EUROPE IN THE RENAISSANCE AND REFORMATION, CA. 1350–1600

SPRING SEMESTER 2014
MW 12:30-13:45, SOCIAL SCIENCE BUILDING 2035

PROFESSOR PAUL DOVER
OFFICE: SOCIAL SCIENCE BUILDING 4108
OFFICE HOURS: MW, 8-9:30 & 5-6 & RIGHT AFTER CLASS, OR BY APPOINTMENT
TELEPHONE: 770-423-6728
E-MAIL: pdover@kennesaw.edu (PLEASE USE D2L FOR CLASS QUESTIONS)

NB: Students are responsible for the contents of this syllabus. The instructor reserves the right to change the syllabus at any time during the semester – students are expected to keep abreast of any alterations to the syllabus and schedule announced by the instructor.

Objectives

✶ Gain a general understanding of the transformations that moved the western world from medieval to modern
✶ Gain an appreciation of the origins, foundations and departures of Renaissance culture
✶ Explore the theological, social and institutional causes for the splintering of western Christendom
✶ Gain an understanding of the practice, doctrine and theology of late medieval and early modern western Christianity
✶ Gain an understanding of what is familiar and what is distinctive in the lives lived by early modern men and women
✶ Develop skills and experience in the interpretation of primary source material
✶ Nurture critical writing ability based on the close reading of texts
✶ Exchange ideas with and learn insights from our colleagues on challenging historical issues
✶ Have fun

Texts

The following are available at the KSU Bookstore:
Jonathan Zophy, A Short History of Renaissance and Reformation Europe: Dances over Fire and Water (Prentice Hall, 2nd ed.)
Denis Janz, ed. A Reformation Reader: Primary Texts with Introductions (Fortress Press)
Gene Bruckner, Giovanni and Lusanna: Love and marriage in Renaissance Florence (University of California Press)
Desiderius Erasmus, Praise of Folly and Other Writings (Norton Critical Edition)
The following are available on the D2L site for this course:
Johan Huizinga, “The Violent Tenor of Life”, from *The Waning of the Middle Ages*
Giovanni Boccaccio, “The Plague Comes to Florence”
Texts on Renaissance Humanism

**Desire2Learn (D2L)**

This course uses Desire2Learn. At the site for this course, you will find:
- This syllabus
- Outlines for all class lectures
- Discussion strings on certain topics
- Announcements by the professor
- Selected reading assignments (see above)
- E-mail to communicate with the professor and class colleagues
- Review guides for the mid-term and final exams
- Dropboxes for written assignments

Please familiarize yourself with the course’s site, and check it regularly.

**Required Work**

- **Regular attendance** and good cheer – you are allowed 4 absences without penalty. Each subsequent absence is penalized ½ a letter grade.
- **Participation and preparedness** in class discussions. I do not give credit for attendance; attendance is expected. If you have impeccable attendance and never contribute to class discussion, you will receive a poor participation grade. (1.5%)
- **Mid-term exam** on 19 February (20%)
- **Final exam** on 5 May (25%)
- **Response papers**: for 10 of our discussions (meetings indicated by an asterisk (*) in the class schedule below), you are invited to write a ca. 400-word (about a page) response paper, discussing an idea, observation or textual excerpt from the reading(s) assigned for that day. This should be thoughtful, well organized and carefully written, and should make frequent reference to the text itself. It should not simply be an airy and generalized “I think that...”-type of reflection. I will say more about expectations for these short writing assignments in class. Do not employ first person.
  - I expect to receive at least 6 of these essays, meaning that you can take four days off from writing one. If you write 7, I will drop the lowest grade; if you write 8, I will drop the 2 lowest grades. (6 in total = 24%)
  - All students must compose at least 3 papers before the midterm exam and 3 after the midterm exam.
- **4-5-page essay**, based upon one of your response papers, due 28 April. You will take one response paper that you have written that particularly interests you and
develop it into a longer essay. You should discuss with the instructor what you intend to write on by **21 April**. (16%)

- Please note that completion of **all** the required work is necessary in order to pass the course. This is non-negotiable.

**All written work** is due in class, typewritten and in hard copy **and** in the dropbox set up for the assignment on D2L. An assignment **must** be submitted in both formats to be considered complete. D2L utilizes the anti-plagiarism program turnitin.com for all written assignments. Please be aware that every assignment you turn in will be reviewed for authenticity and I will become aware when a student in plagiarizing or engaging in unattributed borrowing. See the section below on “ethical considerations.”

**Policy on late work:** Work handed in late without a medical excuse will be penalized one letter grade for each class meeting that it is late i.e. a B essay that is a day late will receive a grade of C. I do not accept work that is more than a week late. Assignments that are not completed receive a grade of ‘0’ (**not** F). Missed exams will be graded as ‘0’. Make-up exams will be offered only in cases of documented family or medical emergency.

**Ethical considerations:** I take instances of academic dishonesty, cheating and plagiarism very seriously – proof of such activity will result in a failing grade for the semester and a referral to the Office of Student Affairs. The bottom line about cheating and plagiarism is **do not do it**. It is not worth it – you can seriously damage your reputation among the faculty, your academic standing at this and other universities and your viability in the professional world. Please read the discussion of academic integrity that follows this syllabus – it includes relevant definitions and discussions of applicable penalties. Ignorance of the guidelines does not excuse violations.

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While we assume the best of all students, we are also well aware of these realities.

Please read the statement on Academic Honesty in the Kennesaw State University Undergraduate Catalog on pages 243-4. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.
I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the policies above. **I reiterate: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester. I will report all incidents of plagiarism to the Office of Student Affairs, and the incident will become part of your official record.**

**Accommodations for Disabled Students:** A number of services are available to aid disabled students with their academic work. In order to make arrangements for such services, students should visit the Office of Disabled Student Support Services (Student Center 286A) and arrange an individual assistance plan. This must be done at the very beginning of the semester in order for proper accommodations to be made. Please note that appropriate documentation will be required.

**Electronic equipment in class:** I do not allow the use of laptops in class, unless you have a documented medical reason to use one. I have no objection to the use of recording devices in class – just please let me know if you intend to use them. Text messaging in class is strictly *verboten* – if I catch you doing so, I will ask you to leave for the rest of the class session. Similarly, should your cell phone ring, I will ask you to leave for the remainder of the class session. If a phone is needed for emergency use, please let the instructor know before class and set it to silent or pulse.

**Student Deportment:** I want my classroom environment to be rooted in a spirit of mutual respect. In striving to create a scholarly, collegial and efficient classroom environment for my students, I cannot and will not tolerate rude and obnoxious behavior such as social chatting, use of smart devices, reading of extraneous material such as newspapers, sleeping, and other antisocial activities. Please do not continue in this course if you intend to do any of these.

**Discussing Religion:** Please note that this course involves the extensive discussion of religious texts, ideas and beliefs pertaining to historical western Christianity. The approach I take will aim to privilege no particular set of beliefs (or disbelief). But I want to stress that the course will take religious faith seriously as a historical reality and as a current commitment of many students. It will also treat religious beliefs as ideas subject to open and honest discussion. At no point, however, will I tolerate the critique of such ideas to become *ad hominem* attacks on any individual or their commitment to a belief system.

**Class and Reading Schedule**

Classes will generally be a mixture of lecture and discussion. When I am lecturing, please feel free to ask questions. In those sessions below marked ‘discussion’, however, the emphasis will be on a close consideration of the texts that have been assigned for that day. It is my expectation on those days that you will have read carefully the assigned readings and will be able to answer questions and offer observations about them. Please make sure you are prepared to do so. Those class meetings marked by an asterisk (*) indicate a day when a response paper can be submitted.

**Wednesday, 8 January – Family and Community**
Reading: Zophy, Chapters 1&2

Monday, 13 January – The Rhythm of Life and Death

Reading: Zophy, Chapter 3

Wednesday, 15 January – Discussion on the Tenor of Life*

Reading: Johan Huizinga, “The Violent Tenor of Life”; Giovanni Boccaccio, “The plague comes to Florence” (both on D2L)

Monday, 20 January – NO CLASS: Martin Luther King Day holiday

Wednesday, 22 January - Humanism

Reading: Zophy, Chapter 4&5

Monday, 27 January – Discussion of Humanism*

Reading: Texts on Humanism – Petrarch’s letters to Posterity, Boccaccio and Cicero; Pier Paolo Vergerio, On the New Education (on D2L)

Wednesday, 29 January – Renaissance Culture

Reading: Zophy, Chapter 6&7

Monday, 3 February – Discussion of Book of the Courtier*

Reading: Book of the Courtier, Book One

Wednesday, 5 February – Discussion of Book of the Courtier

Reading: Book of the Courtier, Book Two

Monday, 10 February – Discussion of Book of the Courtier*

Reading: Book of the Courtier, Book Three and Book Four (selections)

Wednesday, 12 February – Did Women Have a Renaissance?

Reading: Joan Kelly Gadol, “Did Women Have a Renaissance?” (Castiglione, 340-352); Kraemer & Sprenger, Malleus Maleficarum; Agrippa, Declaration on the Nobility and Preeminence of the Female Sex; Erasmus, The Abbott and the Learned Lady (Janz, 17-31)

Monday, 17 February – Discussion of Giovanni and Lusanna*
Reading: *Giovanni and Lusanna*, entire

**Wednesday, 19 February** – MID-TERM EXAM. Please bring a bluebook to class.

**Monday, 24 February** – The Renaissance in the North

Reading: Zophy, Chapters 8&9

**Wednesday, 26 February** – Discussion of *Praise of Folly*

Reading: *Praise of Folly*, 3-87

**Monday, 3 March** – Discussion of *Praise of Folly* *

Reading: “Letter to Martin Dorp”, 228-251; *Paraclesis*, 117-127; *Julius Excluded from Heaven*, 142-173; last day to withdraw without academic penalty

**Wednesday, 5 March** – The Late Medieval Church

Reading: Thomas à Kempis, *The Imitation of Christ* (Janz, 4-13); Boniface VIII, *Unam Sanctam* (Janz, 13-14); Texts on Indulgences (Janz, 56-59); Dietrich Kolde, *Mirror for Christians* (59-63)

**Monday, 10 March** – Martin Luther

Reading: Zophy, Chapter 10

**Wednesday, 12 March** – Lutherans Become Protestants

Reading: Zophy, Chapter 11

**Monday, 17 March** – Discussion of Luther *

Reading: Luther’s Personal Writings (Janz, 78-87); Theological Writings (Janz, 88-129)

**Wednesday, 19 March** – Confessions and Revolutions

Reading: *Augsburg Confession* and Melanchthon, *Apology for the Augsburg Confession* (Janz, 150-158); *Twelve Articles of the Peasants and Luther*, *Admonition to Peace* (Janz, 168-173)

**Monday, 24 March** – The Reformation Splinters

Reading: Zophy, Chapter 12

**Wednesday 26 March** – Discussion of Zwingli & Anabaptism *
Reading: Letter to Utinger; Of Freedom of Choice in the Selection of Food; Petition to the Bishop of Constance; Of the Clarity and Certainty of the Word of God (Janz, 186-193); On True and False Religion; Letter to Vadian, Marburg Colloquy (Janz, 193-198); Anabaptist Origins; Balthasar Hubmaier, Concerning Heretics and Those who Burn Them (Janz, 200-203); The Schleitheim Confession; The Trial and Martyrdom of Michael Sattler (Janz, 208-214); Menno Simmons, A Meditation on the Twenty-fifth Psalm (Janz, 224-228)

***   SPRING BREAK   ***

Monday, 7 April – John Calvin

Reading: Zophy, Chapter 13

Wednesday, 9 April – Discussion of Calvin*

Reading: Practical Matters; Letter Concerning a Pious Woman (Janz, 256-262); the Servetus Affair (Janz, 265-270); Institutes of the Christian Religion: Knowledge of God (Janz, 270-272), Christian Life (Janz, 297-305), Predestination (Janz, 305-313)

Monday, 14 April – Reformation from Above: England

Reading: Zophy, Chapters 14&15

Wednesday, 16 April – Discussion of the English Reformation and Settlement*

Reading: Act of Supremacy; Act of Six Articles (Janz, 332-341); Thomas Cranmer, Sermon on the Salvation of Mankind (Janz, 350-357); Marian Injunctions (Janz, 357-359); the Thirty-Nine Articles (Janz, 368-376)

Monday, 21 April – The Catholic Response

Reading: Zophy, Chapter 16

Wednesday, 23 April – Discussion of Catholic Reformation & Counter-Reformation

Reading: Contarini and Caraffa, Consilium de emendanda ecclesiae; Paul III, Licet ab initio, The Leaven of Calvinism; documents from the Council of Trent (Janz, 400-425); Ignatius Loyola, Autobiography (Janz, 425-426) & Spiritual Exercises (Janz, 427-429)

Monday, 28 April – Sanctified Violence: the St Bartholomew’s Day Massacre

Reading: Zophy, Chapter 17; Paper Due

Wednesday, 30 April – Reformation Success and Failure

Monday, 5 May, 1:00 – FINAL EXAM. Please bring a bluebook.