carry out reforms. Council of Basel: compromise with Hussites; attempt to elect a pope; end of the conciliar period.

Problem—Compare the methods employed in the councils of Pisa, Constance and Basel in electing popes. Show in what way the conciliar movement constituted another great crisis in the history of the church.

Optional Reading—CREIGHTON, History of the Papacy, vol. i, 199-362; vol. ii.

Lesson XXII.

ITALIAN RENAISSANCE: POLITICS AND HUMANISM

Introduction—The term Renaissance means literally rebirth. As used in history it applies to a movement that arose during the fourteenth century and continued to the middle of the sixteenth. This movement sought

to "recover the intellectual and artistic inheritance of Greece and Rome." Much of this inheritance had been lost during early middle ages, largely because men were indifferent to what the past had produced. The Renaissance was an effort to bring back into life again the literature and art of the classical world. It was more, however, than a mere revival of the past. It was an "effort to develop this inheritance from the past and to utilize it in all the channels and aspects of life." "The Renaissance was a new life." It began in Italy and from thence it spread to all parts of western Europe. How it happened to begin in Italy and in what ways it manifested itself, constitutes the theme of our study during the next two lessons.

Prescribed Reading—THORNDIKE, 576-595. (It will be well to review pages 341-355.)

Topics for Discussion—Italian politics during the fourteenth and fifteenth centuries; rise of despots; character of their rule; government of Venice; government of Florence; government of Naples. Humanism: distinction between the false and the true Renaissance; Petrarch and the collection of Latin manuscripts; revival of Greek; effect of humanism on life in Italy. Invention of printing.

Problem—Suppose the cities of Italy had lost their freedom in the struggle with the emperors of Germany during the twelfth and thirteenth centuries; would they have likely been the birthplace of the Renaissance? Give reasons for your answer.

Optional Reading—SEDGWICK, *Short History of Italy*, ch. xix-xxvii. MUNRO AND SELLERY, *Medieval Civilization*, 277-284, 285-309, 474-490, 524-546. SYMONDS, *Short History of the Italian Renaissance*, ch. ii, iv, viii-xi, xiii. THAYER, *Short History of Venice*, 176-183.

Lesson XXIII.

ITALIAN RENAISSANCE:—FINE ARTS AND VOYAGES OF DISCOVERY

Introduction—In the last lesson we saw how the humanists revived the study of the ancient classics. We shall see in this lesson how in a similar manner the study of the fine arts of the ancient Greeks and Romans was revived, and how thru this revival the artists and architects of western Europe were led to the production of some of the world's greatest master pieces in art and architecture. At the same time we shall see how the Renaissance was a period of great voyages of discovery. These voyages were as much a part of the Renaissance movement as was the revival of art and literature of ancient times and the production of new works in art and literature in the fifteenth century.

Prescribed Reading—THORNDIKE, 507-612. HAMLIN, *History of Architecture*, chapter xx and xxi.

Topics for Discussion—Renaissance architecture, sculpture and paint-

ing. Voyages of discovery: Prince Henry the Navigator; Columbus; De Gama.

Problems—In what ways does the Renaissance type of architecture show the influence of the revival of interest in the architecture of the Roman Empire?

Optional Reading—**SYMONDS**, Short History of the Renaissance, ch. xii. **CAMBRIDGE**, Modern History, vol. i, ch. i. **CHEYNEY**, European Background of American History, ch. iv. **BOURNE**, Spain in America, ch. ii-iv. **FISKE**, Discovery of America.

Lesson XXIV.

RISE OF ABSOLUTISM IN GERMANY, FRANCE AND ENGLAND

Introduction—As we pass from the medieval to the modern period we find that the governments of the various states of western Europe were fast becoming absolute monarchies. This seems to be the natural order of things in the transition from the feudal state of the early medieval period to the democratic state of modern times. The king's power had to grow enormously in order that the feudal lords might be overcome. As the result of this struggle between the kings and the feudal lords, absolute monarchies were developed. In the course of the modern period the absolute kingship was swept away by the people and either limited monarchies or democratic governments were established. But for the present we are concerned only with the final stages in the formation of absolute monarchies. The transition to modern democracies will come in for consideration at a later time. This lesson will be chiefly devoted to the absolute monarchies of France and England of the late fifteenth century.

Prescribed Reading—**THORNDIKE**, 614-639. **ADAMS**, Growth of the French Nation, 136-147.

Topics for Discussion—Germany: government under Maximilian I; economic and social condition about 1500; accession of Charles I of Spain to the throne of Germany. Burgundy: growth of Burgundian possessions; Charles the Bold and his relations with Louis XI of France and Frederick III of Germany; the division of the Burgundian possessions after the death of Charles the Bold. France: growth of royal power under Charles VII; triumph of Louis XI over the feudal lords of France; conditions at the close of the Hundred Years War; growth of royal power during the Wars of the Roses.

Problem—Explain why Germany did not develop a strongly centralized government by 1500 as France and England had done.

Optional Reading—**STUBBS**, Germany in the Later Middle Ages. **PUTNAM**, Charles the Bold. **HARE**, Life of Louis XI. **MUNRO AND SELLERY**, Medieval Civilization, 547-574. **OMAN**, History of England, 1377-1485, ch. xv-xx.

Lesson XXV.

THE RISE OF MODERN SPAIN

Introduction—Altho geographically a part of western Europe, Spain played no considerable part in its historical development during the middle ages. This was largely due to the fact that during that time Spain was under the domination of the Mohammedans. But as the middle ages drew to a close several strong Christian states began to be formed into the Spanish peninsula and by 1500 all of these states but one were consolidated into one single kingdom called Spain. Thru a combination of fortunate circumstances this united kingdom came to be the dominant political power in Europe during the sixteenth century. Because of this fact it is worth our while to spend a little time in studying the formation of the united kingdom of Spain and those circumstances that gave her a position of such wide influence in the affairs of western Europe.

Prescribed Reading—THORNDIKE, 273, 302-305, 630-633. CHEYNEY, *European Background*, 79-114.

Topics for Discussion—Christian principalities of northern Spain in the early middle ages. Expansion of the Christian States of Spain from the eleventh century to the fifteenth. Ferdinand and Isabella; union of Castile and Aragon; conquest of Granada; consolidation of royal power; establishment of racial and religious unity.

Problem—What effect did the constant conflict with the Moors in Spain have upon the forming of the character of the modern Spaniard?

Optional Reading—HUME, *Spain 1479-1788*, 1-31; HUME, *Spanish People*, ch. viii.

Lesson XXVI.

BEGINNING OF THE PROTESTANT REVOLT

Introduction—The Protestant Revolt of the sixteenth century is one of the most significant movements in the history of the world. It is of importance first of all because it broke permanently the unity of the Roman Catholic Church. The church had been more or less disturbed by heretics and reformers all thru its history but it had managed to maintain unimpaired its organic unity until the sixteenth century. But the revolt that broke out in that century was too strong to be repressed and as a result protestantism was established and the era of protestant denominations was begun. The Protestant Revolt is of importance for other things. It had a direct bearing upon the political and social conditions in western Europe. Many of the principles of liberalism in our political and social organizations today can be traced back to the Protestant Revolt of the sixteenth century. Time is not sufficient for us to develop this revolt in detail but we must begin our study with some account of Martin Luther, the man who started the revolt and of the religious conditions of Germany where he lived.

Prescribed Reading—ROBINSON, *Western Europe*, 369-386 and WALKER, *Reformation*, 77-97.

Topics for Discussion—Religious conditions in Germany in the early sixteenth century. German humanists: Agricola, Reuchlin, and Erasmus, Sources of German discontent with the papal court. Martin Luther: early years; experiences as a monk; as a teacher; his 95 theses against indulgences.

Problems—What is meant by “Treasury of Good Works”? Define indulgences and show how they were in effect drafts upon this Treasury. (Consult LINDSAY, *Luther*, 53-65.)

Optional Readings—The biographies of Martin Luther and the books in the Protestant Revolt are innumerable. Each student should read as extensively as possible in one of the following biographies of Luther, all of which are available: FREYTAG; LINDSAY; KOESTLIN; JACOBS; SMITH; MCGIFFERT. Consult also LINDSAY, *Protestant Reformation*, 2 vols.; HAUESSER, *Period of the Reformation*; Cambridge *Modern History*, vol. i; JANNSEN, *History of the German people*, vols. i-iii. The last named work is a Catholic work but it is very fair in its treatment of Luther and the Reformation. See also the Catholic Encyclopedia under Luther and Reformation for another fair account from the Catholic point of view. For documentary source material see CURRIE, *Letters of Martin Luther*; KIDD, *Documents*; WACE, *Primary Works*; ROBINSON & WHITCOMB, *Period of the Early Reformation*.

Lesson XXVII.

PROGRESS OF THE PROTESTANT REVOLT IN GERMANY

Introduction—Luther was far from contemplating a break with the church when he published his ninety-five theses. But in the course of time he was driven to do that very thing. What compelled him ultimately to withdraw from the church is the theme of this lesson.

Prescribed Reading—WALKER, 97-134.

Topics for Discussion—Luther's conferences with Cajetan and with Miltitz. Leipsic debate. Luther's three great tracts. Burning of the papal bull. Luther at the Diet of Worms: his going to Worms; his appearance before the Diet; his condemnation. Luther at the Warthburg. Luther's return to Wittenberg. Peasants Revolt: causes; Luther's attitude toward it; effects of the revolt upon the Protestant Reformation.

Problems—Trace the stages in the evolution of Luther as a revolutionist against the church. Explain why Luther was so bitter against the peasants in their revolt.

Optional Reading—In addition to the books mentioned under this heading in Lesson XXV, consult BAX, *Peasants Revolt*; HENDERSON, *Short History of Germany*, vol. i, ch. x-xiii.

Lesson XXVIII.

ZWINGLI AND CALVIN

Introduction—Luther's was not the only voice raised against the church in the sixteenth century. In many places in western Europe men arose to voice the opposition of their respective countries to the ecclesiastical domination of the papal hierarchy. Two of the most prominent of these reformers contemporary with Luther were Zwingli and Calvin. Their work was of such great importance, especially that of Calvin, as to warrant us in devoting at least this lesson to them.

Prescribed Reading—ROBINSON, 421-426, and WALKER, *Great Men of the Christian Church*, 237-251.

Topics for Discussion—Zwingli: conditions in Switzerland in the early sixteenth century; Zwingli's work at Zurich; his death. Calvin: early life and education; his conversion to protestantism; settlement at Geneva; his rule at Geneva; influences outside of Geneva; his theology.

Problem—Compare the views of Luther, Zwingli and Calvin on the Lord's Supper.

Optional Reading—JACKSON, Zwingli. WALKER, Calvin. LINDSAY, *Protestant Reformation*, vol. ii, bk. iii. *Cambridge Modern History*, vol. ii, ch. x-xi.

Lesson XXIX.

PROTESTANT REVOLT IN ENGLAND AND SCOTLAND

Introduction—The Protestant Revolt severed England and Scotland from the Roman Catholic Church quite completely. While there is at present a respectable Catholic element in England and Scotland, both of these countries are predominantly protestant and have been ever since the sixteenth century. While there have been differences between the protestantism of England and Scotland from the time these countries revolted from Rome, there have been striking similarities due to the fact that the reformers of both England and Scotland drew very largely from the same Calvinistic source for their religious ideas and doctrines. How protestantism obtained a foothold in England and Scotland and developed into anglicanism and presbyterianism in the two countries respectively, is the task that is before us in this lesson.

Prescribed Reading—ROBINSON, 426-436, 458-459, and WALKER, *Great Men in the Christian Church*, 253-268.

Topics for Discussion—Revolt against the Pope in England under Henry VIII: English humanists; the divorce of Henry VIII and his break with the pope; the Act of Supremacy; the Six Articles; religious persecutions and the dissolution of the monasteries. Radical changes under Edward VI. Catholic reaction under Mary. Religious settlement under Elizabeth. Reformation in Scotland; conditions in Scotland prior to the Reformation; early career of John Knox; Knox and the Scottish Reformation.

Problem—Show how the Anglican Church is in effect a compromise between the Roman Catholic Church and the church of Calvin.

Optional Reading—INNES, *England under the Tudors*. GREEN, *Short History of the English People*, 320-369. CHEYNEY, *Short History of England*, ch. xii. SEEBOHM, *Oxford Reformers*. BEARD, *Introduction to English Historians*, 231-306. LINDSAY, *History of the Reformation*, bk. iv, ch. i-iv.

Lesson XXX.

CATHOLIC REFORMATION. (1)

Introduction—The Protestant Revolt had a decidedly good effect upon the Roman Catholic Church in that it gave rise to a determined effort on the part of the church to counteract the revolt and to prevent the church from becoming completely and permanently disrupted. To that end the church undertook a reform within itself. If it was to bring back into its fold those who had withdrawn from it, it must first rid itself of certain objectionable features. That was what it undertook to do in what is known as the Counter or the Catholic Reformation. Historically speaking this reform movement within the church is nothing more than a continuation of a movement that had been started in Spain and Italy prior to the outbreak of the Lutheran Revolt and that was known as the Spanish Awakening. This pre-reformation movement had met with only indifferent success. Hence the Protestant Revolt. That the Roman Catholic Church was saved from utter ruin is due to the special efforts that it made in the way of internal reforms and in counteracting the Protestant Revolt. The Counter or Catholic Reformation is therefore worthy of some study on our part, and although we cannot give as much time to the subject as it deserves, we shall devote at least two lessons to it.

Prescribed Reading—WALKER, *Reformation* 356-379 (It will be well for the student to read also pages 53-70 on the Spanish Awakening.)

Topics for Discussion—Object of the Counter or Catholic Reformation. Its relation to the Spanish Awakening. Delay of the papacy in supporting the reform movement in the church. Manifestations of religious revival in the church prior to Luther. Ignatius Loyola: his early career; founding of the Order of Jesus.

Problem—Why was the papacy so slow in taking up with the reform movement in the church?

Optional Reading—Catholic Encyclopedia under Ximenes, Loyola, etc. WARD, *Counter Reformation*. LINDSAY, *History of the Reformation*, bk. vi, ch. i-iii.

Lesson XXXI.

CATHOLIC REFORMATION (2)

Introduction—The three most important agencies that were employed by the Church to effect the end of the Catholic Reformation were the Jesuits,

the Council of Trent and the Inquisition. We saw in the last lesson how the Society of Jesus came to be organized by Loyola. We shall now see in what ways it was employed as an agency in the Catholic Reformation. We shall also follow in brief outline the work of the Council of Trent and see what it did in the way of reforming the church. The Inquisition will be dealt with in another lesson.

Prescribed Reading—WALKER, *Reformation*, 379-402, and WALKER, *Great Men in the Christian Church*, 271-283.

Topics for Discussion—Jesuits: characteristics of the Order; educational system; missions. Council of Trent: demand for a council; call for a council by the Pope; its sessions; theological conclusions of the Council of Trent.

Problems—What was the secret of the success of the Jesuits in the Catholic Reformation? Compare the Jesuitical Order in organization with the older monastic orders. The Council of Trent has been called the “watershed of the Reformation.” Explain what is meant by that.

Optional Readings—Catholic Encyclopedia under Jesuits and Council of Trent. FROUDE, *Council of Trent*. WARD, *Counter Reformation*. LINDSAY, *History of the Reformation*, bk vi, ch. iv-v.

Lesson XXXII.

RELIGIOUS WARS OF THE SIXTEENTH CENTURY

Introduction—Unfortunately the great religious movement of the sixteenth century was not effected without bitter strife that culminated in bloody wars. These wars were waged not only between Protestants and Catholics in the same countries but also between countries of different religious faiths. In Germany, the Netherlands and France fearful religious wars broke out and led to awful consequences. Moreover a great conflict arose between catholic Spain and protestant England, the outcome of which was very far reaching in its results. All thru these various wars, especially in the Netherlands and France, we can see traces of the Inquisition as the third of the great agencies employed by the Catholic Church to bring about the ends of the Catholic Reformation. It is a big task to undertake to cover all these various religious wars in Europe in the sixteenth century in one lesson, but by directing our attention upon the conditions that gave rise to these wars and upon the chief events and the results, we shall derive some measure of profit from our effort.

Prescribed Reading—ROBINSON, *Western Europe*, 415-420, 444-464.

Topics for Discussion—Religious War in Germany: formation of religious leagues; attempt at religious settlement at the Diet of Speyer; outbreak of the war; Peace of Augsburg, 1555. Religious War in the Netherlands: the Inquisition in the Netherlands; William the Silent; Union of Utrecht; independence of Netherlands, 1648. Religious Wars in France: re-

religious persecutions; Coligny; Massacre of St. Bartholomew's Day; Edict of Nantes, 1598. War between England and Spain: relations between Elizabeth and Mary Queen of Scots; defeat of the Spanish Armada, 1588.

Problem—Show how the domination of Spain in European affairs was broken by the defeat of the Spanish Armada.

Optional Reading—HENDERSON, *Short History of Germany*, vol. i, ch. xiv and xv. ADAMS, *Growth of the French nation*, ch. xi. DURUY, *History of France*, ch. xliii-xlv. CHEYNEY, *Short History of England*, ch. xiii. GREEN, *Short History of the English People*, 382-420. PUTNAM, *William the Silent*. UPTON, *William of Orange*. LINDSAY, *History of the Reformation*, bk. vi, ch. vi.

Lesson XXXIII.

THIRTY YEARS WAR

Introduction—The most terrible and the most far reaching religious war in the history of Europe was the Thirty Years War (1618-1648). Starting as a struggle between Catholics and Protestants in one corner of Germany, it spread until it involved every power of any consequence in western Europe. Meanwhile the war lost its original character and degenerated into a terrific struggle for dynastic power between the French Bourbons and the German and Spanish Hapsburgs. How the war began and how it was transformed from a religious to a dynastic struggle, is the theme of this lesson.

Prescribed Reading—ROBINSON, 465-474, and HENDERSON, *Short History of Germany*, vol. i, 450-483.

Topics for Discussion—Preparations for war by Catholics and Protestants in Germany. Bohemian period: Bohemian revolt from the Hapsburgs; failure of Frederick of the Palatinate. Danish period: causes of Denmark's entrance into the war; plans of Wallenstein for the conduct of the war; failure of Christian IV. Edict of Restitution. Dismissal of Wallenstein. Swedish period: causes of entrance of Gustavus Adolphus into the war; recall of Wallenstein; military triumphs of Gustavus and his death; murder of Wallenstein. French period: Richelieu's policy for prolonging the war; change in the character of the war.

Problem—Compare the policies and motives of Gustavus Adolphus and Richelieu with reference to the war. Explain why the German Protestants withheld assistance from Gustavus Adolphus for so long a time.

Optional Reading—HENDERSON, *Short History of Germany*, vol. i, ch. xvii. GARDINER, *Thirty Years War*. GINDELEY, *Thirty Years War*. Cambridge, *Modern History*, vol. iv, ch. i-vii, xiii-xiv.

Lesson XXXIV.

TREATIES OF WESTPHALIA (1648) AND THE PYRENEES (1659)

Introduction—The Peace of Westphalia (1648) which closed the thirty Years War was one of the great landmarks in the history of Europe. The arrangements for this peace were made by two great international congresses held in Westphalia, and the two taken together constitute the first of the great international congresses that have been held from time to time during the last three centuries to compose the differences between the warring nations of Europe. The terms that were agreed upon at the peace conferences of Westphalia constituted the basis of international relations in Europe for a long time. However all the warring nations were not brought into a state of peace by the Treaty of Westphalia. France and Spain continued at war with each other for eleven years longer and did not come to an agreement until the Treaty of the Pyrenees, 1659. What were the terms of the treaties of Westphalia and the Pyrenees and what were the effects of the war upon Germany, constitute the main topics of this lesson.

Prescribed Reading—HENDERSON, *Short History of Germany*, vol. i, 490-497; RICHARD, *German Civilization*, ch. xxix; WAKEMAN, *Europe 1598-1715*, 120-131.

Topics for Discussion—Peace negotiations at Muenster and Osna-brueck. Terms of the Peace of Westphalia: religious; territorial; political. Effects of the war on Germany. Terms of the Treaty of the Pyrenees.

Problem—Show how thru the Thirty Years War France supplanted Spain as the dominant power in European politics.

Optional Readings—See references cited in Lesson XXXIII.

Lesson XXXV.

STRUGGLE FOR RELIGIOUS AND POLITICAL LIBERTY IN ENGLAND

Introduction—The seventeenth century in England is marked by a long drawn out struggle for religious and political liberty. At the beginning of that century the king of England was practically absolute and the church of England was the only church which by law was allowed to exist in that country. During that century Parliament waged an almost continuous contest with the king for a share in the government, and the Puritans and other religious sects struggled with the Anglicans for religious privileges. Oftentimes these two struggles were combined as one. Altho complete religious and political freedom was not attained in England by the close of the seventeenth century, considerable progress was made toward that end by that time. We can do very little with this very important subject in just one lesson; but from the hasty survey that we shall be compelled to make, we may obtain some notion of the significance of the struggle for constitutional liberty and the results attained by the close of the seventeenth century.

Prescribed Reading—ROBINSON, 475-494, and CHEYNEY, *Short History of England*, 498-514.

Topics for Discussion—James I.'s theory of the divine right of kings. Rise of Puritans and Independents. Petition of Right, 1628. Causes of the Civil War. Oliver Cromwell: military leadership during the war; his position in the Commonwealth. Restoration, 1660. Religious measures during reign of Charles II. Revolution of 1688. Declaration of Right.

Problem—What advance had been made in political and religious liberty in England by 1689?

Optional Reading—CHEYNEY, *Short History of England*, ch. xiv, xv. BEARD, *Introduction to English Historians*, 321-390. TREVELYAN, *England under the Stuarts*. Cambridge Modern History, vol. iv, ch. viii-xii. GREEN, *Short History of England*, ch. viii.

Lesson XXXVI.

LOUIS XIV.

Introduction—In the last lesson we saw that during the seventeenth century England cut down the power of her king and entered upon a period of constitutional or limited monarchy. The conditions in France as regards governmental matters were just the reverse of what they were in England. While the English king was losing power during the seventeenth century, the French king was building his up. The evolution of an absolute kingship in France was a matter of centuries, beginning back in the middle ages. The culmination in that evolution was reached in the reign of Louis XIV. His reign is marked not only by the crushing out of all opposition to him in France, but also by a series of wars that were waged by him for the purpose of making secure the dominance of France in the affairs of Europe. The efforts of Louis to make his power absolute at home and abroad are the main themes of this lesson.

Prescribed Reading—ROBINSON AND BEARD, *Development of Modern Europe*, vol. i, 4-33.

Topics for Discussion—Results of the work of Richelieu and Mazarin. Louis XIV's general policy and his personal characteristics. Reforms of Colbert. Louis' attempt to annex the Spanish Netherlands: his pretext; causes for his failure. Louis' war with the Dutch: Louis' plan to isolate the Dutch; failure of the war. War of the Palatinate: Louis' plans for encroaching upon the Holy Roman Empire; formation of the Grand Alliance; outcome of the war.

Problem—One of Louis' aims in his wars was to make the Rhine the boundary of France on the northeast. How far did he succeed in that project? Consult the map in Dow's *Atlas of European History*, plate 20.

Optional Reading—PERKINS, *France under the Regency*. KITCHIN, *History of France*, vol. iii, bk. v., ch. i-vi. ADAMS, *Growth of the French Nation*, ch. xiii. HASSALL, *Louis XIV.*

Lesson XXXVII.

WAR OF THE SPANISH SUCCESSION AND THE PEACE OF UTRECHT

Introduction—The most ambitious project of Louis XIV. was to bring about the virtual union of France and Spain. His scheme was vigorously opposed by practically all the other nations of Europe in what is known as the War of the Spanish Succession. After ten or more years of desperate fighting the war was closed by a series of treaties commonly known as the Treaty of Utrecht. Like the Peace of Westphalia this Treaty of Utrecht is one of the great landmarks in the history of the world. Because of the far reaching consequences of this war it is worth our while studying the causes and chief events of the war and especially the terms of the treaty that brought it to an end.

Prescribed Reading—ROBINSON AND BEARD, vol. i, 34-49; PERKINS, France under the Regency, 273-290.

Topics for Discussion—The question of the Spanish succession: extent of the Spanish possessions; importance of trade with Spanish colonies; plans for the partition of Spain; will of Charles II. War of Spanish Succession: formation of the Grand Alliance; military successes of the Allies against Louis. Peace of Utrecht: terms; significance of the treaty as regards the relations of England and France in colonial affairs.

Problem—Contrast the motives for war in the 16th and early 17th centuries with those that prevailed in the age of Louis XIV. Give explanation for the change.

Optional Reading—Consult the same books as mentioned in preceding lesson.

Lesson XXXVIII.

RISE OF RUSSIA AND PRUSSIA

Introduction—The recent world war has added greatly to the historical significance of the beginnings and the early development of modern Russia and Prussia. Time will not permit us to do very much with this subject but we need to acquaint ourselves with the conditions in these two countries as they existed just prior to the time of Catherine of Russia and Frederick II. of Prussia if we are to appreciate the later influence of their nations upon Europe. Prussia was more influential than Russia during the eighteenth century and for that reason we shall give more time to a study of her early history than to that of Russia. The Prussia of Frederick grew from two different centers, Brandenburg and East Prussia. How each of these principalities came into existence, how they fell into the hands of the Hohenzollerns, and how they were developed under these rulers down to 1740 are the chief objects of our study in this lesson.

Prescribed Reading—ROBINSON AND BEARD, vol. ii, 50-59; LONGMANS, Frederick the Great, 3-6; HENDERSON, Germany, vol. i, 172-181; vol. ii, 87-91, 109-122.

Topics for Discussion—Russia: beginnings of; Peter the Great. Mark of Brandenburg: origin; its acquisition by the Hohenzollerns. East Prussia: its acquisitions by the Teutonic Knights; its acquisition by the Hohenzollerns in 1618. The Great Elector: territorial gains; reforms. Acquisition of royal title by Frederick III in 1701. Frederick William I.: his character; his army; his finances; relations with his family, especially his son.

Problem—Trace the territorial growth of Brandenburg-Prussia from 1415 to 1740. See Dow, Atlas of European History, Plate 22.

Optional Reading—HENDERSON, Short History of Germany, vol. ii, ch. i and iii. REDDAWAY, Frederick the Great, ch. i-iii. LAVISSE, Youth of Frederick the Great. TUTTLE, History of Prussia, vol. i.

Lesson XXXIX.

FREDERICK II.

Introduction—Frederick II. came to the throne of Prussia in 1740. Before the close of that year he began his life long struggle with Austria. Thru the three wars that he waged with that country and her allies, he added considerably to the territorial and political strength of his kingdom and won for himself the reputation of being one of the world's greatest military geniuses. He was one of the most important contributors to the making of modern Prussia and stands out in history as one of the world's most prominent characters. While we may not approve of what he did, we cannot do less than devote one lesson to him.

Prescribed Reading—ROBINSON AND BEARD, vol. i, 60-79; HENDERSON, vol. ii, 149-169.

Topics for Discussion—Accession of Frederick II to the throne of Prussia. War of the Austrian Succession: Pragmatic sanction; invasion of Silesia; allies of Prussia and Austria; peace of Aix la Chapelle. Seven Years War: diplomatic revolution between 1748 and 1756; invasion of Saxony; Rossbach, Leuthen, and Zorndorf; withdrawal of England; treaties of Hubertsberg and Paris, 1763. Partition of Poland: origin and growth of Poland to 1750; defective system of government; designs of Frederick and Catherine; partitions of 1772, 1793 and 1795.

Problem—What territorial acquisitions were made by Frederick II and how were they acquired?

Optional Reading—HENDERSON, Short History of Germany, vol. ii, ch. iv. REDDAWAY, Frederick the Great. CARLYLE, Frederick the Great, 6 vols. TUTTLE, History of Prussia, vols. ii-iv.

Lesson XL.

RIVALRY BETWEEN ENGLAND AND FRANCE IN THE EIGHTEENTH CENTURY

Introduction—During the ~~nineteenth~~^{eighteenth} century France succeeded Spain as the dominating power in the affairs of Europe. But before that century closed France's position was beginning to be contested by England and for over one hundred years these two powers were engaged in frequent wars. Their rivalry differed from that which had been carried on between Spain and France in that they fought more over trade and colonial possessions than over dynastic claims and ambitions in Europe. The two fields of rival colonial efforts were India and America. In this lesson we shall hurriedly review the more or less familiar story of how these two countries became colonial rivals and how their rivalry ended.

Prescribed Reading—ROBINSON AND BEARD, vol. i, ch. vi and vii.

Topics for Discussion—European East India Companies. Rivalry between England and France in India: Dupleix and Clive; results of the Seven Years War. Rivalry between England and France in America: English and French explorers in America; struggle for the Great Lakes and the Mississippi River; French alliance with the revolting English colonies in America; independence of the United States.

