

HIST535

Course Summary

Course : HIST535 **Title :** Renaissance and Reformation

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course examines the history of the Renaissance as a European wide movement emanating from the Italian peninsula; the crisis of the church medieval and the rise of the Renaissance papacy; Humanism, with special emphasis on the great painters, architects, and sculptors; the Renaissance city-states, Machiavelli, and the Renaissance monarchies of France, England, Spain, and the Holy Roman Empire; the continuing crisis of the church medieval and the religious upheavals of Protestantism; the work of Luther, Calvin, Zwingli, and the Anabaptists; the Catholic Reformation; the age of civil and religious wars.

Course Scope:

Objectives

Upon completion of HIST 535, the student will be able to:

- Analyze the features that distinguish the Renaissance and Reformation periods of European history from other periods.
- Evaluate the factors that made Italy a center for Renaissance cultural production.
- Identify and describe key characteristics of Renaissance humanism and explain its role as the fundamental outlook of the Renaissance perspective.
- Analyze and evaluate traditional and new historiographical interpretations of the Renaissance and Reformation.
- Evaluate the personal characteristics of leading Renaissance and Reformation figures and their relationship to the broader historical context that they confronted.

Identify and describe regional trends and variations that characterized the development of the Renaissance and the Reformation, including differences.

Determine the relationship between “high” culture and popular culture during the Renaissance and Reformation periods.

Outline

Week 1: Introduction

Learning Outcomes

- Develop the necessary skills to use Sakai and the Online Library.
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- Create a learning community.

Determine some of the influences that led to the Renaissance and Reformation.

Required Readings

- [Petrarch: Letter Criticizing the Avignon Papacy](#)
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 - [Plague and Public Health in Renaissance Europe](#)
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 - [Boccaccio: The Decameron - Introduction](#)
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 - [Famine of 1315](#)
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 - [Statute of Laborers, 1351](#)
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 - [The Trial of Joan of Arc, 1431](#)
- [Joan of Arc: Letter to the King of England, 1429](#)
- [Hundred Years War: Treaty of Troyes, 1420 and Conditions in France in 1422](#)
- [Jean Froissart: On The Hundred Years War](#)

Assignments

- Introductions
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- Week 1 Discussion

Week 2: Renaissance

Learning Outcomes

- Investigate the historiography debate over the meaning of “the Renaissance.”
- Continue examining the influences on the Renaissance and Reformation.

Required Readings

- [Marsilio of Padua: Conclusions from Defensor Pacis, 1324](#)
- [Marsilio of Padua: Condemnation by John XII, 1327](#)
- [Pope Gregory XI : The Condemnation of Wycliffe 1382 and Wycliffe's Reply, 1384](#)
- [Utraquism](#)
- [Jan Hus: Final Declaration, July 1, 1415](#)
- [Council of Constance: Sacrosancta,](#)
- [1415 Do Women Have a Renaissance?](#)

[In the Labyrinth of the Library: Petrarch's Cicero, Dante's Virgil, and the Historiography of the Renaissance.](#)

[Do Women Need the Renaissance?](#)

Assignments

- Week 2 Discussion
- Research Paper Topic Due

Week 3: Renaissance

Learning Outcomes

- Analyze the political, social, and economic elements of the Italian Renaissance.
 - Analyze the influence of humanist thought on European development.
- Examine the richness of Renaissance art and how it affected European development.

Required Readings

- [Review: How Italian Was the Renaissance?](#)
- [Review: The Importance of Being Printed](#)
- [Form and Function in Italian Renaissance Popular Books](#)
- [Literacy and Culture in Early Modern Castile](#)
- [Philippe de Comynes: Portrait Of Louis XI \(c. 1498\)](#)
- [The Universities of the Renaissance and Reformation*](#)
- [Humanist Infiltration into the Academic World: Some Studies of Northern Universities](#)
- [Recent Studies in the English Renaissance](#)

Assignments

- Week 3 Discussion

Week 4: Renaissance

Learning Outcomes

- Analyze the political, social, and economic elements of the Northern Renaissance.

Examine the richness of Renaissance art and technology and how it affected European development.

Required Readings

[The Reformation](#)

- - Chapters 1-4
- [Neoclericalism and Anticlericalism in Saxony, 1555-1675](#)
- [Continuity and Change: Some Effects of the Reformation on the Women of Zwickau](#)
- [Interpretations of the Reformation](#)
- [Martin Luther: Letter to the Archbishop of Mainz, 1517](#)
- [Exsurge Domine: Condemning the Errors of Martin Luther](#)
- [The Reformation and the book: A reconsideration](#)
- [Social Welfare in Calvin's Geneva](#)

Assignments

- Week 4 Discussion
- Annotated Bibliography/Lit Review Due

Recommended Optional Reading

Recommended Media

Week 5: Reformation

Learning Outcomes

- Analyze the causes and outcomes of Luther's

Required Readings

[The Reformation](#)

- Chapters 5-10
- [Calvinism and the English Church 1570-1635](#)
- [Inquisitors, Priests, and the People during the Catholic Reformation in Spain](#)
- [The Church of England c.1529-c.1642.](#)
- [Agency, Appropriation and Rhetoric under the Gallows: Puritans, Romanists and the State in Early Modern England](#)
- [THE ACT OF SUPREMACY \(1534\)](#)

Assignments

- Week 6 Discussion

Week 6: Reformation

Learning Outcomes

- Examine how the Reformation affected the northern countries, especially England, and including the Spanish Inquisition

Required Readings

[The Reformation](#)

Chapters 13 - 17

- [Vesalius and the Reading of Galen's Teleology](#)
- [Oratory and Rhetoric in Renaissance Medicine](#)
- [The Reformation, Popular Magic, and the "Disenchantment of the World"](#)
- [Confessional Identity and Magic in the Late Sixteenth Century: Jakob Bithner and Witchcraft in Styria](#)
- [Mersenne and Copernicanism](#)
- [Tycho Brahe's German Treatise on the Comet of 1577: A Study in Science and Politics](#)
- [Did Science Have a Renaissance?](#)

Assignments

- Week 6 Discussion
- Short Paper Due

Week 7: Reformation

Learning Outcomes

- Analyze popular religion and the beginnings of modern science

Required Readings

[The Reformation](#)

- Chapter 17
- [Kingship Destroyed--Kingship Transformed,](#)
- ["Heretical Plagues" and Censorship Cordons: Colonial Mexico and the Transatlantic Book](#)
- [Trade. The Rise of Absolutism and Noble Rebellion in Early Modern Habsburg Austria, 1570 to](#)
- [1620 Women and the Civil War Sects](#)
- [Women Preachers in the Civil War](#)

Assignments

- Week 7 Discussion

Week 8: Looking Ahead

Learning Outcomes

- Examine the conditions necessary to begin colonial expansion.
 - Analyze the continuing “religious” revolts and how they affected the European continent.
- Successfully conclude the course. Summarize the political and social changes. Understand the transitions taking place in Europe.

Required Readings

- No Required Readings

Assignments

- Week 8 Discussion
 - Research Paper Final Version Due
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Evaluation

When submitting work, the proper file name is:

Hist535SectionNumberLastNameFirstNameAssignmentName.doc or .docx. No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason. COMPUTER FAILURE or other technological problems are not an excuse for late work. Save your work every few minutes. Purchase an external hard drive and back up your work.

Alternatively, you can save your drafts and documents in a cloud. Google Docs and dropbox.com are free.

Discussion ASSIGNMENTS: Each Discussion requires answers to questions listed in the Discussion. Use this opportunity to express critical analysis and deeply engage the course material. Students will respond to the questions in each Discussion, and to at least two fellow students. These forum discussions are preparation for you to participate in professional online discussions.

- **Friday** of the Discussion: No later than Friday, midnight EST, submit the initial posting to the required set of questions (all of them) in the Discussion area for your classmates to read.

SUNDAY of the Discussion: By Friday, midnight EST, submit at least three responses of at least 250 words each to two different students.

For the discussions only, a bibliography is not necessary. Classroom discussion work must be posted to the f Discussion during the week in which it is assigned. Classroom discussions will not be accepted through email. Postings unrelated to the module’s discussion, as well as late postings, do not count as participation for grading purposes.

All written assignments should have standard margins, in Times New Roman 12 pt font. Grading is based on the graduate grading rubric in Resources. Do not forget to include in each essay the required minimum number of academic sources. Remember that the Chicago style and footnotes are always used. Do not forget, in each essay, your title page and bibliography.

- **Short Paper:** Each student is required to write an essay based on one of the listed primary sources in the assignment. The short paper is not a book review. It includes a brief (and I emphasize brief) summary of the book but is mostly a critical analysis of it, including how the book connects to course themes and its place in the literature (an historiographical analysis). The paper

will solely be a very brief summary, and analysis of why the book or document is important for the study of history and how it connects to course themes. Due Sunday 11:55 pm ET, Week 6.

- **Research Paper:** You can choose to explore any aspect of Renaissance or Reformation History that interests you. If you are working on this era for the thesis--this is a good way to work toward something that can make up part of the final work. Paper is a minimum of 15 pages, and no more than 20 pages.

Due 11:55 pm ET on Sunday of Week 8.

- **Research Paper Topic:** You will submit your research paper topic for approval by the instructor. Due

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Sunday midnight EST Week 2.

Annotated Bibliography: You will submit an Annotated Sources Literature Review of 10 sources as they relate to your chosen research topic. While the sources may be books, journal articles, newspapers, diaries, etc., ALL sources must be academic in nature. Further, you will be limited to ONE internet source, which may NOT be from Wikipedia, as it is anything but a credible site/source. The

goal of the exercise will be to make sure you have a grasp of the larger historiography of the topic you have chosen to research. Due 11:55 pm ET on Sunday Week 4.

Grading:

Name	Grade %
Discussions	60.00 %
Discussion 1	7.50 %
Discussion 2	7.50 %
Discussion 3	7.50 %
Discussion 4	7.50 %
Discussion 5	7.50 %
Discussion 6	7.50 %
Discussion 7	7.50 %
Discussion 8	7.50 %
Research Paper	20.00 %
Research Paper Final Version	20.00 %
Bibliography	7.50 %
Annotated Bibliography Lit Review	7.50 %
Short Paper	7.50 %
Short Paper	7.50 %
Research Paper Topic	5.00 %
Research Paper Topic	5.00 %

Materials

Book Title: Reformation - eBook available in the APUS Online Library

Author: MacCulloch, Diarmaid

Publication Info: Lib

ISBN: 9780143035381

Book Title: Various resources from the APUS Library are used and will be available through the classroom. **Author:** No Author Specified **Publication Info:** **ISBN:** N/A

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HIGHLY RECOMMENDED REFERENCES:

- Turabian, Kate L. *Manual for Writers of Term Papers*. 9th ed. Chicago: University of Chicago Press, 2018. Purchase optional but highly recommended.

For those students who want a general textbook giving an overview of Renaissance and Reformation history, below are a few suggestions. Important Note: These are undergraduate texts. Do not use them for your essays.

- Brotton, Jerry. *The Renaissance: A Very Short Introduction*. Oxford: Oxford University Press, 2006.

Winks, Robin W., and Lee Palmer Wandel. *Europe in a Wider World, 1350-1650*. New York: Oxford University Press, 2003.

- Zophy, Jonathan W. *A Short History of Renaissance and Reformation Europe: Dances over Fire and Water*. 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2009.

Course Guidelines

Writing Expectations: Graduate education in history at APUS is intended to prepare students for professional and scholarly success by training them in the various aspects of the discipline of history. In contrast to undergraduate education, graduate students are expected to undertake significant research that is original and of more breadth and depth. Student writings should be grammatically correct, and logically structured and organized. Their work should employ critical thinking and viable evidence that is cited correctly using *The Chicago Manual of Style*.

Citation and Reference Style: History and Military History students should become familiar with the

Chicago Manual of Style (CMS) format for citations and the bibliography. The CMS is the standard format for historians. As such, it is our responsibility to ensure that you use this format so that you become comfortable with it during your undergraduate years. Non-history majors can use APA or MLA as the citation and reference style used in written work submitted for this course.

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments may not be accepted after the course end date. Submitting an assignment late may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum of 50% (5 days late). The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time, and may be more flexible if potential delays are communicated ahead of time.*

*Programs with specialty accreditation may have different late policies;

**Students with DSA accommodations may have different late policies applied.

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Turnitin

It is required that assignments be submitted to Turnitin.com. Turnitin.com will analyze a paper and report instances of potential plagiarism for the student to edit before submitting it for a grade. In some cases professors may require students to use Turnitin.com. Typically the course professor will establish a Turnitin.com access code for his/her classes. If the code has not been established, those who wish to use Turnitin.com may ask their professor to establish the code.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.

Students should review writing for spelling and grammar.

[Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.

Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

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- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

Course content may vary from the syllabus' schedule to meet the needs of a particular group.

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