

**Saint Louis University—Madrid Campus**  
**Department of Social Sciences and Humanities**  
**Course Syllabus. Fall 2017**

**Course Name and No:** HIST-3090 Age of the Renaissance

**Credits:** 3

**Semester and Class Time:** Fall 2017. Tuesdays and Thursdays 14:30 – 15:45

**Classroom:** Padre Rubio Hall (PRH) 5

**Professor:** Kevin Ingram (e-mail: kevin.ingram@slu.edu )

**Office hours:** Tues and Thurs 12:00 – 14:00 and 17:30 – 18:30

**Reading:**

Blackboard Course Reader

**Description:**

The cultural, social and political transformations in the late Middle Ages that gave rise to a new European society. The course focuses on the quattrocento's encounter with the classical world of Rome and Athens and its implications for art, politics, science and religion. The course examines both literary and visual texts to investigate the complexity of Renaissance culture and its innovations, continuities and contradictions.

**Learning Objectives**

The students will gain an in-depth knowledge of the evolution of the Renaissance culture and Renaissance historiography. They will acquire an appreciation of the possibilities that the study of history offers for the understanding of the world in which they live—the dynamic of social and cultural evolution. Furthermore, they will learn or develop the skills necessary for presenting fluid, well-organized analytical essays.

**Grading and Attendance:**

**Participation:** Class attendance is compulsory. More than two unjustified absences will lower the final grade. Participation in class is highly encouraged, and will make up 20% of the final grade. Reading assignments must always be completed before the discussion sessions. There will be two midterms and a final exam. The first midterm and the final will be sit-down exams, consisting of essay questions and short identifications. The second midterm will be an eight to ten-page research paper on a topic to be determined in class. The participation grade will be determined by course work: reading summaries, presentations and quizzes. The course grade will be determined as follows:

<b>First midterm exam:</b>	25%
<b>Second midterm exam:</b>	30%
<b>Final exam:</b>	25%
<b>Class Participation:</b>	20%

**Grading Scale:**

93-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+

73-76	C
70-72	C-
60-69	D
0-59	F

**Assessment:**

In order to maintain quality academic offerings and to conform to accreditation requirements, SLU-Madrid regularly assesses its teaching, services and programs for evidence of student learning. For this purpose, SLU-Madrid keeps representative examples of student work from all courses and programs on file, including assignments, papers, exams, portfolios and results from student surveys, focus groups and reflective exercises. Copies of your work for this course may be kept on file for institutional research, assessment and accreditation purposes. If you prefer SLU-Madrid not to retain your work for this purpose, you must communicate this decision in writing to your professor.

**University Title IX Statement:**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213), and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00- 1979).

To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>

**Students with Special Needs:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about: • Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor. • University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/campus-life/student-services/disability-services>

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at [disabilityservices-madrid@slu.edu](mailto:disabilityservices-madrid@slu.edu) or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage

### **The University's Academic Integrity Statement:**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. Students can find the Academic Integrity Policy as the first link on this page.

Additionally, SLU-Madrid has posted its academic integrity policy online: <https://www.slu.edu/madrid/academics/student-resources/academic-advising/policies-and-procedures#43>

As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

Students shall exhibit honesty in all academic endeavours. Cheating in any form is not tolerated, nor is helping someone to cheat. Work submitted is taken as a guarantee that it is the student's own, except where properly credited to another. Violations include giving or receiving aid on an exam, report or project where otherwise prohibited, plagiarism or forgery of any record, or any deceptive act in connection with academic work. **Any violation of this policy will result in an F for the pertinent academic exercise.**

All violations of academic integrity will be reported to the chair. In consultation with the professor, the chair will write a report that will then be sent to the Madrid Campus Committee for Academic Honesty.

### **SLU email**

Both Banner and SLU-Global accounts are linked to your slu.edu address. Please check your slu.edu account on a regular basis or have the mail from this address forwarded to a preferred account.

**Dates:**

Classes begin: Tuesday, 4 Sept.

Last day to drop a class and not receive a grade of “W”; and last day to choose audit or pass/no pass option: Sunday, 17 September

First midterm: Tuesday, 10 October

Second midterm research paper draft submission: Tuesday, 7 November

Final Exam: Monday 18 December, 12:00 – 14:00

## Topics and Assignments

### Week 1. Sept. 4 - 10

- i. Introduction: What is the Renaissance?
- ii. The Myth of the Renaissance.  
**Reading: Blackboard Texts 1 and 2:** Peter Burke, “The Myth of the Renaissance” and “Revival and Innovation”  
**Write a two page summary** on the readings. Consider: What is the myth of the Renaissance? What then was the Italian Renaissance? How did it come about? What were its innovations?

### Week 2. Sept. 11 - 17

- i. The Origins of Humanism  
**Reading: Blackboard Text 4** Nicholas Mann, “The Origins of Humanism” and **Text 6** Alison Brown, “The Passion for Books.”  
**Write a two-page summary** of the Nicholas Mann essay. Consider: What was the humanist movement? How and when did it emerge? What was the importance of Francesco Petrarch (1300-1370) to the movement?
- ii. The Humanist Revolution: The Civic Humanism of Florence  
**Reading: Blackboard; Text 7** “Italian Communes and City States”; **Text 8** “Big Business Florence” **Text 9** “Humanism in Italy” pp. 118-124. What was the character of fifteenth century Florence? Why would its oligarchy find the humanists’ ideas of interest and utility? What was civic humanism?  
**Presentations:** Leonardo Bruni (1340-1444), Leon Battista Alberti (1404-1472), Filippo Brunelleschi (1377-1446). Place them in their historical context. What is their historical importance? Why are they regarded as key figures in the Renaissance?

### Week 3. Sept. 18 - 24

- i. The Humanist Revolution: Ancient philosophy and religion  
**Reading: Blackboard Text 10** Jill Kraye “Philologists and Philosophers” **Text 11** Extract from the Pico della Mirandola, “Oration on the Dignity of Man.”

**Group quiz and discussion:** What is Pico's essay about? What makes it a Renaissance text? Why would it be seen as controversial? What is Neoplatonism?

**Student Presentations:** Marsilio Ficino (1433-1499) and Giovanni Pico della Mirandola (1463-1494). What was their importance to the Renaissance?

- ii. Renaissance Art and Artists in 15<sup>th</sup>-century Italy: Body and Soul documentary and power-point presentation.  
When did the interest in artistic naturalism emerge? What were the reasons for this emergence?

**Reading: Blackboard Text 12:** The fourteenth-century Florentine Renaissance in Art (Arts and Ideas)

#### Week 4. Sept. 25 – Oct 1

- i. Late fifteenth and Early sixteenth century Italian Artists:  
**Reading: Blackboard Text 14** "Harmony Attained"  
**Student Presentations:** Michaelangelo, Leonardo da Vinci, Raphael. What are the Renaissance characteristics in their works? What are their innovations? Place their works in their historical context. Why are they being commissioned? Examine three or four works to illustrate your argument.
- ii. The Renaissance Court: Representing Nobility and Power  
**Reading:** Blackboard Texts 16 and 17: "Arms and Letters: Urbino under Federico de Montefeltro" and "The Arts of Diplomacy: Mantua and the Gonzaga."  
(Why did noble families like the Gonzaga family employ humanist writers and painters?)  
**Subjects for Renaissance papers.** Discussion

#### Week 5. Oct. 2 - 8

- i. Renaissance Identity: Baldesar Castiglione, *The Book of the Courtier* and Leon Battista Alberti, *On the Family*  
**Reading: Blackboard Text 18.** Who is Baldesar Castiglione? Consider: What does his work tell us about the Renaissance court society? What is significant about its setting: the Gonzaga court? How do women's path to success at court differ from men's? In what ways are the views presented by Castiglione on proper behaviour different than our own? What accounts for these differences? Topics discussed in the text: Nobility and Arms (55-58), Appearance (61), Sport (63-64) Affectation (69) Good Speech and Writing (71-83), Women and Beauty (86-87), The Humanities (90-92). Choose two passages and comment on them. What are the preoccupations of court society? Is the author conscious of being innovative?  
**Reading: Blackboard Text 19 General Prologue pp 77-98 on marriage:** What is Alberti's intention in writing the work (see General Prologue)? Is it similar to Castiglione's intention in writing *The Courtier*? What is Alberti's

view of women? How does the life and opinions of Alberti's bourgeoisie merchant differ from those of Castiglione's courtiers?

**Group quiz and discussion on the two texts.**

- ii. Documentary: Renaissance Venice and **Student Presentation:** Titian.  
Midterm review.  
Reading: **Blackboard Text:** "Venezianita: The Otherness of the Venetians"

#### **Week 6. Oct. 9 - 15**

- i. Midterm Exam
- ii. No Class

#### **Week 7. Oct 16 - 22**

- i. Renaissance political theory and *The Prince*  
**Reading: Blackboard Text 20** "Humanism and Political Thought" and **Text 21** Machiavelli, *The Prince*. Consider how Machiavelli's work conforms to and contrasts with Renaissance views on political theory. Questions: What is Machiavelli's argument? How does this political work differ from earlier ones by Italian humanists (see Hankin, "Humanism and Political Thought,")? What does Machiavelli mean when he states a ruler should be both a lion and a fox? Why do you think he writes the work? What is the political situation in Italy at the time of writing?  
**Group Quiz and Discussion:** Machiavelli's *The Prince*  
**Hand in two-page proposals for second midterm paper.** The proposals should include a subject, possible area of investigation and three sources. They should be a narrative proposal rather than bullet points.
- ii. **Essay review sessions**

#### **Week 8. Oct. 23 - 29**

- i. Renaissance Religion and Social Issues  
**Reading: Text 22:** "Religion and the Church" and **Text 23** "Bodies, Disease and Society" in fifteenth century Italy.
- ii. The Northern Renaissance: Art and Humanism  
**Reading: Text 24** Peter Burke, "The Renaissance Abroad or the Uses of Italy" **Text 26** "Northern Renaissances and Reformation Styles," (*Arts and Ideas*)  
Power-point presentation on Flemish art and its influences. Jan Van Eyck "Arnolfini" and Rogier Van der Weyden, "St. Luke painting the Virgin"  
What are the differences between the Northern and Italian Renaissance?

**Week 9. Oct. 30 – Nov. 5**

- i. Erasmus.  
**Reading: Text 27** “Introduction to Erasmus” and **Text 28** “The Handbook of the Christian Soldier” and **Text 30** “A Complaint of Peace” (What is revolutionary about these texts? Why would they have caused controversy?)  
**Group quiz and discussion**
- ii. The Renaissance and New World Utopias  
**Reading: Text 31** Thomas More’s *Utopia*. What is More's purpose in writing *Utopia*? Why does he divide the work into two books? Why does he set the model society on an island off the Americas?  
**Group quiz and discussion: Utopia**

**Week 10. Nov. 6 - 12**

- i. The Old World and the New  
**Reading: Text 32** “In the Wake of Columbus: The New World and the Old”  
**Hand in eight to ten page draft paper, correctly footnoted**
- ii. No Class

**Week 11. Nov. 13 - 19**

- i. Research Paper Review
- ii. Protestants and Humanists  
**Reading: Text 33** “An Introduction to the Reformation”; and **Text 34** “Humanism and the Reformation”

**Week 12. Nov. 20 - 26**

- i. Counter-Reformation  
**Reading: Text 35:** “Catholic Reformation: Counter-Reformation and Papal Reform in the Sixteenth Century.”
- ii. Counter-Reformation and Baroque Art: What are the characteristics of Baroque art and architecture? What relationship do they have to the Counter-Reformation Catholic Church? Class assignment: What is Baroque art and architecture? How did these new ideas emerge and why?  
**Student presentations:** Caravaggio, Rubens and Bernini.

**Week 13. Nov. 27 – Dec. 3**

- i. Research paper presentations

- ii. Scepticism, Toleration and Michel de Montaigne's Essays. Who was Montaigne? What was his contribution to modern thinking?  
**Reading: Blackboard Text 36** "The Toleration Controversy in the Netherlands" pp. 145-164 and 178-187; **Text 37** "Montaigne introduction"; and **Text 38** "On Cannibals." How does the essay relate to the political and religious situation of the day?

**Group quiz and discussion.**

**Week 14. Dec. 4 - 10**

- i. Research paper presentations
- ii. Research paper presentations

**Week 15. Dec. 11 - 17**

- i. Course review
- ii. No Class

**FINAL EXAM: Monday December 18, 12:00 – 14:00**