

HIST 3340
The Renaissance and the Reformation
Summer 2009

9:15-11:30, Mon. – Fri.
Student Learning Center 213
Course No. 01-946

Dr. Ehlers
uga.edu email: behlers
315 LeConte Hall
542-2520

This course will investigate the historical movements known as the Renaissance and the Reformation. Through the examination of an array of primary sources, we will analyze the intellectual, economic, social, artistic, and religious ramifications of the upheavals that characterized the period between 1300 and 1600 in Europe. We will pay especial attention to the ways in which early modern thinkers interpreted their own traditions, both classical and Christian, as well as to the historiographical traditions which have arisen with regard to the Renaissance and the Reformation.

The reading assignments for this course will consist of one textbook, and primary sources in translation. You are welcome to purchase these books in other editions so long as you find a modern critical edition. I will be supplementing the readings listed below with other materials, both written and visual, over the course of the term.

Required Texts

Alberti, Leon Battista. The Family in Renaissance Florence: Book Three/ I Libri Della Famiglia. Tr. Renee Neu Watkins. Waveland Press, 1994.

The Autobiography of St. Ignatius Loyola. Ed. John C. Olin, Intr. A.H.T. Levi. Fordham UP, 1993.

Machiavelli, Niccolo. The Prince. Ed. Peter Bondanella, tr. Mark Musa. Oxford UP, 1998.

More, Thomas. Utopia. Tr. Paul Turner. Penguin Books, 1965.

Zophy, Jonathan. A Short History of Renaissance and Reformation Europe, 3rd ed. Prentice Hall, 2003.

Course packet, available at Bel-Jean before the first class.

Readings

Introduction

5 June Late Middle Ages

Zophy, ch. 1-2
Thompson, 52-54, 76-77, 89-91 (CP)

Week One: The Renaissance

8 June Renaissance Italy

Zophy, ch. 3-4
Thompson, 215-26; Brucker, 23-37, 90-94, 196-98, 233-39 (CP)

9 June The Family

Alberti, The Book of the Family

10 June Renaissance Humanism

Zophy, ch. 5
Thompson, 241-51; Perry, 2-11; Wilson, 34-39 (CP)

11 June The Italian State System

Machiavelli, The Prince
Bondanella, 270-79 (CP)

12 June Art and Artists

Zophy, ch. 6-7
Thompson, 340-54 (CP)

Week Two: Society in Early Modern Europe

15 June Age of Discovery

Zophy, ch. 8
Symcox, 60-83; Schwartz, 156-81; Cowans, 58-68 (CP)

First paper due

16 June Northern Renaissance

Zophy, ch. 9
More, Utopia

17 June Erasmus

Erasmus, Colloquies, 3-13, 113-29; Janz, 51-68 (CP)

18 June **Midterm exam**

19 June Martin Luther

Zophy, ch. 10-11
Janz, 81-85, 90-106, 327-32 (CP)

Week Three: Reformation Europe

22 June Zwingli and the Radical Reformation

Zophy, ch. 12
Janz, 155-67, 176-83 (CP)

23 June Calvin

Zophy, ch. 13
Janz, 214-22, 253-69 (CP)

24 June The English Reformation

Zophy, ch. 14-15
Janz, 285-94; King, 37-48 (CP)

25 June The Papacy

Zophy, ch. 16
Janz, 333-46, 360-68 (CP)

26 June Loyola

Loyola, Autobiography
Thompson, 550-57 (CP)

Week Four: The End of the Wars of Religion

29 June The Wars of Religion

Zophy, ch. 17
Cowans, 10-27, 51-57; Homza, 80-92 (CP)

Second paper due

30 June Philip and Elizabeth

Wilson, 542-46; Cowans, 90-101, 105-11, 126-32; Janz, 310-23; King, 279-85, 312-15, 345-49 (CP)

1 July The Legacy

Zophy, ch. 18
Cowans, 69-78, 102-4; Donnelly, 111-30; Schmidt, 141-48 (CP)

2 July **Final exam**

Grading

All work submitted for this course must comply with the university academic honesty code:

http://www.uga.edu/ovpi/honesty/culture_honesty.htm

Students will be assigned a letter grade based on their performance in the class. Final grades will be calculated in this manner:

In-class writing	15%
Two papers	15% each
Midterm exam	15%
Discussion	15%
Final exam	25%

We will begin each class meeting with a brief 5-10 minute writing assignment addressing the daily readings. Bring a piece of lined paper to each class for these assignments.

The writing requirement for this course also includes two 4-page papers based on the assigned materials. These papers will present you with the opportunity to demonstrate your ability to read, think, and write critically. I will distribute suggested topics in class; speak with me if you are interested in writing about another aspect of early modern Europe. These assignments are due at the beginning of class on 15 and 29 June. A set of guidelines for writing in this course appears at the end of the syllabus.

The midterm examination will consist of terms to be identified, drawn from the readings and lectures. The final examination will include a combination of terms to be identified and brief essays. Bring blue books (available at the University bookstore and elsewhere) and dark pens. We will discuss effective study methods prior to each

examination.

Your discussion grade will depend upon your active and constructive participation in our open discussions of the reading materials and our in-class exercises. Read the assigned materials prior to the class meeting indicated on the syllabus, and bring them with you to class. Note that your discussion grade will be reduced by one-half grade (e.g., from A to A-) for every absence after your first absence. A student with a discussion grade of B and two absences, for example, would receive a discussion grade of B-. It is your responsibility to arrive on time. Please do not bring food or outside reading materials to class; if you carry a cell phone, turn it off before class. You are welcome to use a laptop computer in class to take notes, but not for any other purpose.

If you fail to appear for any of the examinations, or miss the deadline for either paper, you will be dropped from the course. If this occurs after the midpoint (18 June), you will be assigned a grade of WF. I do not assign final grades of Incomplete. I encourage you to speak with me if you have any questions about the grading policy in this course.

Guidelines for Writing

In this course you will be writing two papers examining the assigned materials. In these papers I will expect you to sustain a subjective, well-developed argument with regard to the work or works in question. Your papers should take a critical approach to the sources, demonstrating sensitivity both to their context and to their larger importance. I encourage you to bring in your creativity and your own perspective, so long as you argue your ideas in the manner of a historian, with ample references to the sources.

Whether you choose a suggested topic or develop your own, the papers you submit in this course should represent your own work. You are responsible for the research and writing of your papers, and even if you have written papers about the early modern period before, the assignment is to write about a topic that is new to you.

Preparation. Take time to outline your papers. Before you begin writing, you should have a clear idea of your exact argument and the textual passages you will cite to support it. In organizing your papers, I encourage you to adhere to the standard format: an introductory paragraph with thesis statement, several paragraphs developing and analyzing specific examples from the text, and a concluding paragraph. Depending on your exact topic you may need to deviate slightly from this structure -- for example, if you are comparing two works -- but bear in mind that on the whole, your reader will reward clarity. I expect to know from the first paragraph exactly what you will argue, and what your sources will be; in the body of the paper I expect well-chosen, well-developed examples from the text; and I expect your conclusion to bring these elements together in a convincing and accessible manner.

Writing. The first page of the paper should include the following information: your name; my name (spelled "Ehlers"); the course number; the date; the title of your paper; and the question you are seeking to address. Staple the pages of your paper together.

Use a standard font, in 12-point size. Double-space your paper. Number the pages, preferably in the center of the bottom of the page.

In the body of your paper, document your arguments with concrete references to the text, indicating the sources in footnotes. Provide full bibliographical information in the first reference, and short titles thereafter:

1 Eugene F. Rice and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559* (New York: W.W. Norton, 1994), 140-141.

2 Rice and Grafton, *The Foundations*, 142.

Provide footnotes for all references to the sources, whether these are direct or indirect. In many cases, it is necessary to place a comma before a quotation:

As Machiavelli argues, "When simple good luck raises private citizens to the rank of prince, they have little trouble in rising, but plenty in holding onto their positions."¹

There are certain exceptions, as when you are using only one section of a quotation:

Machiavelli's use of this example contradicts his earlier assertion that men "who become princes through their own strength of character [*per vie virtuose*] may have troubles gaining power, but they find it easy to hold onto."²

When including a quotation of three lines or longer, single-space, indent, and drop the quotation marks:

The following passage illustrates Machiavelli's pragmatic approach to classical and Biblical history:

¹ Niccolo Machiavelli, *The Prince* (New York: W.W. Norton & Co., 1992), 18.

² Machiavelli, *The Prince*, 17.

Turning to those who have become princes by their own powers [*virtu*] and not by accident, I would say that the most notable were Moses, Cyrus, Romulus, Theseus, and a few others. And though we should not consider Moses, because he was simply an agent sent by God to do certain things, he still should be admired, if only for that special grace which made him worthy of talking with God.³

You should only use such block quotations if they are essential to your argument, and if the original language is important to the point at hand. Quotations are necessary to document your assertions, but they should not replace your own thoughts and ideas.

When paraphrasing the text, include footnotes as you would for a quotation.

In chapter VI, Machiavelli addresses the subject of princedoms acquired through virtue rather than fortune.⁴

Append a bibliography with reference to your sources.

Voice and Tense. On occasion, the passive voice represents the most clear and concise way of stating an idea. In general, however, use the active voice whenever possible:

In this chapter, Machiavelli argues ...

Machiavelli's argument falters when he turns to the subject of ...

The passive voice is usually less precise and less elegant:

Here, virtue is seen to be less concerned with morality ...

In this section, it is argued by Machiavelli ...

Keep the tense of your paper consistent. It is fine to use either the historical present (as in the examples above) or the past tense ("Machiavelli rejected contemporary concepts of virtue") so long as you do not switch back and forth between the two.

Semi-colons can be an effective tool, but should only be used to separate independent clauses, i.e., between otherwise complete sentences. Do not separate complete sentences with a comma.

³ Machiavelli, *The Prince*, 16.

⁴ Machiavelli, *The Prince*, 15-18.

Strictly speaking, pronouns such as “everyone” and “anyone” are singular: “Everyone has the right to his own opinion.” Recently, in the interest of gender neutrality, many writers have begun to use “their” to replace the clumsier “his or her:” “Everyone has the right to their own opinion.” Either usage is fine so long as you are consistent.

Hyphenate centuries when you are using them as adjectives, but not as nouns. “The long sixteenth century;” “sixteenth-century Spain.”

Editing. Review your own work with a critical eye, preferably at least twelve hours after you finish writing. Spellchecker is a valuable tool and you should use it, but it is no substitute for proofreading your work. In re-reading your papers, ask yourself the following questions about each paragraph, and about the paper as a whole: Is the topic sentence clear? Are the examples well chosen and well presented? Does the paragraph or the paper present an internally consistent argument?

Questions. I am frequently in my office and can make an appointment to speak with you. I encourage you to meet with me outside of class to discuss any questions you might have about the course, the assignments, or the source materials.