

University of South Alabama
History 552, Fall 2008
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Department of History
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Renaissance Europe, 1350 - 1600 Syllabus
History 552

WEB PAGE FOR THIS CLASS (REQUIRES PASSWORD):
<http://www.southalabama.edu/history/faculty/monheit/HY457-553/>

OFFICE HOURS: Wednesday, 8:30-9:30 pm, Tuesday and Thursday 12:15-2:00 pm, 3:15-4pm OR BY APPOINTMENT. If you plan to come during daytime hours, please let me know ahead of time by e-mail. If you cannot come during my regular office hours, I am happy to arrange a time to meet that is convenient to you. **MY OFFICE IS SOMEWHAT HIDDEN -- PLEASE SEE MAP ON LAST PAGE OF SYLLABUS.**

NATURE OF THE CLASS: The Renaissance was one of the most exciting times to be alive. It saw great achievements not only in art, for which it is best known, but in language, literature, history, politics, science and religion, and, many would argue, a greater sense of individuality than most people had experienced previously. It also saw the development of influential philosophical works. Central to many of these developments was the appearance of Renaissance humanism. In this class we will be studying all of these topics. Among other topics, we will look at the literary and rhetorical writings of the humanists Petrarch and Erasmus, the thought of another humanist, Lorenzo Valla on language, the nature of humanist education, the political writings of Machiavelli, and Erasmus' criticisms of the Catholic Church and innovations in biblical scholarship, and some of the writings of the Renaissance philosophers Marsilio Ficino, Pietro Pomponazzi, and Pico della Mirandola. We will also be reading some reflections by Michelangelo and a very innovative study of Renaissance art by Michael Baxandall.

FORMAT OF THE CLASS -- PLEASE READ CAREFULLY: *I have designed this class as a seminar class. This means that virtually all class time will be devoted to student presentations and discussion by you, the students. Thus this class depends upon your commitment to active participation in it. I am convinced that this is the best way to learn, although it involves a greater amount of work and a greater commitment than lecture-style classes, and a good deal of maturity on your part. If you make the commitment and do the work you will find it very rewarding, you will have increased self-confidence and a greater sense of independence.*

However if you do not participate or are frequently absent from the class you will hurt the other students as well as yourself. If you are unable to make the commitment to attend this class regularly and participate in it actively, you would do better not to remain enrolled in it. The grading for the class reflects my approach: significant percentages of your grade depend upon your active participation and your preparation of class presentations. Since this class meets only once per week, one absence is equal to missing class for an entire week. Thus I am allowing only TWO unexcused absences for the entire semester (the equivalent of missing six 50-minute classes or two whole weeks out of a fifteen week semester). Each absence beyond two will result in reduction of your final grade by one-quarter (-2.5 pts. on your course average).

Finally, many of the readings for this class are primary documents, or writings by people living at the time we are studying. They require a considerable amount of time to understand, even when they are short.

COURSE REQUIREMENTS:

Attendance is required -- you are permitted TWO absences of this once-per-week class during the semester. After that, your overall average will be reduced by 2.5% (one-quarter grade) for each absence.

Class Discussion (25% of your grade): You are expected to thoroughly read all of the assigned readings by the class for which they are assigned, whether or not you are scheduled to give a presentation on them. The readings are frequently quite difficult and take time to prepare, even when they are short. You need to allow adequate time to prepare them – an hour for fifteen pages is fairly typical. It is usually necessary to take notes. In reading scholarly books and articles, you need to look for the overall argument or interpretation of the author, not just remember the information she or he provides. In reading primary sources, it is a good idea to reread them several times, and to spend some time thinking about anything

that seems strange or unexpected, rather than just passing over such passages.

Presentations (20% of your grade): You will be expected to present a reading or a related group of readings to the class on several occasions -- exact number to be determined by class enrollment. **THE PENALTY FOR NOT SHOWING UP FOR A SCHEDULED CLASS PRESENTATION OR BEING UNPREPARED, WITHOUT A VERY GOOD EXCUSE OF WHICH I AM NOTIFIED IN ADVANCE, IS 5% OFF OF OVERALL CLASS AVERAGE.** (Hint: the shocking, sudden death of your neighbor's mother's parakeet or your departure on an unforeseen vacation are not good excuses). Please see the guides for primary and secondary source presentations on the course web page.

Short Source Paper, 5% of your grade (rough draft due September 3, final draft due September 10):

Major Paper due Tuesday, December 2 (35% of grade): You are required to write one of the following papers, typically 15-20 pages:

- A) A research paper making use of primary sources to construct your own interpretation of a problem or theme which you will formulate in consultation with me. The paper will also address the views of other scholars on your chosen theme. ***If you wish to use this class to meet the M.A. research paper requirement, you must write a paper of this kind. If, in my judgment, your paper does not meet the minimum requirements for a primary-source-based paper, you will not receive credit for the research requirement.***
- B) A paper in which you will consider the approaches of several historians to an important problem in Renaissance history -- at least three books or the equivalent number of articles (one book=three articles).

Paper Proposal, due October 8 (15% of grade): You are required to write a proposal for your project. *Your paper proposal is a serious undertaking.* It should provide the plan for the major paper you will be writing for the rest of the semester. It will be graded as to how well it provides a clear statement of a precise, workable topic, whether you have provided some appropriate sources for your topic (with proper citations – see Rampolla), and how clearly you explain how the sources you have cited are related to your topic. This means that you need to have already looked at your sources enough to know that they are appropriate for your topic. (However, you may add or change sources later on).

Rough Draft, due Wednesday, November 12: You will be writing a kind of “dress rehearsal” of your final paper. As in a dress rehearsal, it is OK to be unclear or not completely organized; I and the other students in the class will provide comments and suggestions for improvement for the final draft. *It should be at least ten pages long, and include references to your sources* (however the references do not have to be properly done; there should be enough so that your reader can tell which source you are citing). While it should include appropriate quotations from your sources, most of it should be in your own words. ***An outline is not acceptable. IF YOU DO NOT TURN IN A SUBSTANTIAL ROUGH DRAFT BY THE DUE DATE, I WILL DEDUCT 10% FROM YOUR OVERALL AVERAGE.***

WHEN YOU TURN IN YOUR PROPOSAL AND ROUGH DRAFT, PLEASE BRING ENOUGH COPIES FOR ALL STUDENTS IN CLASS.

GRADING

Class Participation:	25%
Short Source paper:	5%
Presentations:	20%
Paper proposal:	15%
Failure to do a serious rough draft:	-10%
Final Paper:	35%

PLAGIARISM

Plagiarism -- the use of another person's ideas or words without citing that person -- is a very serious offense and can lead to a failing grade or expulsion from the University.

THE FOLLOWING ARE ALL FORMS OF PLAGIARISM:

Using someone else's ideas without citing that person as the source -- NOTE THAT PUTTING SOMEONE ELSE'S IDEAS INTO YOUR OWN WORDS IS STILL CONSIDERED PLAGIARISM IF YOU FAIL TO CITE YOUR SOURCE.

Using someone else's exact words without placing them in quotation marks.

Using someone else's words without citing that person as the author.

STUDENTS WITH DISABILITIES:

In accordance with the Americans with Disabilities Act, students with *bona fide* disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

REQUIRED BOOKS:

Michael Baxandall, *Painting and Experience in Fifteenth Century Italy*, second edition, Oxford 1988. **Please be sure to obtain second edition.**

Ernst Cassirer, Paul O. Kristeller, John H. Randall, Jr. eds, *The Renaissance Philosophy of Man*, Chicago 1948.

Desiderius Erasmus, *The Praise of Folly and Other Writings*, Robert M. Adams, ed., New York (Norton) 1989.

Niccolo Machiavelli, *The Prince*, second edition, Robert M. Adams, ed. New York (Norton) 1977. **Please be sure to obtain second edition.**

Charles Nauert, *Humanism and the Culture of Renaissance Europe*, Second Edition, Cambridge, 2006. **Please be sure to obtain second edition.**

James Bruce Ross and Mary Martin McLaughlin, eds., *The Portable Renaissance Reader*, New York (Viking-Penguin) 1968. **Please be sure your edition is dated 1968 or later.**

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Fifth Edition, Bedford/St. Martin 2007

In addition several readings will be available on the course web page.

Tentative Reading Assignments

Key to Codes in Reading Assignments:

PRR = Portable Renaissance Reader

RPM = Renaissance Philosophy of Man

MACH = The Prince

PF = Praise of Folly

Nauert = Humanism and the Culture of Renaissance Europe

Wednesday, August 20

Introduction to Class

For next time: find three documents in *The Portable Renaissance Reader* that share a common theme, and be prepared to discuss how they might be used for research.

Wednesday, August 27

Humanism and the Pursuit of Eloquence

READINGS:

Nauert, 1-30, 36-38

Petrarch, *On His Own Ignorance*, in RPM, 47-133

Scholasticism selection, on course web page in pdf format

Lorenzo Valla, "The glory of the Latin Language" in PRR, 131-135

Hanna Gray, "Renaissance Humanism: The Pursuit of Eloquence", on course web page in pdf format

Paul Oskar Kristeller, "The Humanist Movement," on course web page in pdf format

Discussion of three documents you have found in *The Portable Renaissance Reader*

For Next Time: Write a short paper of two to three pages in which you will discuss a theme making use of the sources you have chosen. You will present the paper in the next class and the other members of the class will discuss it. Then you will rewrite it and submit it for a grade.

Wednesday, September 3
The Growth of Individualism

READINGS:

Nauert, 63-66, 74-76
L.B. Alberti, *On virtù and Fortune*, PRR 328-331
Giovanni Della Casa, *The Perfect Gentleman*, PRR 340-347
Pico Della Mirandola, *Oration on the Dignity of Man* (with editor's introduction), **RPM**, 215-254

Discussion of your short source paper. **Please be sure to have copies available for all class members**

Wednesday, September 10
Humanism and the Study of the Past

Nauert, 38-43, 60-63
Peter Burke, *The Renaissance Sense of the Past*, selection, course web page in pdf format
Valla, *Donation of Constantine*, selection, course web page in pdf format
Erasmus, "Letter to Dorp," **PF**, 245-251

For Wednesday, September 24: Be prepared to discuss the topics and sources you are thinking about for your major paper. At this stage I encourage you to put down as many ideas as you wish – the class will discuss your ideas but you will not be graded on them. Please include at least three sources you will use. You will not be graded on it unless you do not do it.

Wednesday, September 17
Library Visit – meet in west lobby entrance to library at regular class time

Turn in revised, final draft of short source paper for grade. It may include use of additional or different primary sources. Grade will be based upon how well you make use of the sources you chose, as well as organization, clarity and grammar.

Wednesday, September 24
Humanist Education

READINGS:

Nauert, 42-51
Petrus Paulus Vergerius, *The Treatise 'De ingenuis moribus'*, (in English) on course web page, pdf
Battista Guarino, *The Treatise of Battista Guarino, 'De ordine docendi et studendi'* (in English) on course web page in pdf format
A. T. Grafton and L. Jardine, "Humanism and the School of Guarino: A Problem of Evaluation," *Past and Present* 96, Aug., 1982, 51-80, on course web page in pdf format
Robert Black, "Italian Renaissance Education: Changing Perspectives and Continuing Controversies," *Journal of the History of Ideas* 52, 2, Apr-June 1991, 315-334, on course web page in pdf format
Paul F. Grendler, "Reply to Robert Black," *Journal of the History of Ideas* 52,2, Apr.-June 1991,335-337

Wednesday, October 1
Renaissance Art I

READINGS:

Nauert, 80-101
Baxandall, *Painting and Experience*, Introduction, Chapters I and II, and conclusion
Leonardo Da Vinci, "Nature, Art and Science," PRR 531-540
Michelangelo Buonarroti, "To Victoria Colonna: The Model and the Statue", PRR 440-1
Ascanio, Condivi, "Michelangelo Buonarroti," PRR 501-512.

OPTIONAL:

Baxandall, Chapter III

For next time: remember that your paper proposal is due. **Please bring enough copies for all students in the class.**

Wednesday, October 8

Women in the Renaissance

READINGS:

Nauert, 54-59

Laura Cereta, selected letters, on course web page in pdf format

Joan Kelly-Gadol, "Did Women Have a Renaissance?" on course web page in pdf format

Lisa Jardine, "Women and Humanism: Education for What?", on course web page in pdf format

Sharon Kettering, "The Patronage Power of French Noblewomen", on course web page in pdf format

Proposal Due: PLEASE BRING ENOUGH COPIES FOR ALL STUDENTS

For next time: Read paper proposals and be ready to discuss them.

Wednesday, October 15

Political Thought

READINGS:

Nauert, 30-36, 78-80

Machiavelli, *The Prince*, in MACH 1 - 72

Machiavelli the Working Diplomat, MACH 75-88

Guicciardini, "A Portrait of Lorenzo de' Medici," PRR 267-279

Guicciardini, "The Balance of Power in Italy," PRR 279-284

J.R. Hale, "The Setting of the Prince," MACH 139-150

Felix Gilbert, "[Fortune, Necessity, *Virtù*], MACH 150-155

Machiavelli, From *Discourses on Livy*, MACH 89-119

Discussion: Research proposals

Wednesday, October 22

Renaissance Philosophy I: Marsilio Ficino and Pico della Mirandola

READINGS:

Nauert, 67-77 (you have already read 74-76, on Pico)

Ficino, *Five Questions Concerning the Mind* (with editor's introduction), **RPM**, 185-212

Pico della Mirandola, review previous reading.

Wednesday, October 29

Renaissance Philosophy II: Pietro Pomponazzi

READINGS:

Pomponazzi, *On the Immortality of the Soul*

RPM, Editor's introduction, 257-279; preface, 280-81; chapters I-III, IX, XIV, XV

Wednesday, November 5

Humanism and Religion

READINGS:

Nauert, 147-184, Review 63-66

Petrarch, *Ascent of Mount Ventoux*, **RPM** 36-46

Erasmus, *The Praise of Folly*, **PF**, 3-88

Erasmus, "Letter to Dorp," **PF** 228-245

For next time: ROUGH DRAFT DUE – please remember to bring enough copies for entire class.

Think about two topics that most interested you and be prepared to discuss how they influenced your view of the Renaissance and your understanding of history.

Wednesday, November 12

Overview of the Renaissance and Humanism

READINGS:

Nauert, 200-223

ROUGH DRAFT DUE

Discussion: two topics that most interested you and how they influenced your view of the Renaissance and

your understanding of history.

For next time: Read rough drafts carefully (each one at least twice) and be prepared to make suggestions for improvement.

Wednesday, November 19, last meeting of this class
Discussion of rough drafts

SOME IMPORTANT AIDS TO RESEARCH IN USA LIBRARY

INTERNET: The Internet provides access to the catalogues of hundreds of research libraries throughout the world, to many full on-line texts, and to many other services. *However the web must be used carefully, since anyone can say anything. In particular, Wikipedia is not an acceptable source to cite, even though it may be useful in finding more reliable writings by recognized historians.*

Terminals with access are available in the USA Library. A good starting place is the Library's Home Page, <http://library.southalabama.edu>, available on computers in the library and also accessible from home via the worldwide web. *Online searches by topic and author, and full text articles are available by clicking on "fulltext journals and articles." Especially noteworthy is J-STOR, which has many full-texts of articles available.*

REFERENCE AND OTHER GENERAL WORKS:

Note the excellent bibliographies in the books assigned for the course by Nauert and the many references in the other assigned books.

Encyclopedia of the Renaissance, Paul F. Grendler, editor in chief. CB 361 E52 1999 very up-to-date articles on all aspects of the Renaissance

Merry Wiesner, *Women and Gender in Early Modern Europe*, second edition

Oxford Encyclopedia of the Reformation, Hillerbrand, ed.

Charles Schmitt, & Quentin Skinner eds. *The Cambridge History of Renaissance Philosophy*.

J.H. Burns, ed. *The Cambridge History of Political Thought: 1450-1700*.

Contemporaries of Erasmus, Bietenholtz, ed. excellent biographies with bibliographies of many Renaissance individuals.

COLLECTIONS OF DOCUMENTS (ALL IN ENGLISH UNLESS OTHERWISE INDICATED):

Kohl, B.G. and Witt, R.G. *The Earthly Republic: Italian Humanists on Government and Society*, Works by Bruni, Salutati, E. Barbaro, A. Poliziano.

SIGNIFICANT INDIVIDUALS:

ERASMUS

Correspondence of Erasmus, vols. 1- 12

Literary and Educational Writings 7 vols.

Controversies

Paraphrases on Mark

Paraphrases on Romans and Galatians

Letters, ed. by Nichols older, incomplete ed.

P.S. Allen ed. of Erasmus' correspondence in Latin

Others are being added.

MONTAIGNE

Several editions of works in French.

Complete Works, Donald Frame edition, Stanford University, is best English edition. PQ 1642, E5 F7 1957

THOMAS MORE

Many works, including *Utopia*, Yale ed. of Works, etc.

MACHIAVELLI

The Prince
Discourses on Livy
Mandragola
History of Florence

MARSILIO OF PADUA

The Defender of the Peace

CLAUDE DE SEYSSEL

The Grand Monarchy of France
Rebecca Boone, **M.A. graduate of USA**, *War, domination, and the monarchy of France : Claude de Seyssel and the language of politics in the Renaissance*, Leiden (Brill) 2007

ANCIENT CHRISTIAN, ROMAN AND GREEK AUTHORS:

Nicene and Post-Nicene Fathers, BR 60 S4 1887, writings of the major church fathers; other editions of early Church fathers are around this call number.

Loeb Classical Library, many around PA 6156, Latin or Greek and English editions of ancient authors. **MANY OF THESE WORKS ARE NOW AVAILABE "ON-LINE" IN ENGLISH OVER INTERNET.**

SOME JOURNALS IN USA LIBRARY:

Church History
Archiv für Reformationsgeschichte/Archive for Reformation History (Many articles in English, summaries of the rest are in English)
Sixteenth Century Journal
Catholic Historical Review
Past and Present
Renaissance Quarterly
Studies in the Renaissance
Journal of the History of Ideas
Journal of the History of Philosophy
Transactions of the Royal Historical Society
Annales, E.S.C. (French)
Revue historique (French)
Bibliothèque d'humanisme et renaissance (French, some articles in English)

INTERLIBRARY LOANS, nationwide access to books and other materials, available through Interlibrary Loan Office, Library

IMPORTANT DATES:

Short Source Paper: Rough Draft due Sept. 3, Final Draft due Sept. 17
Proposal Due: Wednesday, October 8, **BRING ENOUGH COPIES FOR ALL STUDENTS**
Discussion of Proposals, Wednesday, October 15, **BE PREPARED TO DISCUSS PROPOSALS**
Rough Draft Due, Wednesday, November 12
Last Meeting of this Class: Wednesday, November 19 (last Wednesday before Thanksgiving)
Thanksgiving Holiday, Wednesday November 26 to Sunday, November 30 (this class does not meet on Wednesday of Thanksgiving week)
Final Draft Due, Tuesday, December 2