

CHANGING CULTURAL TRADITIONS

Multiple Choice Type Questions

1. Ibn Rushed was an Arab philosopher of _____
(a) France
(b) Germany
(c) Britain
(d) Spain
2. The painting 'Mona Lisa' was made by
(a) Leonardo da Vinci
(b) Michelangelo
(c) Raphael
(d) Donatello
3. The author of the book 'The Prince' is
(a) Lorenzo Valla
(b) Gutenberg
(c) Machiavelli
(d) Alberti
4. Ptolemy's Almagest was work on _____
(a) Mathematics
(b) Astronomy
(c) Philosophy
(d) Sociology
5. The earliest universities in the European continent were set up in the country of
(a) France
(b) Germany
(c) Italy
(d) England

Answer

1. (d) 2. (a) 3. (c) 4. (b) 5. (c)

SHORT ANSWER QUESTIONS

1. Discuss the underlying principle presumptions constituting independent city-states in Italy.
Answer: The Government in those city-states was of democratic type as the Government of Venice city was a republic. Some others were court-cities ruled by princes. Underlying principles of constituting these city-states can be summed up as under:-
 - a. It was an institution of Common Wealth. It was the supreme authority of the city-State through the Council.

- b. There was a Council constituted by members, all gentlemen of the city who had attained the age of 25 years.

Interpretation of the term Gentleman eligible to membership of the council-

- (a) He should be wealthy and qualified.
- (b) His Lineage must noble, not blamed, convicted, and tried.
- (c) Poor people if from noble lineage can also be selected as members of Council.

2. Mention the major developments which took place between the period fourteenth and seventeenth centuries in the orderly timeline.

Answer:

(a) Literary/Institutional/Educational Developments

1. Humanism as a subject of study incorporated into the curriculum of Padua University in Italy (1300).
2. University established in Florence. (1349)
3. Academy of Sciences set-up in Paris (1643).

(b) Published/Translated Works

1. Bible was first printed by Johannes Gutenberg, who made the printing press (1454).
2. Thomas More's Utopia was published (1516).
3. Martin Luther wrote the Ninety Five Theses (1517).
4. Martin Luther translated the Bible into German (1522).
5. Andreas Vesalius wrote on Anatomy (1543).
6. Isaac Newton's Principia Mathematical published (1687).
7. Geoffrey Chaucer's Canterbury Tales published (1390).

(c) Painting/Sculpture/architecture.

1. Brunelleschi designs the Duomo in Florence (1436).
2. Leonardo Da Vinci paints The Last Supper (1495).
3. Michelangelo paints the Sistine Chapel Ceiling (1512).

(d) Exploration/Inventions

1. Portuguese mathematicians calculate latitude by observing the sun (1484).
2. Columbus reaches America (1492).
3. Gerhardus Mercator prepares a cylindrical map of the earth (1569).
4. Gregorian calendar introduced by Pope Gregory XIII (1582).
5. William Harvey links the heart with blood circulation (1628).
6. Petrarch was given the title of poet Laureate in Rome (1341).

(e) Conquests/Wars

1. Ottoman Turks defeat the Byzantine ruler of Constantinople (1453).
2. Anglican Church established in England with the King as its head (1559).
3. Peasants uprising in Germany (1525).

3. Describe the different scientific elements in the work of sixteenth-century Italian artists.

Answer: Following facts we can mention herein, that confirm the different scientific elements in the works of Italian artists-

1. As a professor at Padua University, Andreas Vesalius had dissected the human body till then, the artists went to the laboratory of that university and studied skeleton there. They started working after study of the right structure of a man.
2. Fragments of art discovered from the ruins of the Roman Empire became helpful to the Italian artists as perfectly proportioned men and women were sculpted in them. On the basis of this study, one of the sculptors Donatello made lifelike pictures in 1416.
3. Leonardo da Vinci, a botanist, Physiologist, the mathematician was also an artist. He has painted the Mona Lisa and The Last Supper. His self-portrait given in this theme is vibrant and catchy. Hence, scientist's involvement helps in the development of artifacts.
4. Scientist taste in arts like sculptures naturally had to emerge life-like vibrancy in the artifacts like The Pieta by Michelangelo, Praying hands drawn by Durer, etc.
5. They understood respect in Geometric designs and they understood changing the quality of light. Their pictures acquire a three-dimensional quality.

Conclusion-Thus, we observe that anatomy, geometry, physics, and moreover, conscience to understand the beauty in its immortal form were the ingredients to Italian art.

4. Compare the aspirations for women (Fedele) and by a man (Castiglione). Did they have only a weapon of a particular class in mind?

Answer: Aspirations for Women (Fedele)

1. She had advocated the need for the promotion of education among women.
2. She criticized the definition of freedom as it was in the constitution of republic city-states. Venice because had favored the desires of men over those of women.
3. She advocated humanist education and wished the women to acquire that education.
4. She stated-"Even though theoretically, women are understood broader figure than that of men, practically, no regard is seen for women in European society. Hence, women should come up at the surface and by virtue of educating those in Humanist Education acquire their respected place in the society."

Aspirations for Women by a man Castiglione

1. Women are of different ways, manners, words, gestures, and bearing more than men. They, therefore, take over the portfolio of a certain soft and delicate tenderness, feminine sweetness in every gesture (while moving, staying) and in all activities they do.
2. He condemns women's mimicry or coping of men. He thinks her portfolio is different in anatomy and actions.
3. He also considers that virtues like simplicity, generosity, etiquette, prudence and witty, politeness, tolerance, industrious, benevolent glue this common difference between the man and woman. These are; equally necessary in both males and females.

Thus, Balthazar Castiglione, the author of 'The Courier', condemns rivalry between men and women owing to sex difference. He wants to refer that both are like wheels of life carriage and live with maintaining the proportionate difference between but it should not be made a cause for discrimination. Nature itself has bestowed one with delicacy and the other with a robust and sturdy body. This structure should be maintained with a matching soul and its manifestation.

5. Do you think all women in Europe during the period 14th to 17th century were equally neglected? If not, describe the social and family status of other women?

Answer: We would like to state here that the position of women in families of merchants and bankers was somewhat different than those of common women in the society. In these families, women used to work as partners to the firm or business and made responsible to look after the businesses when the male members were away at work.

A few women in European society were intellectually more creative and sensitive about the importance of humanist education. One among these women, Cassandra Fedele wished to see all women duly educated in humanism. She had stated- "Even though the study of letters promises but offers no reward for women and no dignity". That lady was proficient in Greek and Latin and was invited to give orations at the University of Padua in Italy.

She criticized the constitution of republics in which women's freedom was hanged on the desires of men. Another woman was the Marches of Mantua, Isabella d'Este who ruled the state while her husband was absent and the small state of Mantua proliferated under her skilled administration. These women writers wished economic power, property, and education to women so that they could make their respected place in men dominated society of Europe.

LONG ANSWER QUESTION

1. Why would have this theme named Changing Cultural Traditions? Find the reasons in context with several developments that took place during the 14th to 17th centuries in European society? Would you say it Renaissance or circumstantial regression and revival of cultural pursuit?

Answer: We would like to state that Italy has been acted as the axil or nucleus to accumulate all traditions and political set-up all over the world, particularly Asia and Africa and the rest parts of Europe; in its vision and sprout with conclusive cream aspects of them all. Italy got this opportunity because of passing all maritime and terrestrial routes through it.

The major developments mutely observed by Italy .the place of emergence of renaissance all over world were-vassalage in Western Europe, its unification and the Latin Church, Eastern Europe under the Byzantine Empire, and Islam's missionary zeal to create a common civilization.

A model had formed in Italy with changes in cultural tradition and then transmitted to all over the world. Therefore, the title of the theme is consistent with the content.

Results Surfaced:-

(A) Structure and Features of city-states in Italy-

1. Independent city-states and city courts constituted in Italy.
2. Some were republics while some others were court-cities like Mantua.

3. Commonwealth was the government with Councils constituted by gentlemen, noble and ennobled who had attained 25 years ago.

Result-A foundation stone of democracy, however, appeared impliedly.

(B) Humanism in University Curriculum-

1. Universities set-up in Padua and Bologna.
2. Law was the main subject in order to module lawyers and notaries to satisfy the increasing demand
3. Humanities derived from the Latin term Humanities and understood as a culture.
4. Humanist has understood in the meaning a teacher who taught grammar, rhetoric, poetry, history, and moral philosophy.
5. These subjects were added to the curriculum of Universities.
6. Discussion and debates in order to gain expertise on these subjects made mandatory.
7. Similarly, observation and experiment with the things in order to know reality about them were made essential or compulsory.

Changes/Results-

1. Debate and discussions on humanity and observation and experiments with issues/things/topics trained the authors like Giovanni Pico Della Mirandola (On the Dignity of Man), Cardinal Gasparo Contarini (The Common Wealth and government of Venice), Dante Alighieri (religious themes), Artists like Giotto (child Jesus, Assisi), The Pieta sculpture by Michelangelo Buonarroti, Filippo Brunelleschi, etc. The humanists who grew in that period were-Giovanni Pico Della Mirandola, Francesco Petrarch, Venetian Cassandra Fedele, Isabella d'Este, Martin Luther, Thomas More, Erasmus, Ulrich Zwingli, and Jean Calvin.
2. There were people like Leonardo da Vinci, experts in astronomy, painting, architect, and sculpture simultaneously. On account of an inquisitive mind and congenial atmosphere of discussion and debates on subjects of humanities in Universities.
3. Printing Press was installed and it facilitated the study environment. Science academies, schools, and colleges increased in numbers.
4. Classical or Roman and ancient Greek literature on medicine, physiology, religion, theology, and law got translated in Arabic and Persian and then in local languages of Europe. It created public awareness of true religion. It resulted in sheer criticism of the Church, shifting of taxation power to King/Queen, monarchy in place of Churches, supremacy took place.
5. Peasants movements and Protestant Reform Movement was launched.
6. Radical Protestants took the meaning of salvation, a state when all kinds of suppressions are ended.
7. Church agreed to allow protestants to worship of lord in their own manner.
8. The church accepted the subordination of the King.
9. Women humanists like Cassandra Fedele and Isabella d'Este advocated women's rights equal to men and emphasized women's education.

10. Quotations, musings by painters, books on humanities, and natural sciences all are ascribed for Changing Traditions.
11. Classical architecture came into existence owing to excavations by archeologists, the sites of the Roman Empire, and towns of that period.
12. Technologies and science were contributed by India, Central Asian countries, China, North Europe, and African countries owing to the growth of trade, travel, and commerce as also Mongol conquests, etc.
13. Separate recognition of the public sphere and private spheres of human life. Individual identity got recognition besides constitutional (i.e. guild, profession, government, and any other organization) identities.
14. Europe dissolved into smaller states on a linguistic basis. A separate sense of identity was thus, understood on the basis of language.

Conclusion-Education is also an integral part of culture having infinite potentials. In the root of cultural changes, we observe systematic promotion of education through ancient Greek and Roman literature on science, administration, religion, architecture, sculpture, painting, etc. during the period in question in Europe? Countries symbolized by Italy and her city-states with Commonwealth governance. In brief, it was a phenomenon of education in humanities and natural sciences.

2. Models of painting as found in Italy are the most catchy'. Why?

Answer: The artists in Italy were experts in more than one art. For instance, Leonardo Da Vinci was a botanist, physiologist, Mathematician, and painter, all in one. Similarly, Michelangelo Buonarroti was a Painter, Sculptor, and designer. Leonardo Da Vinci had painted Mona Lisa and the Last Supper. He had invented the flying machine also.

Bonarroti painted the ceiling in the Sistine Chapel, made a sculptor "The Pieta" (in which Mary is holding the body of Jesus) and he himself had designed the dome of St. Peter's Church. One more person i.e. Filipe Brunelleschi was an architect and sculptor both. He had designed the Duomo of Florence. –

The reasons for being Italian art catchy are thus, all apparent. Firstly because it got the hands of scientists and mathematicians. Knowledge of Geometry helped them to understand the perspective and that by noticing the changing quality of light; their pictures acquired a three-dimensional quality. Secondly, they used oil as a medium for painting which gave the greatest richness of color to paintings than before. We can observe the influence of Chinese and Persian art on these paintings. It could possibly due to the Mongol invasion and expansion of their empire.

3. Why Italian architecture in sixteenth-century is appear the most excellent and admiring?

Answer: We can give the following reasons for that excellence in architecture-

1. They (Architects) copied many features of Imperial Roman buildings which were till then carefully excavated by the archaeologists.
2. Architects were skilled in science, mathematics, geometry, etc. subjects.
3. Wealthy merchants and Pope had patronized the architects and incentives as also perks were provided with them.

4. Architects were trained in classical Roman architecture and that of Chinese and Persian arts.
5. Archaeologists excavated the ruins of palaces, attics of the Roman style, and architects studied them in-depth.
6. As artists were known individually, by name hence, it inspired them more to exhibit their specialty in architecture.

4. Give a brief account of the new concept of human beings.

Answer:

1. It was against the control of religion over human life.,
2. Acquisition of material wealth, power, and glory is a usual instinct of human beings and cannot be tantamount to vice.
3. The study of history leads a man to strive for a life of perfection hence, Christian injunction against pleasure is untenable.
4. A person of culture should learn good manners including politeness and simplicity.
5. Individuals irrespective of poor and weak are capable of shaping through other means.
6. Self-interest is the most powerful motive hence, a cordial and congenial environment for the proliferation of self-interest should be provided to the people.

5. Give a brief account of woman status in Europe during 14th to 17th century.

Answer:

1. Women were given no political rights.
2. Families were dominated by husbands.
3. Money obtained in dowry was invested in the family businesses but women had no say in how that business should run.
4. If the father could not arrange to suffice dowry, his daughter would go to the convent to live the life of a nun.
5. They were keepers of the households without any public role given to them.

Thus, on the above points, we can state that the patriarchal system was strictly followed in Europe in whom; women were treated as mere instruments in the hands of their husbands without any right in property and role in public life.