

HIST 472: Renaissance and Reformation Europe

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Office Hours: MWF 9-10, TR 1-1:20, 4:20-5 and by appointment

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TR 1:30-2:50

ADM 322

3 credit hours

Course Description: This course examines the history of Europe during the early modern period, from the mid-fourteenth to the early seventeenth century. The two major cultural and intellectual movements of this period are popularly known as the Renaissance and Reformation. We will study both movements against the background of the significant political and social changes that rocked Europe during the early modern era. These changes included a major communications revolution occasioned by the invention of the printing press, the voyages of exploration and discovery and the genesis of European imperialism, the development of the territorial state, and shifts in patterns of trade and economy. Our study of the Renaissance will emphasize that era's achievements in arts, literature, music, and philosophy and seek to understand the significance of humanist thought. We will examine the Protestant and Catholic Reformations from the perspective of theology, and look at how the Reformations affected ordinary people's lives and religious practice.

Purpose of this course: To promote students' global citizenship, curiosity and compassion. The study of past cultures and of places beyond our usual field of vision can help us better appreciate different points of view. This course should stretch our horizons, make us more sensitive global citizens, and deepen our understanding of ourselves and our own ways of looking at the world.

Academic Goals/Student Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of European history in the early modern period. Upon completion of the course, students should be able to:

- Define "the Renaissance" and explain how the Renaissance worldview played itself out in different geographical settings over time.
- Describe the main characteristics and values of Renaissance humanism, and identify the principal artists, writers, and philosophers who contributed to the movement.
- Describe the social, religious, political, and intellectual background to the Renaissance and the Reformation.
- Identify the major Protestant and Catholic reformers and distinguish between their theologies.

- Explain the effects of the Reformations on social life, culture, politics, and ideas.
- In writing and class discussion, analyze and criticize the argument of a historical monograph or article, and place historical writing in its historiographical context.
- Interpret primary sources from the Renaissance and Reformation and use them as evidence for historical arguments.
- Research and write a scholarly paper that employs both primary and secondary sources to place a significant artistic, musical, or literary work in its historical context and demonstrate its larger significance to early modern European history.

What I expect of you: This course is designed for upper level history and social science majors. Prerequisites for the course are junior standing or the completion of three hours of 100-299 history. Students should come to class on time, prepared, and ready to think through the full class period. Be ready to ask questions and participate in discussion, if appropriate. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, you will get more out of the class. All students must check their ACU email accounts regularly.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Christian Perspective: This course is taught from a perspective of Christian faith. History students at Abilene Christian University should be able interrogate their own views of history and the role religion has played in it, while exercising cultural sensitivity to other systems of belief. During the period under study in this course, ordinary people's understandings and practice of religion shifted rapidly, sometimes against their own will. This class thus offers ample opportunity for thoughtful discussion of human spirituality, organized belief, and the role of the state in individual faith.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. Please come and talk to me—I would be delighted to know you better!

“Come now, let us reason together,” says the Lord. Isaiah 1:18

Required texts:

Eugene F. Rice, Jr., and Anthony Grafton, *The Foundations of Early Modern Europe, 1460-1559*, 2nd ed. (Norton Press, 1994).

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard University Press, 1993).

The following articles are available from J-stor on the library website:

Sarah Blake McHam, “Donatello’s Bronze ‘David’ and ‘Judith’ as Metaphors of Medici Rule in Florence.” *The Art Bulletin* 83, no. 1 (March 2001): 32-47.

John H. Elliott, “A Europe of Composite Monarchies,” *Past and Present* 137 (November 1992) 48-71.

Raymond A. Metzger, “The Persistence of Superstition and Idolatry among Rural French Calvinists.” *Church History* 65 (1996): 220-233.

Merry Wiesner-Hanks, “Women, Gender, and Church History.” *Church History* 71 (2002): 600-620.

Maureen Flynn, “Mimesis of the Last Judgment: The Spanish *Auto de Fe*.” *Sixteenth Century Journal* 22 (1991): 281-297.

Additional, primary source readings will be available on the course Blackboard site.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The second, final exam will contain some cumulative essay questions.

Assignments:

Response paper: Students will write a response to *The Return of Martin Guerre* that engages the historical problems and major themes of the text. A detailed prompt will be provided in class. Response papers will demonstrate that students have read and understood the assigned text, and will prepare students to participate in class discussion effectively. The paper will be 850-1000 words in length, and is worth 150 points.

Article Presentation/Discussion: Students will choose or be assigned one of the five scholarly articles all students will read over the course of the semester. For the chosen article, students will be responsible for leading the class in discussion of the article on the appropriate day. Students will also provide a brief introduction to their chosen article by explaining the background of the author, ideological orientation, and the larger historiographical context of the article. Approximately one half of one class period will be allotted for presentation and discussion of each article, so students should be prepared to lead class for about forty minutes. This assignment is worth 150 points.

Research Paper: Students will write a 12-15 page research paper that places a literary, artistic, or musical body of work in its historical context, including discussion of the author/artist, the message of the work as a whole, the social/cultural questions or themes the work engaged, its purpose, its contemporary reception, and its broad impact on early modern European history. Papers should be based on original research from both primary and secondary sources. Grades for the research paper will be divided into three sections, with three due dates.

1. Paper proposal (25 points, due **13 September**) including identification of the body of work (to be narrowed if necessary), historical questions to be addressed, and tentative thesis
2. Annotated bibliography and outline (75 points, due **30 October**) including at least three primary sources and six secondary sources, with annotation, and a detailed outline of the paper
3. Final paper (200 points, due **20 November**) including footnotes and bibliography according to the format outlined in the *Chicago Manual of Style*

Students may choose a work/works from the following list, or propose an alternative.

The writings of Erasmus (particular emphasis on *The Praise of Folly*)
The sculpture or paintings of Michelangelo Buonarroti
Brunelleschi's architectural achievements
The hymns of Martin Luther
Palestrina's choral music
The compositions of Josquin de Prez
William Shakespeare's sonnets or several plays
John Wycliffe's writings, including the Wycliffe Bible
The essays of King Henry VIII
The Book of Common Prayer, first edition by Archbishop of Canterbury Thomas Cranmer
Baldessare Castiglione's work (emphasis on *The Book of the Courtier*)
The writings of Niccolo Machiavelli (emphasis on *The History of Florence* or *The Prince*)
The Augsburg Confession
Anatomical Studies and journals of Leonardo da Vinci
The writings of Sir Thomas More (emphasis on *Utopia*)
The Autobiography of St. Teresa of Jesus by Herself
John Calvin's *Institutes of the Christian Religion*
Spiritual Exercises by St. Ignantius of Loyola

Breakdown of grading, for 1000 total points:

- 100 points attendance and participation
- 300 points research paper

25 points paper proposal
75 points annotated bibliography and outline
200 points final paper
150 points response paper
150 points presentation and discussion
300 points exams (125 Midterm, 175 Final)

Final grades for the course will be based on the percentage of points earned out of total possible points.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 6 classes (20% of the course) will be dropped with a grade of F.** Three tardies constitute one absence. In-class discussion is a major component of this course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points* (e.g., “I agree with what Jack said,” or “it was boring,” is not a substantive contribution.) Please be aware that the participation section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and internet surfing will result in loss of participation points. iPhones and iPods should never appear in class unless the professor expressly asks students to use them. This includes note-taking. Please take notes on paper or on a laptop; iPhones should not be used for this purpose.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.
Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction to Early Modern Europe

Tuesday 28 August – Introduction to course and each other

Thursday 30 August – From medieval to early modern: society, economy, religion

Read: Rice and Grafton, ch. 2

Week 2: Contexts for the Renaissance

Tuesday 4 September – Italy in the Fourteenth Century

Thursday 6 September – Humanist philosophy; discuss Petrarch

Read: Rice and Grafton, ch. 3, pp. 77-87; selections from Petrarch (Blackboard)

Week 3: The Arts in Renaissance Italy

Tuesday 11 September – Italian painting; discuss Vasari on Giotto

Thursday 13 September – Italian sculpture, architecture, and music; discuss Vasari on Brunelleschi

Read: Rice and Grafton, ch. 3, pp. 87-109; selections from Vasari (Blackboard)

Paper Proposal due Thursday 13 September

Week 4: Politics and Power in the Renaissance Era

Tuesday 18 September – Italy: The Medici, the merchants, and their challengers; McHam article presentation/discussion

Thursday 20 September – The Northern Monarchies; Iberian Imperialism

Read: Begin *Martin Guerre*; Rice and Grafton, ch. 4; McHam article

Week 5: The Renaissance Moves North

Tuesday 25 September – France

Thursday 27 September – Spain; Elliott article presentation/discussion

Read: Continue *Martin Guerre*

Week 6: The Renaissance Moves North

Tuesday 2 October – Central Europe – the Dutch miracle

Thursday 4 October – the British Isles

Read: Continue *Martin Guerre*

Week 7: Identity and Information in Early Modern Europe

Tuesday 9 October – discuss *The Return of Martin Guerre*

Thursday 11 October – the effects of printing

Read: Complete *Martin Guerre* before Tuesday's class; Rice and Grafton, ch. 1
***Return of Martin Guerre* Response Paper due Tuesday 9 October**

Week 8: Early Modern Religious Belief

Tuesday 16 October – MIDTERM EXAM

Thursday 18 October – the late medieval Church

Read: none this week

Week 9: Precursors to the Reformations

Tuesday 23 October – Wycliffe, Hus, and Erasmus; discuss Wycliffe selections

Thursday 25 October – Martin Luther; discuss Luther selections

Read: Rice and Grafton, 146-156; Wycliffe and Luther selections (Blackboard)

Week 10: Reform in the Central Europe

Tuesday 30 October – the spread of Lutheranism and the Peasants' War

Thursday 1 November – Social and Political Change in Central Europe; Wiesner-Hanks article presentation/discussion

Read: Rice and Grafton, 157-168

Annotated Bibliography and Outline due Tuesday 30 October

Week 11: Zwingli and Anabaptism

Tuesday 6 November – Zwingli's theology and Zurich

Thursday 8 November – Anabaptism; discuss Confession

Read: Radical Schleithem Confession (Blackboard)

Week 12: John Calvin's Reform

Tuesday 13 November – Calvinist theology and Geneva; discuss Calvin

Thursday 15 November – the Huguenots; Metzer article presentation/discussion

Read: Metzer article; Calvin, Letter to the King (Blackboard)

Week 13: The Reformation in Britain

Tuesday 20 November – Tudor Reforms and Scottish Presbyterianism

Thursday 22 November – **Thanksgiving, no class.**

Read: the Suppression of Glastonbury Abbey (Blackboard)

Final Paper due Tuesday 20 November

Week 14: The Catholic Response

Tuesday 27 November – The Counter-Reformation: theology and major contributors; discuss Creed

Thursday 29 November – the Inquisition; [Flynn article presentation/discussion](#)

Read: Rice and Grafton, 169-185; Tridentine Creed (Blackboard); Flynn article

Week 15: Religious Warfare

Tuesday 4 December – Warfare in the German States, the Netherlands, and France

Thursday 6 December – The Thirty Years' War and the Reformation Legacy

Read: Rice and Grafton, 185-202