

The University of Western Ontario
Department of History
2015-2016

HISTORY 3401E: THE EUROPEAN RENAISSANCE

Professor Margaret McGlynn
Office: LwH 1206
Office hours: Mon. 12.30-1.30,
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Class Hours: Mon. 1:30-2:30 /Wed. 12:30-
2:30
Classroom: StvH 1119

Course Description

This course will follow the course of the European Renaissance from its origin in Northern Italy in the thirteenth century. We will look at how the Renaissance began, developed and flourished, and the ways in which it changed and was changed by its surroundings, both in Italy and after it crossed the Alps into Northern Europe. We will look at the artistic achievements which we associate with the Renaissance, but we will focus more on the political, cultural and social developments which inspired the art, and the ways in which the Renaissance fit into a broader society.

The class will meet for three hours a week and will be a mixture of lecture and discussion. The reading load is moderate, but you are expected to read thoroughly and with attention to detail, and to come to every class prepared to take part in discussion. This course is designed to bridge the gap between a broad introductory class and the more sophisticated and original work required in a fourth year seminar. It will deepen your knowledge of the period, but also develop your critical, analytical and writing skills.

Learning Outcomes

By the end of this course students will be able to:

1. concisely and cogently discuss arguments and evidence from primary and secondary sources in class.
2. analyze secondary sources from a number of different genres and relate them to each other.
3. frame a focused and complex research question and find appropriate primary and secondary sources to answer that question.
4. integrate primary and secondary sources in a clearly-argued research paper.

Required Texts

Kenneth R. Bartlett ed. *The Civilization of the Italian Renaissance: A Sourcebook* 2nd ed.
Toronto: University of Toronto Press, 2011. (CIR)

Gregorio Dati, *Diary*, ed. Gene Brucker, trans. Julia Martines. *Two Memoirs of Renaissance Florence*. Prospect Heights, Ill: Waveland, 1991.

K.R. Bartlett & Margaret McGlynn ed. *The Renaissance and Reformation in Northern Europe*.
Toronto: University of Toronto Press, 2014. (RRNE)

All other readings will be on WebCT or online.

Assignments:

Text analyses (x 3)	5%
Commonplace book	15%
Secondary analyses	15%
Research Paper (5%+25%)	30%
Final Exam	20%
Participation	15%

Text analysis

This will be a regular part of the class activities, but there will be 3 text analysis pop quizzes over the course of the term.

Commonplace Book

This is a journal-style compilation of striking or significant passages from the sources you read over the course of the year, arranged under subject headings. It must be hand-written and kept in a bound book. It must be kept up to date through the year, and brought to every class. On occasion you will be called upon to contribute to class discussion from your commonplace book. It will be submitted to the instructor on demand periodically throughout the year, and graded on thoughtfulness, thoroughness and timeliness. The commonplace book may be brought into the final exam for use as a source.

Secondary analyses

There will be two assignments under this heading. For the first you must analyze either the assigned article by Hans Baron **or** the assigned article by Albert Rabil (5%). For the second you must start with one of the articles under the topics “Urban Life”, “Marriage and Family”, or “Religion and Spirituality cont’d” and analyze three related articles (10%). Each assignment must be submitted at the beginning of the class for which the readings are assigned.

Research Paper:

A research paper (13-15 pages) with full scholarly apparatus on a topic to be chosen in consultation with instructor. As you prepare you will be expected to submit your topic, bibliography, research question, thesis, and outline, as the preliminary stages of your research paper. All are expected to be a demonstration of the work in progress. Due **March 30**.

Final Exam

This will be in the exam period at the end of the year. It will have both text analyses and essays, and will expect you to demonstrate the skills and synthesize the information you have gathered over the course of the year.

Participation:

Regular and **informed** participation in discussion is expected.

Attendance

Class attendance is crucial: missing more than five classes without medical documentation will result in a failing grade in the course. Attendance will be kept: all students will be required to sign in at the beginning of each class. Any student who comes late to class is responsible for making sure that they have been signed in before they leave.

All assignments must be completed in order for you to pass the course.

Papers: The Fine Print

Format:

All papers must be submitted in class, in hard copy. Copies of the research paper must also be submitted, by the due date, to turnitin via WebCT. Any papers not submitted to turnitin by the due date will accumulate a late penalty, even if they have been submitted in hard copy. A copy of the Faculty of Social Science policy on plagiarism has been attached to this syllabus.

Plagiarism is intellectual theft, and students who violate these guidelines can expect to incur the full weight of the penalties outlined therein.

Papers should be printed on one side of the page only, double-spaced, with a standard size font (eg Times New Roman 12pt) and standard margins (1-1.25in). All pages, with the exception of the title page, **must be numbered**.

Deadlines:

Deadlines are not suggestions. Due dates are absolute and there are no extensions for time management issues, technical problems or travel delays. All late papers, if accepted, will be assessed a late penalty of 3% per day, including weekends. No paper will be accepted more than a week after the due date. Extensions for medical/family emergencies should be pursued through Academic Counseling.

Rough Drafts:

I will read rough drafts of the final research paper, but only if I receive them **at least a week before** the paper is due. I will not correct typos, spelling, grammar etc. I am not proof-reading the paper, but I will help you find problems with structure, argument, use of evidence etc. Do not give me a rough draft to read unless you are willing to make the corrections I suggest, even, and especially, if they are substantial changes.

LECTURE SCHEDULE

- Date:* *Topic:*
- Sept. 14 Introduction: What is the Renaissance?
- Sept. 16 Italy: Geography and Heritage
 Salimbene de Adam, *The Chronicle of Salimbene de Adam* ed. Joseph L. Baird, Giuseppe Baglivi & John Robert Kane, 5, 8, 9, 10, 12-17, 18-21, 71-4, 156-7, 163-7, 181-2. Binghampton: Medieval & Renaissance Texts & Studies, 1986.
 John Larner, *Italy in the Age of Dante and Petrarch*, 16-37. New York: Longman, 1980.
- Sept. 21 The Rise of the Commune
 Chris Wickham, *Sleepwalking into a New World: The Emergence of Italian City Communes in the Twelfth Century*, 1-20. Princeton, Princeton University Press, 2015.
- Sept. 23 The Republic of Florence
 CIR, 39-46; 62-4.
- Sept. 28 Florence in the Fourteenth Century
 CIR, 46-62.
- Sept. 30 Petrarch
 CIR, 25-38.
 Hans Baron, "Petrarch: His Inner Struggles and the Humanistic Discovery of Man's Nature." *Florilegium Historiale: Essays Presented to Wallace K. Ferguson* ed. J. G. Rowe & W.H. Stockdale, 19-51. Toronto: University of Toronto Press, 1971.
- Oct. 5 Humanism
 CIR, 65-73; 90-5.
- Oct. 7 Civic Humanism
 CIR, 73-90.
 Albert Rabil, "The Significance of 'Civic Humanism' in the Interpretation of the Italian Renaissance." *Renaissance Humanism: Foundations, Forms and Legacy* vol. I ed. Albert Rabil, 141-74. Philadelphia: University of Pennsylvania Press, 1988.
- Oct. 12 **No Class: Thanksgiving**

- Oct. 14 Artistic Culture
CIR, 157-81.
- Oct. 19 The Development of Trade
The Craft and Wares of the Mercers, 1446. David Chambers & Brian Pullan, ed.
Venice: A Documentary History 1450-1630, 281-85. Cambridge, MA:
Blackwell, 1992.
Charity, Ritual and Work: The Charcoal-Bearers, 1479. Ibid., 285-86.
The Boatmen of San Toma. Ibid., 286-87.
The Craft and the Brotherhood: Master Bakers and German Assistants. Ibid.,
287-89.
Gregorio Dati, *Diary*.
- Oct. 21 Urban Life
CIR, 247-53; 234-5; 146-50.
Judith C. Brown, "A Woman's Place was in the Home: Women's Work in
Renaissance Tuscany." *Rewriting the Renaissance*, ed. M.W. Ferguson et
al., 206-24. Chicago: University of Chicago Press, 1986 **or**
Samuel K. Cohn, "Women and Work in Renaissance Italy." *Gender and Society
in Renaissance Italy*, ed. Judith Brown & Robert Davis, 107-26. New
York: Longman, 1998.
- Oct. 26 Marriage and Family
CIR, 125-33; 150-5; Vespasiano, "Life of Alessandra de' Bardi."
Christiane Klapisch-Zuber, "'Kin, Friends and Neighbours': The Urban Territory
of a Merchant Family in 1400." *Women, Family and Ritual in Renaissance
Italy*, 68-93. Chicago: University of Chicago Press, 1985 **or**
Margaret King, *The Death of the Child Valerio Marcello*, ch. 5 "Father and Son,"
136-72. Chicago: University of Chicago Press, 1994. **available through
the library catalogue as an ebook** (notes for this chapter begin on p. 394)
- Oct. 28 Renaissance Education
CIR, 144-6; 183-98.
- Nov. 2 Religion and Spirituality
Earthquake of 1511. Chambers & Pullen ed., *Venice*, 188-90.
Splendour and Worldliness. Ibid., 198-99.
Laxity and Strict Observance. Ibid., 199-203.
Rule of Lay Fraternity. Ibid., 210-13.
Criticism of the Scuole Grandi, 1541. Ibid., 213-16.
A Smith's Rebellion Against the Scuola Grande de San Rocco, 1555. Ibid., 216-7.
The Charities of Venice. Ibid., 299-302.
The Hospitals of Venice. Ibid., 302-3.
The General Scheme for Poor Relief, 1529. Ibid., 303-6.

- Nov. 4 Religion and Spirituality cont'd
 St. Catherine of Siena, *Letters* vol. 1, trans. Suzanne Noffke, 56-64; 67-79.
 Binghamton: Medieval and Renaissance Texts and Studies, 1988.
 Blessed Raymond of Capua, *The Life of St. Catherine of Siena* trans. George
 Lamb, 36-45. New York: P.J. Kenedy & Sons, 1960.
 Daniel Bornstein, "Spiritual Kinship and Domestic Devotions." *Gender and
 Society in Renaissance Italy* ed. Judith Brown & Robert Davis, 173-92.
 New York: Longman, 1998, **or**
 Christiane Klapisch-Zuber, "Holy Dolls: Play and Piety in Florence in the
 Quattrocento." *Women, Family and Ritual in Renaissance Italy*, 310-29.
- Nov. 9 The Rise of Venice
 CIR, 232-3; Marin Sanudo, "Praise of the City of Venice, 1493." Chambers &
 Pullan, ed. *Venice*, 4-21.
- Nov. 11 Venice in Italy
 Francesco Guicciardini, "Florentine Admiration for Venice's System of
 Government." Chambers & Pullan, ed. *Venice*, 61-2.
 Benedetto Dei, "Invective Against Venice." *Ibid.*, 68-70
 Life Cycle and Family Arrangements. *Ibid.*, 263-66.
 The Origin of St. Mark's Library. *Ibid.*, 357-8.
 Robert Finlay, *Politics in Renaissance Venice*, ch. 1 "Reality and Myth in
 Renaissance Venice," 14-43. New Brunswick, NJ: Rutgers University
 Press, 1980.
- Nov. 16 Courtly Culture: Milan
Memoirs of a Renaissance Pope: The Commentaries of Pius II trans. Florence
 Gragg, int. Leona C. Gabel. Northampton, Mass., 1937, 50-54; 128-31.
 Gregory Lubkin, *A Renaissance Court: Milan under Galeazzo Maria Sforza*, ch. 1
 "The Second Prince and Lord in Italy" 4-27. Berkeley: University of
 California Press, 1994.
- Nov. 18 Courtly Culture: Urbino
 CIR, 273-9; Baldassare Castiglione, *The Book of the Courtier*, trans. Charles S.
 Singleton. New York: Doubleday, 1959, 11-39; 64-74..
- Nov. 23 Courtly Culture: Florence
 Angelo Poliziano, "The Pazzi Conspiracy." *The Earthly Republic* ed. Benjamin G.
 Kohl & Ronald G. Witt. Philadelphia: University of Pennsylvania Press,
 1978, 305-22.
 J.R. Hale, *Florence and the Medici: The Pattern of Control*, ch. 2 "The Medicean
 Regime," 43-75. London: Thames & Hudson, 1977.

- Nov. 25 Neoplatonism
CIR 97-108.
- Nov. 30 Renaissance Rome
CIR 199-220; 244-7.
Peter Partner, *The Lands of St. Peter: The Papal State in the Middle Ages*, 396-419. London: Eyre Methuen, 1972.
- Dec. 2 Decline of Italy
CIR 220-2; 225-7; 236-7; 256-63; 265-73.
- Dec. 7 Decline of Italy, cont'd
CIR 283-303.
Alison Brown, "Rethinking the Renaissance in the Aftermath of Italy's Crisis."
Italy in the Age of the Renaissance 1300-1550 ed. John M. Najemy, 246-65. Oxford: Oxford University Press, 2004.
- Dec. 9 Review

TERM II

- Jan. 4 The Culture of the North
Peter Burke, *The European Renaissance*. Malden, MA: Blackwell, 1998, 18-46.
- Jan. 6 The Renaissance Church
RRNE, 3-18.
Euan Cameron, *The European Reformation*. Oxford: Clarendon, 1991, 9-37.
- Jan. 11 Lay Piety and Religious Reform
RRNE, 18-27.
Cameron, *The European Reformation*, 56-69.
- Jan. 13 The Spread of the Renaissance
RRNE, 28-34.
Burke, *The European Renaissance*, 47-65.
- Jan. 18 Major Figures in Northern Humanism: Erasmus
RRNE, 49-61.
Cornelis Augustijn, *Erasmus, His Life, Works and Influence* trans. J.C. Grayson.
Toronto: University of Toronto Press, 1991, 89-106.

- Jan. 20 Thomas More
RRNE, 38-48.
- Jan. 25 **Talk about Research Papers**
- Jan. 27 Political Structures
RRNE, 147-55; 272-80.
Christopher Friedrichs, *The Early Modern City 1450-1750*, 182-213. New York:
Longman, 1995.
- Feb. 1 The Discovery of a New World
RRNE, 191-202.
A.W. Crosby, *The Columbian Exchange, Biological & Cultural Consequences of
1492*. Westport, CT: Greenwood, 1972, 3-34.
- Feb. 3 Continuing East
RRNE, 203-13.
- Feb. 8 The Invention of Printing
- Feb. 10 The Impact of Printing
RRNE, 214-9.
Elizabeth L. Eisenstein, *The Printing Revolution in Early Modern Europe*.
Cambridge: Cambridge University Press, 1993, 12-91.
- Feb. 15-17 **No Classes: Conference Week**
- Feb. 22 Learned Culture
RRNE, 142-47; 232-40
- Feb. 24 Popular Culture
RRNE, 137-42; 166-9.
P. Burke, *Popular Culture in Early Modern Europe*. New York: Harper & Row,
1978, 3-22.
- Feb. 29 The Protestant Reformation
RRNE, 62-70; 109-13; 155-9.
Cameron, *The European Reformation*, 99-144.
- Mar. 2 Continued
RRNE, 70-77; 83-87.

- Mar. 7 Calvin
RRNE, 90-7.
Robert M. Kingdon, "Confessionalism in Calvin's Geneva." *Archiv für Reformationsgeschichte* 96 (2005): 109-116.
- Mar. 9 The English Reformation
RRNE, 97-109.
- Mar. 14 The Catholic Reformation
RRNE, 114-31.
R. Po-chia Hsia, *The World of Catholic Renewal 1540-1770*. 2nd ed. Cambridge: Cambridge University Press, 2005, 10-42.
- Mar. 16 The English Renaissance
RRNE, 35-38; 185-6; 255-60.
Craig W. D'Alton, "The Trojan war of 1518: melodrama, politics and the rise of humanism." *Sixteenth Century Journal* 28 (1997): 727-38. **(online)**
- Mar. 21 The French Renaissance
RRNE, 160-5; 169-74; 247-52.
Mary J. Baker. "Rape, Attempted Rape, and Seduction in the *Heptaméron*." *Romance Quarterly* 39 (1992): 271-81. **(online)**
- Mar. 23 Beyond the Reconquista
RRNE, 219-227; 267-70.
- Mar. 28 The Holy Roman Empire and Charles V
RRNE, 260-66; 270-2; Titian portraits.
Daniel R. Doyle. "The Sinews of Habsburg Governance in the Sixteenth Century: Mary of Hungary and Political Patronage." *Sixteenth Century Journal* 31 (2000): 349-60. **(online)**
- Mar. 30 The Hapsburg Valois Conflict **Research Paper Due**
- Apr. 4 The Religious Divide
RRNE, 280-5.
J.H. Elliot, *Europe Divided*. London: Fontana, 1968, 107-25; 215-27.
- Apr. 6 Conclusion; Discussion

ADDITIONAL STATEMENTS

Prerequisites and Antirequisites:

Unless you have either the requisites for this course, as described in the Academic Calendar description of the course, or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. The Academic Calendar description of each course also indicates which classes are considered antirequisites, i.e., to cover such similar material that students are not permitted to receive academic credit for both courses.

Academic Offences:

Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitute a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

The following rules pertain to the acknowledgements necessary in academic papers.

A. In using another writer's words, you must both place the words in quotation marks and acknowledge that the words are those of another writer.

You are plagiarizing if you use a sequence of words, a sentence or a paragraph taken from other writers without acknowledging them to be theirs. Acknowledgement is indicated either by (1) mentioning the author and work from which the words are borrowed in the text of your paper; or by (2) placing a footnote number at the end of the quotation in your text, and including a correspondingly numbered footnote at the bottom of the page (or in a separate reference section at the end of your essay). This footnote should indicate author, title of the work, place and date of Publication and page number. Method (2) given above is usually preferable for academic essays because it provides the reader with more information about your sources and leaves your text uncluttered with parenthetical and tangential references. In either case words taken from another author must be enclosed in quotation marks or set off from your text by single spacing and

indentation in such a way that they cannot be mistaken for your own words. Note that you cannot avoid indicating quotation simply by changing a word or phrase in a sentence or paragraph which is not your own.

B. In adopting other writer's ideas, you must acknowledge that they are theirs.

You are plagiarizing if you adopt, summarize, or paraphrase other writers' trains of argument, ideas or sequences of ideas without acknowledging their authorship according to the method of acknowledgement given in 'A' above. Since the words are your own, they need not be enclosed in quotation marks. Be certain, however, that the words you use are entirely your own; where you must use words or phrases from your source; these should be enclosed in quotation marks, as in 'A' above.

Clearly, it is possible for you to formulate arguments or ideas independently of another writer who has expounded the same ideas, and whom you have not read. Where you got your ideas is the important consideration here. Do not be afraid to present an argument or idea without acknowledgement to another writer, if you have arrived at it entirely independently. Acknowledge it if you have derived it from a source outside your own thinking on the subject.

In short, use of acknowledgements and, when necessary, quotation marks is necessary to distinguish clearly between what is yours and what is not. Since the rules have been explained to you, if you fail to make this distinction, your instructor very likely will do so for you, and they will be forced to regard your omission as intentional literary theft. Plagiarism is a serious offence which may result in a student's receiving an 'F' in a course or, in extreme cases, in their suspension from the University.

Medical Issues:

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Please go to https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf to read about the University's policy on medical accommodation. This site provides links to the necessary forms. In the event of illness, you should contact Academic Counselling as soon as possible. The Academic Counsellors will determine, in consultation with the student, whether or not accommodation should be requested. They will subsequently contact the instructors in the relevant courses about the accommodation. Once the instructor has made a decision about whether to grant an accommodation, the student should contact his/her instructors to determine a new due date for tests, assignments, and exams.

SUPPORT SERVICES:

Students who are in emotional/mental distress should refer to [Mental Health@Western](mailto:MentalHealth@Western), <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

If you have any further questions or concerns please contact, Morgan Sheriff, Undergraduate Program Advisor, Department of History, 519-661-2111 x84999 or msherif5@uwo.ca