

History/Religion 340: Renaissance and Reformation

Spring 2008

Tuesday, Thursday, 11:00-12:15

This course is a survey of European history from roughly 1300 to 1700 CE, and focusing on two pivotal movements: the Renaissance and the Reformation. These overlapping cultural, intellectual, and religious movements helped to make this an era of unprecedented change, bringing about the end of the Middle Ages and creating a transition to the modern world. This course fulfills a historical perspectives (P) general education requirement.



Themes of our study of the Renaissance will include:

- The “rebirth” of interest in classical art, literature, and culture, and the consequent innovations in all these areas of endeavor.
- The rise of urban civilization, capitalism, and the nation state in Europe
- European exploration and expansion into new territories: Africa, Asia, and the Americas
- European encounters with other peoples, including Christian missions and slavery

Themes of our study of the Reformation will include

- A spectrum of movements for reform and renewal of European Christianity: some remaining within the Catholic Church, some splitting to create new religious movements.
- The political, social, and cultural conflicts and changes that accompanied these religious initiatives

Themes of our study of both movements will include

- The mutual influence of the Renaissance and Reformation
- The lives of ordinary people during this historical era
- Significant cultural, artistic, political and religious leaders of this period
- An in-depth exploration of cultural, philosophical, and theological values and ideas of this period

Objectives

In this class students will:

- *Analyze* primary sources.
- *Use* secondary sources.
- *Ascertain, interpret, and organize* historical facts into a coherent narrative.
- *Engage* the events, people, institutions and ideas of the past—critically, empathetically, and imaginatively.
- *Master* the basic narrative of Medieval Europe in the era of the Renaissance and Reformation:
 - Recognize and name key figures, events, and movements.
 - Locate these figures, events, and movements in time and place.
 - Analyze the relationships these figures, events and movements to each other.
- *Understand* cultural, philosophical and theological ideas of this period.
- *Relate* the world of the Renaissance and Reformation to the present, recognizing both how this period differs from and influences the present.
- *Make* historical arguments.
- *Present* ideas clearly in writing and orally.
- *Work* productively as individuals and groups.
- *Spell* “Renaissance” correctly.

Requirements

- Students are responsible for *reading email* sent to them by the professor at their *Marietta College email addresses*.
- Students must know how to *access electronic reserve documents* from the Marietta College Library web site. Students must also be able to access and use *WebCT*
- Students are to *attend and to participate in class*. See attendance policy below.
- Students are to *bring syllabi and appropriate books* and other readings to each class.
- Students must *print out electronic reserve readings* listed on the syllabus and bring them to class. *These readings are required, as are other readings listed in the syllabus.*
- Students are to *complete the required readings* listed in the syllabus *prior* to the class for which they are assigned.
- Students are responsible for *knowing information given in lectures*.
- Students are to *turn in electronic copies and hard copies of written work on time*. See policy below.
- Students are to answer five objective *quizzes*, scheduled below. Quizzes will cover readings for *that day*, as well as readings for previous classes. Quizzes will begin promptly at the beginning of class and should take about ten minutes.
- Students are to complete a *midterm exam*, covering the content of the first half of the course. The exam will have an objective component and a writing component.
- Students are to participate in a *group presentation* of one of four *role-playing panels*. The presentations are scheduled below at different times during the semester. The presentations will be based on different materials and the form for each will be a little different. Students will have the opportunity to express original ideas in these presentations, but they *must present on the assigned course material and use the assigned structure* for their presentations. A detailed assignment description will be distributed in advance.
- Each student will write his or her own *six-page analysis/reflection paper on the group project*, due one week after his or her performance. A detailed assignment description will be distributed in advance.

- For *each* presentation, students in the audience are to write and turn in *two discussion questions* based on that day's topic. See assignment description below.
- Each student will write a four-page (1200- to-1400 word) *primary source analysis paper*. Primary source analysis papers will be due on either February 28 (if you are in presentation group three or four) or Tuesday, April 22 (if you are in presentation group one or two). This way, each student will be participating in a panel and writing on that experience during one half of the semester and turning in a shorter primary source analysis paper the other half.
- Students are to complete a *comprehensive final exam* with an objective component and a writing component.

Discussion Question Assignment Description

You, the student, will be part of one of four role playing panels. For the three panels that you are *not* part of, you should bring to class and turn in *two discussion questions*. These questions should help you be a well-prepared and participating member of the audience for your fellow students' presentations.

Each question should be based on the readings from the syllabus that the whole class has done that are relevant to the panel presenting that day. Each question should have a *citation* from the reading that was used, including author, title of article, and page number.

1. For the first presentation on Feb. 12, students will be role-playing any number of Renaissance humanists, authors of the primary sources we have read thus far. Bring two questions addressed to two different authors we have read so far.

2. For the second presentation on Feb. 19, students will be role-playing Renaissance artists. You will bring questions for two different artists we have studied, either in primary or secondary sources.

3. For the third presentation, on March 13, students will be presenting a sermon by Martin Luther, "A Meditation of Christ's Passion," with commentary. You will bring two questions for Martin Luther, based on his "Meditation on Christ's Passion" and/or some other document he has written that we have read.

4. For the fourth presentation on April 17, students will be role-playing a panel of 16th century Protestant and Catholic religious reformers. You will bring two questions for two different reformers who authored the primary sources we have read since the midterm.

Your questions should be specific enough that one can see they are clearly based on the readings, yet open-ended enough to allow for an imaginative response. Also, remember to ask your question in class. The whole point of the assignment is to encourage discussion. If you think of another question during the presentation, ask that one. You get a participation grade for this course.

Members of the presenting panel have the option of collecting the class's questions at the beginning of class in order to use them in their presentation if they wish.

Each question will count up to two points. The two sets of two questions will count up to eight points.

To receive full credit, you must:

1. Have *two* questions for each presentation besides your own (a total of six questions).
2. Ask questions that make sense.
3. Ask specific questions.
4. Base questions on relevant readings.
5. Include a full, specific *citation* (author, title, page number) from the reading for each question.
6. Turn questions in *on time, in person, and in class*.

Questions that do not meet all these requirements will receive partial credit or no credit. If you are absent the day of class, you may turn in the questions early or email it to me the same day for partial credit.

Evaluation

Students' work will be graded on a 300-point scale.

- Each of the *five quizzes* will count a maximum of either 10 points for a total of 50 points.
- The *midterm exam* will count for a maximum of 50 points.
- The *role-playing panel presentation* will count for a maximum of 25 points
- The *panel reflection paper* will count for a maximum of 30 points
- Each *discussion question* will count for a maximum of 2 points for a total of 12 points.
- The *primary source analysis paper* will count for a maximum of 25 points
- The *final exam* will count for a maximum of 90 points.
- **Attendance**, 10 points.
 - Students will be allowed four absences for any reason without penalty to the attendance grade. **These four “pre-excused” absences are the only excused absences. Please use them only if necessary (for sickness, family emergencies, etc.). The only exception is for official college-sponsored “co-curricular events.”**¹
 - Students will receive a 2-point penalty for each subsequent absence. **No exceptions (except for “co-curricular events”).**
 - If you exhaust your attendance grade and still miss classes, you will lose points from your cumulative grade.
 - **Students who miss 20 or more classes for any reason will not receive a passing grade. No exceptions.**
 - Students are responsible for making up in-class work (quizzes, etc.) for days on which they are absent and may do so *at the professor’s discretion*.
- Regular, active, oral, and informed **participation**: 8 points.
 - “Regular” means you participate often.
 - “Active” and “oral” means you speak in class, and not just when specifically called on.
 - “Informed” means you speak about the class topic, that you do the reading, and that your preparation is evident in your discussion.
 - *The Instructor reserves the right to call on any student in class as a means of fostering his or her participation.*
- **Late work** will be penalized.
 - Turn in *both an electronic copy and a hard copy of both papers*.
 - Written work that is turned in one week late will receive a ten percent penalty.
 - Two weeks after the deadline, written work that is not turned in will automatically receive a zero.
 - A missed quiz that is not made up before the day of the next quiz or exam will receive a grade of zero.
- Students may turn in up to two one-page **extra credit papers** for up to two points extra credit each. Assignment descriptions for extra credit topics are provided at the end of this syllabus. Extra credit papers *must* follow the assignment descriptions.
- **Students will receive one point of extra credit for attending the last day of class**

¹ A “co-curricular event” must meet the criteria set forth in the Marietta College *Faculty Manual* (Appendix B) to be an excused absence. That is, the instructor must receive notification *before* the student misses class, and the event must be a college-sponsored performance, professional meeting, or contest.

Grade ranges are as follows:

A 279-300	B- 240-248	D+ 201-209
A- 270-278	C+ 231-239	D 189-200
B+ 261-269	C 219-230	D- 180-188
B+ 249-260	C- 210-218	F 0- 179

Readings

Jonathan W. Zophy, *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*, 3rd edition (Upper Saddle River, NJ: Prentice Hall, 2002)

Denis R. Janz, ed. *A Reformation Reader: Primary Texts with Introductions*, with CD-ROM (Minneapolis: Fortress Press, 1999)

Electronic reserve readings, listed below on the schedule. All these readings are *required*, just like the readings from the books. Remember to bring appropriate readings to each class.

Policies

- **Good Manners and Civil Discourse:** Good manners include being on time, staying for the whole class, staying awake, turning off cell phones and other devices, listening attentively to the professor and students, refraining from private chit chat, refraining from other class work, and participating fully. This course may address matters of faith and other sensitive topics. Students should feel free to express their views in class, but should also listen to and respect other views.
- **Gender Inclusive Language:** When referring to human beings and when referring to God, I would ask you to please use gender-inclusive language when speaking in class and in written work (unless you are quoting historic documents). You will not be penalized for not using gender-inclusive language.
- **Academic Honesty:** “Academic dishonesty within the academic community is a very serious matter, because dishonesty destroys the basic trust necessary for a healthy education environment. Academic dishonesty is any treatment or representation of work as if one were fully responsible for it, when it is in fact the work of another person. Academic dishonesty includes cheating, plagiarism, theft, or improper manipulation of laboratory or research data or theft of services. A substantiated case of academic dishonesty may result in disciplinary action, including a failing grade on the project, a failing grade in the course, or expulsion from the College” (*Marietta College Undergraduate Programs, 2007-2008 Catalogue*, p. 141). Plagiarism, even if it is unintentional, is a violation of academic honesty. “Plagiarism” includes quoting or lengthy paraphrasing from *any* source (in print, on-line, or from another student) without giving credit.
- **Disabilities:** Students who believe that they need accommodations due to a documented disability should contact the academic resource center (Andrews Hall, third floor, 376-4700) and the instructor as soon as possible to ensure that such accommodations are implemented in a timely manner. You must meet with the ARC staff to verify your eligibility for any accommodation and for academic assistance.
- **I will keep electronic copies of your written work indefinitely.** All work students produce in this class is considered “public” and is used for the purposes of teaching and evaluation. This likely includes the use of your work as a model for future students/courses, the submission of your work to an online plagiarism detection service, and the use of you work as other means of detecting and preventing plagiarism.
- **Syllabus Modification:** The instructor reserves the right to modify this syllabus as necessary.

SCHEDULE

Note on Reading: As you look at the schedule, you will notice that the assignments for some days are relatively heavy and the assignments for other days are relatively light. Try to look ahead and pace yourselves accordingly. Remember to bring books and other readings to class.

PART ONE: THE RENAISSANCE

1. Tuesday, January 22: Course Introduction

2. Thursday, January 24: The Best and Worst of Times; the Peoples of Europe

A Short History, Chapters One and Two, pp. 1-29

3. Tuesday, January 29: An Age of Disasters

A Short History, Chapter Three, pp. 30-47

FIRST QUIZ

4. Thursday, January 31: Italy—Home of the Renaissance

A Short History, Chapter Four, pp. 48-70

Electronic Reserve Reading, Lorenzo de' Medici, "Memorial"

Electronic Reserve Reading, Francesco Guicciardini, "A Portrait of Lorenzo de' Medici"

Friday, February 1: drop/add period ends

5. Tuesday, February 5: The Culture of Renaissance Humanism in Italy—The New Learning

A Short History, Chapter Five, pp. 71-76

Electronic Reserve Reading, Petrus Paulus Vergerius, "The New Education"

Electronic Reserve Reading, Francesco Petrarca, Selected Letters

Electronic Reserve Reading, Pico Mirandola, selection from *Oration on the Dignity of Man*

Electronic Reserve Reading, Lorenzo Valla, "The Donation of Constantine"

6. Thursday, February 7: The Culture of Renaissance Humanism in Italy—Humanists as Social Theorists

A Short History, Chapter Five, pp. 78-82; Chapter Nine, pp. 162-163 (on Thomas More)

Electronic Reserve Reading, Niccolò Machiavelli, excerpt from *The Prince*

Electronic Reserve Reading, Thomas More, excerpt from *Utopia*

SECOND QUIZ

7. Tuesday, February 12: The Culture of Renaissance Humanism in Italy—Women Humanists and the Flowering of Italian Literature

A Short History, Chapter Five, pp. 76-78, 82-84

Electronic Reserve Reading, Baldesar Castiglione, excerpts from *The Book of the Courtier*

Electronic Reserve Reading, Isotta Nogarola, "Of the Unequal Sin of Adam and Eve"

Electronic Reserve Reading, Giovanni Boccaccio, "In Praise of Poetry"

Electronic Reserve Reading: selected poems by Renaissance poets

GROUP ONE PRESENTATION: A PANEL OF RENAISSANCE HUMANISTS: Discussion questions due (for any primary source so far)

8. Thursday, February 14: Poetry and Painting in Renaissance Italy

A Short History, Chapter Six, pp. 87-110

Electronic Reserve Reading, Giorgio Vasari, “Life of Leonardo da Vinci”

Electronic Reserve Reading, Leonardo da Vinci, excerpt from his “Notebooks”

THIRD QUIZ

9. Tuesday, February 19: Renaissance Sculpture, Architecture, and Music

A Short History, Chapter Seven, pp. 111-124

Electronic Reserve Reading, Giorgio Vasari, “Life of Michelangelo”

GROUP TWO PRESENTATION: A PANEL OF RENAISSANCE ARTISTS: Discussion questions due (based on primary or secondary readings about any artist we have studied)

GROUP ONE ANALYSIS/REFLECTION PAPERS DUE

10. Thursday, February 21: The Northern Monarchies and Their Expansion

A Short History, Chapter Eight, pp. 125-135

11. Tuesday, February 26: The Americas

A Short History, Chapter Eight, pp. 135-142

Electronic Reserve Reading, Juan Gines de Sepulveda and Bartolome de las Casas, “Debate over the proper method of evangelizing the Indians” (Includes selections from Sepulveda, “Democratizes Alter”; and las Casas, “Apologetic History of the Indians,” and “A Defense of Human Sacrifice”)

A Reformation Reader, Chapter Six, Readings 94-96, pp. 377-379 (Selections on “The New World”: Paul III, *Sublimus Deus*; Francisco De Vitoria, excerpt from *De Indis*; Bartolome de las Casas, excerpt from *A Short Account of the Destruction of the Indies*)

GROUP TWO ANALYSIS/REFLECTION PAPERS DUE

12. Thursday, February 28: The Renaissance in the North

A Short History, Chapter Nine, pp. 146-169

A Reformation Reader, Chapter One, Reading 13, pp. 57-68 (Desiderius Erasmus, “In Praise of Folly”)

FIRST OPPORTUNITY TO TURN IN PRIMARY SOURCE ANALYSIS PAPERS²

13. Tuesday, March 4: Catch up and Review

14. Thursday, March 6, Midterm Exam

Saturday, March 8—Sunday, March 16: Spring break
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Wednesday, March 12: Midterm grades due

² If you are in presentation group three or four, you would turn in your primary source analysis paper on Feb. 28.

PART TWO: THE REFORMATION

15. Tuesday, March 18: Martin Luther's Revolt

A Short History, Chapter Ten, pp. 170-186

A Reformation Reader, Chapter One, Readings 9-11, pp. 51-54; Chapter Two, Introduction and Readings 14-16, and 19, pp. 69-78, 81-85 (Clement VI, "Unigenitus"; Sixtus IV, "Salvator Noster"; Albert of Mainz, "Instructio Summaria"; Martin Luther, "Autobiographical Fragment"; "Letter to His Father"; and "On His Monastic Life"; and "Ninety-five Theses")

16. Thursday, March 20: Martin Luther's Theology

A Reformation Reader, Chapter Two, Readings 21-23, pp. 90-109 (Martin Luther, "To the Christian Nobility"; "The Freedom of A Christian"; and "Introduction to the New Testament")

17. Tuesday, March 25: A Sermon by Martin Luther, The Spread of Lutheranism; and Ulrich Zwingli and the Swiss Reformation

A Reformation Reader, Chapter Two, Readings 17, 18 and 20, pp. 78-80, 86-90 (Martin Luther, "A Meditation on Christ's Passion")

A Short History, Chapter Eleven, pp. 187-204; Chapter Twelve, pp. 206-212

GROUP THREE PRESENTATION: A SERMON BY MARTIN LUTHER WITH COMMENTARY: Discussion questions due (based on "A Meditation of Christ's Passion" and other writings by Luther)

18. Thursday, March 27: The Anabaptists

A Short History, Chapter Twelve, pp. 212-219

A Reformation Reader, Chapter Three, Introduction and Readings 40, 43, 44, 46, and 47, pp. 167-170, 176-183, 190-201 (Denis R. Janz, Introduction to The Anabaptists; George Blaurock, "Reminiscences"; Michael Sattler, et. al., "The Schleitheim Confession"; anon., "The Trial and Martyrdom of Michael Sattler"; Menno Simons, "A Meditation on the Twenty-fifth Psalm"; Peter Walpot, "True Yieldedness and the Christian Community of Goods")

19. Tuesday, April 1: John Calvin's Theology

A Short History, Chapter 13, pp. 220-224

A Reformation Reader, Chapter Four, Introductions and Readings 48, 60-62, pp. 203-213, 226-227, 250-269 (Denis R. Janz, Introduction to John Calvin; John Calvin "Preface to the Commentary on the Psalms"; Janz, Introduction to Calvin's Institutes; Calvin's Institutes: "The Holy Spirit"; "The Christian Life"; and "Predestination")

GROUP THREE ANALYSIS/REFLECTION PAPERS DUE

20. Thursday, April 3: John Calvin's Geneva

A Short History, Chapter 13, pp. 224-234

A Reformation Reader, Readings 50, 51, 53-55, and 65, pp. 214-219, 222-226, 280-282 (John Calvin, "Geneva Ordinances"; "Letter Concerning a Pious Woman"; David Jorus, "Letter to Servetus's Judges"; Michael Servetus, "Letters to the Geneva Council"; Geneva Council, "Verdict and Sentence for Michael Servetus"; Calvin's Institutes, "Civil Government")

FOURTH QUIZ

Friday, April 4, withdraw deadline

21. Tuesday, April 8: The Reformation in England to 1558

A Short History, Chapter 14, pp. 235-249

A Reformation Reader, Chapter Five, Readings 66, 67, 69, and 70; pp. 283-294; 303-309 (Denis R. Janz, Introduction to the Reformation in England; Henry VIII, "Act of Supremacy" and "Act of Six Articles"; Thomas Cranmer, "A Sermon on the Salvation of Mankind")

22. Thursday, April 10: A Tale of Two Queens: Elizabeth I of England and Mary of Scotland

A Short History, Chapter 15, pp. 250-261

A Reformation Reader, Chapter Five, Readings 70-73, pp. 310-323; Chapter Six, Reading 97, p. 379 (Mary Tudor, "The Marian Injunctions"; Elizabeth I, "Act of Supremacy"; "Act of Uniformity"; and "Elizabethan Injunctions"; Book of Common Prayer, "The Thirty-nine Articles"; Pius V, *Regnan in Excelsis*)

23. Tuesday, April 15: The Roman Catholic Reformation—New Orders

A Short History, Chapter 16, pp. 261-269

A Reformation Reader, Chapter Six, Readings 88 and 91, pp. 368-369, 370-373 (Ignatius of Loyola, excerpts from *Autobiography* and *Spiritual Exercises*)

A Reformation Reader, *Additional Primary Readings* (on CD ROM), Teresa of Avila, excerpts from *A Book of Her Life*

Begin *A Reformation Reader*, Chapter Six, Selections from the Canons and Decrees of the Council of Trent (Introduction and Readings 81-87), pp. 348-368

FIFTH QUIZ

24. Thursday, April 17: The Roman Catholic Reformation—The Council of Trent

A Short History, Chapter 16, pp. 269-275

Finish *A Reformation Reader*, Chapter Six, Selections from the Canons and Decrees of the Council of Trent (Introduction and Readings 81-87), pp. 348-368

GROUP FOUR PRESENTATION: A PANEL OF REFORMERS: discussion questions due (on any primary source from the Reformation)

25. Tuesday, April 22: An Age of Religious Warfare

A Short History, Chapter 17, pp. 276-302

SECOND OPPORTUNITY TO TURN IN PRIMARY SOURCE ANALYSIS PAPERS³

³ If you are in presentation group one or two, you would turn in your primary source analysis paper on April 22.

26. Thursday, April 24: The Legacy: Religious Life and the Witch Craze

A Short History, Chapter 18, pp. 303-309

A Reformation Reader, Chapter One, Reading Three, pp. 14-23 (Heinrich Kraemer and Jacob Sprenger, excerpt from *Malleus Maleficarum*)

GROUP FOUR REFLECTION/ANALYSIS PAPERS DUE

27. Tuesday, April 29: Legacy: The Rise of Western Science and Political Changes

A Short History, Chapter 18, pp. 309-323

28. Thursday, May 1, review and evaluate class

Wednesday, May 7, 12:00, FINAL EXAM

Extra Credit

Students may turn in up to two one-page extra credit assignments for up to two points each. Extra credit papers must follow the assignment descriptions below, or else the professor must approve your project ahead of time. Papers must make creative and accurate use of our class readings with at least one citation in order to get full credit. The last possible due date is the last day of class.

Extra-credit assignments:

1. **Write a movie review:** review a film about the period we are studying, such as *Luther*, *A Man for All Seasons*, *The Agony and the Ecstasy*, or others. Discuss whether you think the film is historically accurate, both in the events that it describes and the way in which the characters speak and act.
2. **Write a second, brief, primary source analysis paper**, based on any of the essay prompts given in the assignment sheet, except the one you used for your for credit paper. You would need to deal with only part of the prompt, since it is an abbreviated paper.
3. Report on **an extra-curricular** event that you believe has some relevance to the course. It need not be about the Middle Ages, as long as you can make a case that it is relevant, with a direct reference to our readings with a citation, it can count. Use your creativity. It must be an event organized by the college and not a class.

You may also have an idea for another extra credit paper. If so, I must approve it before you turn in the paper.



Vittoria Collonna, by Michelangelo