

Department of History and Political Science

History 308

Early Modern Europe: From Renaissance to Enlightenment

Spring 2018

Instructor: Dr. Alessandra Brivio

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Office: Colt 205

Course time: Tu TH 10:00-11:45 AM

Office hrs.: Wed 12:00-1:00 (by appointment)

Meeting times: Tu TH Ryan Learning Room, 104

Course Description

Like storytelling, history requires a chronological structure to help us make sense of the past. Traditionally, the early modern period is identified with the segment of time between the late 14th century and the 18th century. Yet, the past is fluid, and all historical developments are part of complex and continuous negotiations that cannot be easily divided into neat chronological segments. While for the most part I will follow a chronological order, this course **IS NOT** a chronological overview of “events”. On the contrary, the objective of this course is to offer a coherent account of **the main cultural, political, economic, and social developments that shaped Europe during the early modern period.** For this purpose, I have divided the course in “thematic” rather than chronological units. Through a combination of lectures and student-led round tables, we will attempt to unravel the thread that connects the Renaissance movement to the early Enlightenment, passing through the Reformation and the Scientific Revolution. Due to the vastity of the topics that we will discuss, I had to make “geographic” selections. The decision to focus on particular European areas (Italy, Central Europe, England, and Spain) more than others is based on their relevance to topics discussed and should not be read as an historical bias.

Course Format and Expectations

The course is divided into five thematic units. Each unit will be a mixture of lectures (aimed at presenting the historical context) and student-led class discussions (aimed at analyzing primary sources). During our first meeting we will form small groups. Each group will choose a topic and will be in charge of organizing **one** round table discussion and **one** Renaissance Art presentation (week 4). My intent is to create a very

interactive classroom experience and your participation will be CRUCIAL to its success. You will be asked to independently analyze primary and secondary sources, and then you will have a chance to engage in intellectually stimulating conversations with your classmates and me. If you do your part and work hard, at the end of this course you will:

- Have a keen understanding of the main developments in early modern Europe that paved the way to “modernity”
- Be able to Identify patters of historical continuity and change
- Be able to make connections between the past and the present
- Strengthen your ability to critically analyze historical sources
- Learn how to effectively communicate your ideas and interpretation of primary source
- Develop effective team work practices.

These are ambitious, yet incredibly rewarding goals. It is crucial that you complete all assigned reading **before class**. If you don't, your presence in the classroom will most likely be passive and, ultimately, you will not have a rewarding experience.

Assessments

- Participation: 15%. I will grade your participation based on your class contribution. Per our PLNU attendance policy, you are required to regularly attend class to avoid disenrollment from the class. This section of the grade will be determined by your consistent participation to class discussions and not only by your presence in the classroom! 5% of the grade will be determined by your participation to our Q&A sessions (week 11 & 15)
- Round Table Discussion: 15%. Our class will be divided into small groups and each group will organize and lead a round table discussion on the main course topics based on the reading of selected primary sources:
 - Week 5: Renaissance
 - Week 6: Reformation
 - Week 9: European Empires
 - Week 12 The Scientific Revolution
- Renaissance Art Presentation: 20%. Each group will present a Renaissance Artist and his work.
- Take home Midterm paper: 20% Review of a secondary source: Journal article (5 double spaced pages)
- Final research paper: 30% (7 double spaced pages)

Grade scale:

A+= 97-100 A=93-96 A-=92-90

B+=87-89 B=83-86 B-=80-82

C+=77-79 C=73-76 C-=70-72

D+=67-69 D=63-66 D-=60-62

F=0-59

Course Readings

The course reading list is mostly comprised of primary sources. Most of them can be found in:

The Renaissance Reader. Ed. Kenneth J. Atchity. You can find this book on Amazon.com. The book is also available in Kindle format at a very small price. I have no preference in terms of editions. I have consulted the first edition when compiling this syllabus.

Additional Primary sources will be posted on canvas

Suggested book for contextual study:

John Merriman, *A History of Modern Europe: From the Renaissance to the Present* (Volume 1)

Course Schedule

(I reserve the right to make changes to the following schedule to meet instruction's goals)

	TOPIC	Assignments
January 11	Welcome! Introduction to the course	No assignments
WEEK ONE		
January 18	Introduction to the analysis of primary and secondary sources	Read: Evaluating Historical sources (Canvas)
January 16	Continuity and Change: From the Middle Ages to the Renaissance.	Giovanni Boccaccio, "Preface, 'To the ladies" (pp 12-20) (optional: Merriman chapter 1)

UNIT ONE: THE RENAISSANCE:

Religion, irreligion, and secularization

WEEK TWO		
January 23	The Earthly republic: The Italian city states	Read: Leonardo Bruni, Praise of the city of Florence The Medici, Letters. Girolamo Savonarola, Advent Sermon (optional: Merriman Chapter 2)
January 25	The Italian city states. Professor lead round table	Niccolo Machiavelli, The Prince. Machiavelli: Discourses (Chapter XII and XIII- link of Canvas)
WEEK THREE		
January 30	Humanism	Lorenzo Valla: On the Donation of Constantine; Salutati: Letter to Peregrino Zambeccari (PDF on Canvas); Ippolita Sforza: Oration to Pope Pius II;
February 1	Humanism	Giovanni Pico della Mirandola: Oration on the Dignity of Man Marsilio Ficino: On Life
WEEK FOUR		
February 6	Art and Art Patronage	Pietro Perugino: Contract of Perugino with the Benedictine

		Monks of San Pietro **Group Work presentations
February 8	Art and Art Patronage	** Group Work Presentations
WEEK FIVE		
February 13	The Roles of Women	Christine de Pizan: The Book of the City of Ladies Isabella d'Este: Letters Anna Bijns: Poems
February 15	Did Women have a Renaissance? <u>Group 1: Round Table</u>	Read: Article on Canvas. Did Women have a Renaissance?

UNIT TWO: THE REFORMATION MOVEMENTS

WEEK SIX		
February 20	Martin Luther and the German Reformation	Martin Luther:95 Thesis; To the Christian Nobility of the German Nation (on Canvas) Catherine Zell: Letters to Ludwig Rabus. (Optional Merriman Chapter 3 & 4)
February 22	Confessionalization <u>Group 2: Round Table</u>	Martin Luther: On Christian Freedom. Desiderius Erasmus: On Free Will (On Canvas)
WEEK SEVEN		
February 27	The Church of England	William Roper: The Life of Sir Thomas More
March 1	The Catholic Counter Reformation and the Inquisition	Ignatius of Loyola: Spiritual Exercises; Paolo Veronese: Trial

		before the Holy Tribunal
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SPRING BREAK: NO CLASS ON MARCH 6TH & 8TH.

UNIT THREE: EUROPEAN EMPIRES

WEEK NINE		
March 13	Spain and its Empire	Bernal Diaz del Castillo: The True Story of the Conquest of Mexico; Bartolome de Las Casas: In Defense of the Indians Michelle Eyquem Seigneur de Montaigne: On the Cannibals. (Optional Merriman, Chapter 5)
March 15	Spain and its Empire Group 3: Round Table:	Luiz de Camoes: The Lusiads.
WEEK TEN		
March 20	England and the Tudors	Review: William Roper: The Life of Sir Thomas More
March 22	England of the Tudors	Watch: A Man for All Seasons (1966 film)

WEEK ELEVEN		
March 27	Q & A with the professor: Renaissance and Reformation	Post your questions on canvas by 12 pm March 25th
March 29	NO CLASS. Easter Recess	

UNIT FOUR: THE SCIENTIFIC REVOLUTION

WEEK TWELVE		
April 3	A 'Paradigm" shift	Galileo Galilei: Treatise on the Universe; Johannes Kepler: Conversation with Galileo's "Sideral Messenger"; Francis Bacon: The Advancement of Learning;
April 5	The struggles of secular knowledge <u>Group 4 Round Table</u>	Christopher Marlow: The Tragical History of the Life and Death of Doctor Faustus; Shakespeare: Hamlet (excerpts in The Renaissance Reader); Galileo Galilei: Letter to Christina, Grand duchess of Tuscany
WEEK THIRTEEN		
April 10	Natural Magic and Witchcraft	Readings: To be announced
April 12	Natural Magic and Witchcraft	Watch: Shakespeare: The Tempest (2010 Film) Link on Canvas

UNIT FIVE: THE ENLIGHTENMENT. MODERNITY AT LAST?

WEEK FOURTEEN		
April 17	What is the Enlightenment?	Thomas Hobbes: Leviathan, Part 3. (On Canvas);
April 19	What is the best form of Government?	John Locke: Two Treatises of Government (excerpts on Canvas)

WEEK FIFTEEN		
April 24	Q & A with the professor. The Scientific Revolution and the Enlightenment	Post your questions on canvas by 12 pm
April 26	Modernity at last?	

Final Research paper due on Tuesday May 1st by 1:00 PM.

Please submit a hard copy of your final paper to me in my office. Colt 205. Please also submit a copy on turnitin.com (via Canvas).

Use of electronics in class:

I strongly recommend not using laptops in class. The reasons are three-fold:

1. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.
http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
2. Even if it doesn't impair your learning, it impairs others learning.
<http://www.sciencedirect.com/science/article/pii/S0360131512002254>
3. You write more but learn less. Writing your notes creates synthesis which increases your learning.
<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>
http://chronicle.com/blogs/linguafranca/2014/08/25/why-im-asking-you-not-to-use-laptops/?cid=at&utm_source=at&utm_medium=en

So, no laptops in class. In case you have a unique situation and need to use a lap-top, talk to me and we will make that work.

Same is true for cellphone. All phones should be put away during class. No exceptions.

PLNU Mission⊕

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY☼

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-8492486 or by e-mail at DRC@pointloma.edu. See Disability Resource Center for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY☼

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report

which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.